

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in classroom is considered as a thing that could become difficult yet sometimes it could a little easy. It can be determined by how the teacher, as a person who controlled the class manage to handle the atmosphere. A teacher should create a good atmosphere while teaching in the classroom. In case to this become achieved, teacher has to build a good relationship towards the students through interaction. The interaction shouldn't just purpose on how to create a good terms along with the students, but also applying and implementing such triggered questions to make students more attract and put more attention to the lesson, also it could reach the learning objectives. Communicative learning between teacher and students could produce a good results.

Question is any sentence which has interrogative form or function (Cotton, 2012). Through question, someone can obtain a certain information in order to knowing something new or testing someone. In achieving the learning objectives there are several ways that teachers applying during the class. For example, through the teacher's question in order to analyze the students' comprehension and also spreading worksheet during the lesson.

Teacher should know in what cognitive level the question that they gave to students. In order to analyze them, the Bloom's revised taxonomy by Anderson and Krathwohl is being used. There are six cognitive process dimension, those are *remembering*, *understanding*, *applying*, *analyzing*, *evaluating* and *creating*. Proposed by Benjamin Bloom in the 1956 and developed by Anderson and Krathwohl in 2001, the structure allows the teacher to accommodate a variety of students' needs by applying the appropriate questions and activities for children so that they may equally participate in the lesson (Ziff, 2015).

The ministry of Education and Culture has been implemented a new curriculum named K13 and is still using until today. The curriculum is intended to increase the level of students' skills. Students are obligated to have thinking critically toward a case during the lesson and this will lead them become more active in the class. This new level of thinking called HOTS (High Order Thinking Skills). Teacher should have arranged their teaching material such as RPP and worksheet, and even provide teaching media to help students train their critical thinking, also train themselves during classroom interaction by giving students question which can make students accustomed toward HOTS question, so that they will find it easy to answer questions during examination.

Nevertheless, nowadays teacher's perspective towards this HOTS level only focusing on their teaching material. In fact, they have neglected to implement it during the class through classroom interaction. In form of teacher's questions, students are able to train their perspective and opinion by

facing a given case. Teacher would make students feel accustomed toward HOTS questions level by giving them question or case that classified as high level of cognitive. Most of teacher could be ignore this fact, but it is the best way to lead student develop their critical thinking rapidly.

This case can be seen as the following brief conversation during the lesson from teaching-learning video from Youtube:

T : Well, class, to check your understanding, please check your friend's grammatical errors in the dialogue. Is there any comment on your friend's dialogue?

S : Me, mam. I think their dialogue is very good, because they have the expression of suggesting and offering.

T : Yes, Thank you.

Based on the brief dialogue above, it can be explained that the teacher is often asking the students in low cognitive level. The teacher just asking as such simple questions in order to check their skill of understanding which is to checking the grammatical error of their classmate's work. Although, the overall questions are still considered in LOTS, even in the section of exploring, associating, and communicating, which order the teacher to lead their students to think critically by throwing question in high cognitive level.

Commonly during the class, teacher provides varies of question related to the lesson. The teacher prepares questions and activities related to all levels of the taxonomy directly related to the content of study (Ziff, 2015). Thus the researcher would like to conduct a research under the title "**The Implementation of Bloom's Revised Taxonomy in Teacher's Questions in Teaching English at Senior High School**".

B. Problems of the Study

Based on the background above, the problem in this study can be formulated as below:

1. What are the techniques of questioning used by the teacher in senior high school?
2. To which cognitive level are the teacher's questions based on Bloom's revised taxonomy?

C. Objectives of the Study

In line with the research problem, the objective of this study can be described as following:

1. To find out and analyze the techniques of questioning used by the teacher in senior high school.
2. To investigate and describe cognitive level of teacher's questions based on Bloom's revised taxonomy.

D. Scope of the Study

Generally, there are three main major of classroom verbal interaction:

1) Teacher talk; 2) Student talk; 3) Silence or confusion. This study focused on the part of the teacher in asking questions toward the students. The data consisted of teacher's questions in teaching Long Functional Text in Senior High School (Grade X and XI). The questions had classified into six categories using Bloom's Revised Taxonomy.

E. Limitation of the Study

Due to the recent situation in the period of pandemic COVID19 causing the restriction in school activities, the researcher cannot collect the data from the school directly, instead using online video platform Youtube to collect the data. The three selected videos are from Grade X and XI, and here the researcher decided to narrow the topic to Long Functional Text. In addition, the researcher realized the uploaded videos did not contain of full duration of one meeting, that should at least 45 minutes, and another lack is there might several conversations in which they are not recorded. Thus, the researcher emphasized that only the recorded teacher's question utterances transcribed and became the data of the study.

F. Significances of the Study

This study has two significances, theoretically and practically. Theoretically, this study is expecting in strengthen the concept of teachers' question and the questions classification to the theory of Bloom's taxonomy revised. As for practically, there are three aspects as described at the following:

- a. For students, this study can lead them enrich their understanding towards teacher's questions.
- b. For teachers, this research paper and the result of study can be trained teacher in order to accustom him/herself in using high level of question.
- c. For other researchers, this study can be used as one of their references in researching of the same topic for the other genre of long functional text.