

CHAPTER I

INTRODUCTION

1. Background of The Study

Question is defined as any interrogative sentence which is uttered by the speaker in order to get information from the hearer (Erlinda & Dewi, 2014). In classroom setting, question can be defined as instructional cue or stimuli that helps teacher to convey the content of lesson that need to be learnt and direction on what should the students do and how the students do it (Cotton, 1988).

Asking question is an essential element in the learning process. Questions could help students to learn by linking the first knowledge owned to the new information; accordingly, they could understand what they have learned. Besides, the questions from students play an essential role in meaningful learning and could open their mind to improve the quality of thinking, to understand the concept and to put forward anything they want to know (Almeida, 2012). Question is one of the indicators that someone is thinking. An honest and sincere question asked by students to dig information is proof that students are deeply involved in the learning (Walsh & Sattes, 2011). However, the question asked by the students was still underemphasized (Keeling et al., 2009)

Moore (2001) suggests a classification of questions based on taxonomy of learning. They are factual questions, empirical questions, productive questions, and evaluative questions. Factual questions are questions used to simply recall

information (e.g. What is the name of the text?). Empirical questions refer to questions which students are asked to integrate or analyze given or recalled information (e.g. How do you know?). Productive questions lead students to think creatively and produce something unique (e.g. How do you use this expression to look for your friend getting lost?). Evaluative question is a type of questions in which students make judgments or express values (e.g. Which method is the most suitable?).

Teachers use various question types as a mean of measuring students' understanding as well as to ensure if the learning process of a particular subject has taken place (Kerry, 2002). Moreover, Kerry (2002) also stated that types of questions used in the classroom play a significant role in the process of teaching and learning as it affects students' achievement and also level of engagement. It is important for teachers to use the suitable question types in the classroom since students may give an appropriate or intellectual response if the questions asked are well constructed (Jariah Mohd Jan and Rosli Talif, 2005; Ribowo, 2006).

According to Gattis (2002:41), a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process. In terms of lesson planning, teachers significantly think about the types of questions for students. The teachers likewise need to clear the goals of

questions to their students. Therefore, through this process, lesson plan will help teachers to plan good questions along with effective answers session.

Guest (1985:2) states that questioning strategy is one of the important tools to extend students' learning that can help teachers to develop their own strategies and enhance the students work and thinking. It means that we cannot ignore that questioning strategies are very important for teachers and students.

Harvey (2000:8) states that questioning strategy is one of the most effective strategies when it allows students to become fully involved in the learning process. He states that while the lesson is planning, it is absolutely vital that teachers think about the types of questions that will be asked to students. It also needs to be clear on what the intended outcomes of the questions/answer session should be. It means that the questioning technique will help a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students need and the question types to be involved fully students' interaction.

Eble (1988), in additions, argues that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used.

Wu (1993), the five questioning strategies that teachers should use to generate verbal responses from students include: rephrasing (a question is

expressed in another way), simplification (this may be regarded as a kind of rephrasing by means of which a situation is simplified so that students can cope with it), repetition (a question is repeated in the hope that a verbal response will be elicited), decomposition (an initial question is decomposed into two or more parts so that an answer may be obtained), and probing (a question is followed up by one or more students so that the teachers can solicit more responses from a student).

Kratwohl (2002), the co-author of Bloom's manuscript, attempts to improve taxonomy and updates the framework in terms of advances in cognitive psychology and some confusing parts in the concept. He, then, recommends 6 cognitive domains, which are actually associated with the original Bloom's work. They are remembering, understanding, applying, analyzing, evaluating, and creating.

Thinking skill is ability to process mental operation includes knowledge, perception and creation (Mayer, 1983; De Bono, 1976). Suriyana (2004) states that thinking skill is an ability in using mind to find meaning and comprehension on something, exploration of ideas, making decision, problem solving with best consideration and revision on the previous thinking process. Thinking skills is a knowledge discipline that can be learned and practiced until form norm or experience (Sharifah, 2004). Thinking skill can be divided into two categories; LOTS and HOTS (Anderson and Kartwohl,2002).

Critical thinking is the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It is based on universal intellectual values that excel subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness (Scriven & Richard, 1987).

HOTS is the highest level in cognitive process hierarchy. HOTS do not use algorithm and can consist of many problem solving. HOTS focus more on unusual questions. Thus, according to Onosko & Newmann (1994), HOTS can be defined as the use of potential mind to handle new challenge. There are four levels of cognitive domain in HOTS. Applying (application of information in new situation), analyzing (analyzing data into components to comprehend the organizational structure and relationship between components), evaluating (making judgment based on specific criteria), and creating (uniting elements to form idea or new structure).

Meanwhile, LOTS can be defined as limited usage of potential mind that focus on common application. When student solve problem by using algorithm and normal situation there were LOTS happened (Thompon, 2008; Senk, Beckman & Thompson, 1997; Resnick, 1987). Schmal (1973) states LOTS as recollected fact, carrying out easy operation, or solve problems routinely. Student do not has to solve problem unconventionally. There are two levels of cognitive

domain in LOTS such as remembering (memorizing and recollecting information) and understanding (explaining idea or concept).

From the preliminary research that was conducted on March, 4th at SMKN 10 Medan, the researcher found two problems on students' thinking ability. First, the limitation of questions that were given by the teacher only concerned on remembering and understanding steps. Second, the teacher did not use question strategy to stimulate the students to achieve the highest level. The questions only focused on recall the information.

By realizing the problem of lack of HOTS in classroom, Mishra & Kotecha (2016) observe that the most of the question were structured only to assess Lower Order Thinking Skills (LOTS). The fact shows that EFL teachers still find difficulties in making HOTS. Besides, the lack of critical reasoning was also gained from a study conducted by Djiwandono (2013) that describes Indonesian students as "lacking critical attitude and ignorant of the principles of analysis and critique". They are able to comprehend things, to memorize abundant formula but they do not have enough competence to analyze the given phenomena. Students might be good at comprehend texts but then find it hard to deal with 'how', 'why', and 'what if'. Those three questions actually enable students to analyze, not just merely to select the answer.

These are some previous researchers that supported the data. First, Danu Angga (2020) found that in all season 70% of students' responses were in form of words. The production of words was the effect of employing display or closed

question. In the other hand, students' responses in form of sentence were 7 sentences. It was the effect of employing referential or open question.

Second, Amelia Ainis Meida (2020) found that the most frequently used type of questions by the teacher at lower grade was a low-level question, such as a question to understand. For teachers in higher grades, the tendency of the type of question remembered the question. Both types of teacher questions provide a low-level impact on students' thinking skills. The function of the most frequently used question was checking to understand. The function of question inside of learning interaction depended on the context, such as background, situation, purpose, topic, and doers. Good question in the specific context of interaction could be a trigger to motivate students in strengthening their reasoning and learning.

However, types of question based on taxonomy that teachers used to promote students thinking skill not yet known since there are no explanations by the previous researcher about teachers questions based on taxonomy becomes successful in helping teachers to promote students thinking skill. Furthermore, there are no explanation by the previous study about question strategies which can help teachers to stimulate students more respond to teachers questions

In this paper, the researcher was interested to do a research on teachers' questions in promoting students thinking skills. The researcher also interested to do reaserach on question strategies to stimulate students more respond to their teachers questions It was assumed that the teachers' questions can stimulate the

levels of students thinking skills and question strategies can stimulate students more respond to teachers question

B. The Problem of the Study

In relation to the background of the study, the research problem is formulated as following :

1. What are the types of questions based on taxonomy that the teachers use in classroom communicative practices at SMK Negeri 10 Medan ?
2. How do the teachers employ question strategies to stimulate students responses toward teachers questions at SMK Negeri 10 Medan?

C. The Objective of The Study

Based on the problem stated above, the objective of the study are :

1. To reveal the types of questions based on taxonomy that the teachers use in classroom communicative practices at SMK Negeri10 Medan
2. To describe how the teachers employ strategies to stimulate students responses toward teachers question at SMK Negeri 10 Medan

D. The Scope of the Study

The scope of the study are to find out the teachers spoken question in promoting student's thinking skill for the twelve grade at SMK Negeri 10 Medan and question startegies to stimulate students more respond to teachers questions.

E. The Significance of the Study

By doing this study, the researcher expects that the finding of the research is useful for many parties. Below is the significance of the research that may be obtained.

1. Theoretical Significance

The result of this study may add current theories which deal with teachers' questions as well as thinking skills in language classroom practices.

2. Practical Significance

a. The research gives a view of various types of teachers' questions in a classroom practice and also gives more understanding for teachers to consider strategies of giving questions

b. The research gives a preview whether or not teachers have been in the way to successful learning so that they can evaluate their performance in guiding students

c. The research gives contributions to the next researcher that related to this research.