

CHAPTER I

INTRODUCTION

A. The Background of the Study

In revolution industry 4.0, critical thinking is in the first second soft skills that people must enhance. Critical thinking is the ace and active interpretation and evaluation of communications, observations and argumentation (Fisher & Scriven, 1997:21). In enhancing soft skill in critical thinking, it should be started since early stage, school is involved in enhancing students' critical thinking.

21st century skills are in the line with the concept of 2013 curriculum. Learning activity In curriculum 2013 is using scientific approach (5M) which encompasses observing (*mengamati*), questioning (*menanya*), associating (*menalar*), experimenting (*mencoba*) and creating networking (*membentuk jaringan*). Based on revised Bloom's taxonomy by Krathwohl and Anderson, students need to be able to achieve not only LOTS (Lower Order Thinking Skills) namely C1 (remembering) and C2 (understanding), MOTS (Middle Order Thinking Skills) namely C3 (applying) and C4 (analyzing), but they must also able to achieve HOTS (Higher Order Thinking Skills) namely C5 (evaluating) and C6 (creating).

To actualize learning using HOTS and LOTS, teachers as the organizer of teaching should be able to plan and also execute effective teaching and learning process. If teachers are able to do this, the atmosphere in the class will be improved. But, there is a risk if teachers dominate the teaching and learning process. This role can stimulate a class; the teacher is not the only one who is the center of attention and let students enliven the class; teacher ask questions to students which stimulate their critical thinking without being too overpowering.

Two-way communication in teaching is correspondence that goes back and forth between the teacher and students. In this situation, the teacher and students are equals. Both teacher and students listen to each other and share their thought or questions. This form of communication does not have to stay confined in the classroom. While one-way communication does not involve a reply from the students, because the purpose of one-way communication is to inform, persuade or command, no reply is needed. Teacher usually takes an authoritative position over students, who acts as listeners. This explains that two-way communication in teaching is the best communication in teaching in enhancing students' critical thinking.

Ennis (1996) states that academic research shows that critical thinking is developed through teacher facilitated questions. Ennis points up that to build complex conceptualizations and foster critical thinking, asking questions to students is a way to achieve that. Therefore, this research will deal with one aspect of classroom interaction, which is teacher's questions. In enhancing comprehension about certain topic, students need to enhance critical thinking

skills. Teacher's questions are very effective in enhancing students' critical thinking skills. Students interpret, evaluate, observe, communicate, inform and argue when teacher asks a lot of questions.

The teachers' questions, in fact would give consequences on students' critical thinking. Barjesteh and Moghadam (2014) states that "the teachers' questions is a means of attracting the students' attention to promote verbal response and assess students' progress. Researches and experts showed that the questioning dominates the teaching learning process in educational setting. In the classroom, teachers are expected to stimulate students to think critically by engaging them to discuss a certain issue related to the topic being taught. The reasons for doing that is to get students to speak English to take part in teaching and learning process.

In English learning, students are expected to produce in the target language. Those can be achieved by asking a lot of questions related to the lessons being taught. Students' answer to one question can bring more questions that teachers may ask. There will be an interaction in a classroom when students respond to the teacher's questions actively and enthusiastically, and vice versa. This derives that students can actively take part in the classroom when teachers ask questions to students, and they need to answer the questions in the target language at the same time. Additionally, students' language ability can be improved through teacher-students interactions. Considering the need of teacher's question, questioning plays a role as a comprehension in learning for students. In a classroom setting, teacher's questions that are used to expose

negation, challenge assumptions, and lead to new knowledge are considered as an important teaching approach. Hence, teachers should be able to design questions to increase students' knowledge and advance their critical thinking. Also, teachers need to design questions that can stimulate each level of students' critical thinking.

Based on the preliminary observation in grade 11 at SMA Negeri 15 Medan on May, 3rd 2021, the researcher found that the English teacher that the researcher observed dominantly asked Lower Order Thinking Skills (LOTS) to students. The total number of questions asked by the teacher was 12 questions.

The preliminary data in SMA Negeri 15 Medan can be seen in table 1.1 below.

Table 1.1 Preliminary Data at SMA Negeri 15 Medan

Level of Bloom's Taxonomy	Revised Percentage	Teacher's Questions
Remembering	58.3%	Nazwa, can you tell me what is descriptive text?
		Can you mention what can you describe in descriptive text?
		Can you explain the purpose of descriptive text?
		Can you mention the generic structure of descriptive text?
		Can you list the language features of descriptive text?

		Can somebody tell me about identification?
		What can you describe in identification?
		Who can describe a bag in identification?
Understanding	33.3%	What generic structure after identification?
		How about the color?
		What is the meaning of priceless?
Applying	0.83%	If I ask you to give a book to someone in Pinang Baris, what information do I have to tell you?

From the figure above, it can be seen that the teacher dominantly asked Lower Order Thinking Skills (LOTS) to students. Teacher asked 7 remembering questions out of 12 questions, it represents 58.3% of all teacher's questions. While, understanding represents 33.3% with 5 questions asked. Only 1 applying question asked that represents 0.83%.

Piaget (1936) investigates that children whose age 12 and over is in the formal operational stage where children deal with abstract thoughts, follow the form of argumentation and handle many possible hypotheses with many possible solution.

Senior high school students' ages are about 14 – 18 years old, that means the cognitive development stage is in the formal operational stage. The formal

operational stage acquires students to deal with abstract ideas and students are able to be asked hypothetical questions with reasonable expectations. Students must reflect internally on various ideas and manipulate many perspective at once. “what if the inventor never invent electricity?, “what if the world had never discovered paper money?”. Abstract questions such as these questions force students to think hypothetical to come up with an answer.

The formal operational stage deals with hypothetical problems with many possible solutions. That means the formal operational stage involves creating stage in revised Bloom’s Taxonomy by Anderson & Krathwohl (2001). This sums up that the minimum teacher’s questions asked to students is creating.

The preliminary data that the writer got in SMA Negeri 15 Medan did not meet the expectations above, that is why the researcher wants to do deeper research on what is the dominant level that the teacher ask to student and what are the functions of the questions that the teacher asks to students.

Ahmadi and Kurniawan (2020) investigated teacher’s question in the intensive listening course at an institute of Islamic studies in Ponorogo. They chose one teacher because she teaches on a reputable major at a university in the town, and she possesses good teaching and interpersonal skills. There are some relevance of this research with the writer’s research. The researchers got the data using observation, videotaping and interview. Revised Bloom’s taxonomy by Anderson and Krathwohl (2001) process verbs, assessment and questioning strategies was employed to analyze the data. Theory that the researcher used is revised Bloom’s Taxonomy by Anderson and Krathwohl (2001).

Furthemore, Meida, Zulaeha & Alimah (2020) analyzed teacher's question on Thematic Learning of Curriculum 2013 at Primary Schools. They analyzed one English teacher. The researchers got the data by recording. The researchers analyzed the data specifically each teacher's questions and student's response. The relevance of their research with the writer's is only teacher's questions using Revised Bloom's Taxonomy by Anderson and Krathwohl (2001).

Fadilah and Zainil (2010) investigated teacher's question types and students' speaking performance in EFL classroom. The researchers chose SMAN 3 Padang, SMAN 10 Padang, SMAN 9 Padang and SMAN 16 Padang with three teachers from each school by using random sampling. They used detailed instruments, such as observation checklist and Stimulated Recall Interview (SRI). SRI was used to allow the researcher in gaining more understanding of participants' self-reflection on certain things that happened during the observation (Zainil, 2018). There is one relevance of this research with the writer's research, that the researchers use revised Bloom's Taxonomy by Anderson and Krathwohl (2001). In contrast, the researchers not objectively chose one school as their research object.

After concluding the previous studies above, the writer finally considered the research on analyzing teachers' question that focuses on teaching explanation text in grade 11, where the researchers above have never done this research. In this research, the writer would like to conduct the research using two teachers as objects of the research, one female teacher and one male teacher where other

researchers have not conducted it yet. Therefore, the writer decided to conduct this research.

B. The Problems of the Study

This study is conducted to answer these following questions:

1. What are the levels of questions asked by the teachers in English classroom interaction at SMA Negeri 15 Medan?
2. What are the functions of questions that the teachers ask?

C. The Objectives of the Study

The objectives of this study are to

1. Identify the level of questions in English classroom interaction at SMA Negeri 15 Medan.
2. Examine the functions of questions asked by the teacher in English classroom interaction.

D. The Scope of the Study

This study focuses on teachers' questions based on revised Bloom's taxonomy by Anderson and Krathwohl in English classroom interaction.

E. The Significances of the Study

The finding of this study hopefully can be useful to teachers theoretically and practically. Theoretically, the findings of this research provide information and theory of revised Bloom's Taxonomy by Anderson and Krathwohl (2001).

Meanwhile, practically the findings of this study will be useful for:

1. English teachers, this research is expected to be beneficial for English teacher in enhancing students' critical thinking by asking students LOTS and HOTS questions.
2. Students, this research is expected to enhance students' critical thinking.
3. Other researchers, as a reference for conducting a research that relates to teacher's questions using Revised Bloom's Taxonomy by Anderson & Krathwohl (2001).

