A STUDY ON THE ENGLISH TEACHERS’ IMPLEMENTATION OF QUESTIONING SKILL

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Abstract: The purpose of this research is to investigate the questions classification in implementation of English teachers’ questioning skill use Bloom’s Taxonomy. The method of this research is descriptive. Classroom observations are used to gather the necessary data. The finding of the research that the classification in implementation of English teachers’ questioning skill is lower-order category is 94.33% consists of knowledge level 75.47%, comprehension level 16.98%, application level 1.88%, and the higher-order category is 5.67% consist of analysis level 5.67%, synthesis level 0%, and evaluation level 0%.

KeyWords: Teacher’s Questioning Skill, Bloom’s Taxonomy

Teaching skills are also must be possessed by the professional teacher. A teaching skill is a set of teaching behaviors of the teacher which is especially effective in bringing about desired changes in pupils’ behavior (Shah and Masrur, 2011:22). Those teaching skills are questioning skills, explaining skills, variation skills, reinforcing skills, set induction and closure skills, management class skills, and guiding small group discussion. In this research the writer will focus on the questioning skill.

Since Socrates, and probably before, teachers have used questions to stimulate thinking in the classroom. Appropriate questions help teachers and students learn from one another (Lathan, 1957 as cited from Wood; Carol, 2001). Review of research findings on questioning reveal that it is an effective skill to stimulate student interaction, thinking, and learning (Wilen, Ishler, Hutchinson,
A teacher’s questioning skill, correlating with enhanced achievement, should include a balance of convergent and divergent questions, probing questions, listening to the students’ responses, redirecting students’ responses to other students, providing respectful feedback, and allowing for appropriate time after asking a question. Convergent questions serve the purpose of getting low level cognitive information from students, divergent or open ended questions are more likely to stimulate a discussion and foster an interactive and democratic classroom atmosphere (Wood, Carol, 2001).

Everyday teachers ask dozens, even hundreds of questions, thousands in a single year, over million during a professional time (Wragg, 2001). Questioning has been and is a dominant method of instruction in the classroom. Some say questioning is, in fact, the most important teaching skill in use today. The greatest attribute of questioning is that it stimulates thinking in the classroom (Filippone, 1998).

To aid the use of questioning skill there are question classification systems. The most popular system for classifying questions is Bloom, Englehart, Furst, Hill, and Krathwohl’s taxonomy (1956 cited in Arslan Mehmet, 2006), known as Bloom’s Taxonomy. This taxonomy has proven to be a valuable tool in designing, conducting, and evaluating classroom instruction. In order to determine the accuracy of children’s cognitive activities the teacher can use the taxonomy. Bloom’s taxonomy has six levels of cognitive processing. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. To examine issues concerning questioning it is to divide Bloom’s taxonomy into lower-order and higher-order questioning. Lower order questions derive from the knowledge, comprehension, and application levels of Bloom’s taxonomy. The other levels of Bloom’s taxonomy belong to the higher-order questions (as cited from Filippone, 1998).

Considering the background above, the writer is interested to observe and classify the questions that the English teachers implement in questioning skill. All the oral and written questions in observation the writer writes and classifies. The classification are based on the Bloom’s Taxonomy.

There are five experienced English teachers in SMPN 1 Pontianak and have fulfilled the requirements in teaching. All English teachers are Bachelor Degree in English Education Study Program of the Language and Art Department of Teacher Training and Education Faculty. Because of this teachers condition, the writer intends to investigate questions on the English teachers’ implementation of questioning skill at SMPN 1 Pontianak in the academic year 2012/2013.

METHOD

In order to obtain a satisfied result for the problem, it is necessary to use an appropriate method that needs to obtain the information and data. The method of research is the way to achieve the purpose of research. The appropriate form of this research is descriptive method because it describes and investigate the
question classification on the English teachers’ implementation of questioning skill at SMPN 1 Pontianak in academic year 2012/2013.

The population of this research is the English teachers at SMPN 1 Pontianak in academic year 2012/2013. There are five teachers who are responsible to teach English subject at this school and all English teachers are bachelor degree in Teacher Training and Education Faculty.

Cohen, et al (2005: 92) stated that sample is the smaller group or subject the total population as representative of the total population. The sample of this research is three teachers who teach eighth grade students in SMPN 1 Pontianak in academic year 2012/2013.

The appropriate technique of data is very important to gain the objective outcome of this research. In this research the writer applies the direct observation technique. The data are taken from the English teachers’ implementation of questioning skill in teaching learning process.

1. Procedure of Data Collecting

   The procedure of data collecting are useful for the writer to have order steps in conducting this research. The procedures in conducting this research are as follows:
   a. Preparing the tools of data collecting
      1) Preparing the observation sheet of English teachers’ implementation of questioning skill consist of oral and written teachers’ questions.
      2) Preparing a handy camera
         a) Observing
            (1) This research takes three times observation.
            (2) This research would be assisted by 1 assistant to shoot the English teachers’ implementation of questioning skill.
            (3) The observation based on the list of observation sheet.
         b) Recording
            (1) The writer used handy camera in recording English teachers’ implementation of questioning skill.
            (2) Taking record while the teacher is teaching in English class. It helps the writer to cross check whether all teachers’ questions were being noted.
         c) Analyzing
            (1) Analyzing and classifying the each questions on the English teachers’ implementation of questioning skill by giving check list (√) according to the level of questions based on data analysis.
            (2) Estimating the frequency of all questions to determine which category of question is dominant on the English teachers’ implementation of questioning skill.
            (3) Concluding the data analysis
            (4) After finished the third steps above, the writer makes the conclusion to answer the research problem.
   2. Tools of data collecting

   To investigate the classification on the English teachers’ implementation of questioning skill, the writer provided handy camera to
record the teachers’ questioning skill. Then the writer used the observation sheet to write the oral and written teachers’ questions.

The data then be analyzed by describing qualitatively. The analysis be based on the research finding from the observation sheet on the questioning skill. Therefore, to answer the problems of this research, the writer precisely provides the technique of data analysis. The data analysis as follows: To answer the first research problem the writer uses the question classification of Bloom’ Taxonomy

FINDINGS
1. The question classification on the English teachers’ implementation of questioning skill at SMPN 1 Pontianak in academic year 2012/2013 based on Bloom’s Taxonomy. The total questions from the three times observation is 53 questions, where one teacher has lesson topic about descriptive text and two teachers have lesson topic about invitation. The total of questions of each teachers is different.

a. Lower-order Category
    Questions belonging to lower-order category are likely to require students to simply recall the prescribed data from memory and concentrating on factual information. It is classified into 3 levels, that is knowledge, comprehension, and application level.

1) Knowledge Level
    In this level, the question contains remembering, memorizing, recognizing, recalling identification, and recalling of information, previous material, facts, terms, basic concepts, and answers.

    Action verbs used in formulating questions at the knowledge level are choose, describe, define, identify, label, list, locate, match, memorize, name, omit, recite, who, where, what, when, why, recognize. (Anderson & Krathwohl:2001)

The questions that classified in knowledge level from the result of observation are:

1. Did you still remember descriptive text?
2. What kind of text is it?
3. What is keep in Indonesian?
4. Do you get something from the cat and rabbit?
5. Do they have products for you?
6. What kinds of animals we call if we can enjoy their eggs?
7. What animal usually lives in the forest?
8. Find kinds of pets, cattle, and dangerous animals!
9. What is buffalo in Indonesian?
10. What is cow in Indonesian?
11. What is goat in Indonesian?
12. What is duck in Indonesian?
13. What is tiger in Indonesian?
14. *What* is giraffe in Indonesian?
15. *What* is crocodile in Indonesian?
16. *What* does the giraffe eat?
17. *What* kind of plant the giraffe eat?
18. *What* is the giraffe’s characteristic?
19. *What* is the most interesting in Indonesian?
20. *What* is male in Indonesian?
21. *What* is female in Indonesian?
22. *What* is big brown eyes in Indonesian?
23. *What* is two short horn in Indonesian?
24. *What* is the purpose of descriptive text?
25. *What* is characteristics of descriptive text?
26. *What* these words in English!
   ( duduk, meminjam, tenang, selama, mengatur, lupa, menang, tempat
duduk, memakai, menyadari)
27. *What* does invitation mean?
28. *What* kind of invitation usually you make?
29. *What* first you make when you want to make invitation?
30. *What* do you know about announcement?
31. *What* is the kind of announcement?
32. *What* is the characteristic of announcement?
33. *What* card is it?
34. *What* picture is it?
35. *What* expression you use to invite someone?
36. *What* will you say if you accept the invitation?
37. *What* will you say if you refuse the invitation?
38. *Write* the expression to invite someone, accepting, and refusing the
   invitation?
39. *Give* the example of formal invitation!
40. *Give* the example of informal invitation!

These questions are recall question in lower category, students were only asked to be able to remind knowledge about fact, event, definition, and so on. Students are required to remember what they have learned before.

In writer’s observations, the knowledge level questions are frequently asked by the teachers. In the beginning of teaching learning process, the teachers asked the previous material. The teachers do it to measure students’ memory and to do set induction in the class.

There are forty questions of knowledge level in the three observations. Most of the action verbs in the questions are what. The teachers ask many English vocabulary that related to the descriptive text and expression of inviting someone. The students can answer teacher’s questions correctly.
From those questions, the writer estimates the percentage of knowledge level:

Knowledge level question \[ \frac{\text{Total of knowledge level}}{\text{Total of questions}} \times 100\% = \frac{44}{88} \times 100\% = 75.47\% \]

2) Comprehension level

Comprehension questions means understanding, demonstrating, interpreting, translating, describing of facts and ideas. Action verbs used in formulating questions at the comprehension level are compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, and classify.

The questions that classified in comprehension level of the result of observation are:

1. What do you get from chicken?
2. What do you think its mean?
3. Why do they protect?
4. A good title for the text is....
5. The word “gallop” in the last sentence means....
6. From the description, we may conclude that giraffe...
7. A giraffe is about....
8. The giraffe has two methods of self protection. One of them is...
9. Summarize today’s material...

These questions ask students to express what they have understood or comprehended. Students comprehended something, in other words they could organize and express what they have learned in their own words. So, in this question level, students do not remember and memorize again the materials that they got but they must be able to choose and organize that material.

There are nine questions of comprehension level in three observations. Five of them are the multiple choice form that related about descriptive text, that is about description of giraffe. To answer that questions accurately, students must understand the whole text. The others are teachers’ oral questions.

From those questions, the writer estimates the percentage of comprehension level:

Comprehension level question \[ \frac{\text{Total of comprehension level}}{\text{Total of questions}} \times 100\% = \frac{5}{88} \times 100\% \]
3) Application level

In this level of questions is defined in solving problems by applying acquired knowledge, facts, techniques and rules in different way.

Action verbs used in formulating questions at the application level are acquire, adopt, apply, assemble, capitalize, construct, consume, demonstrate, develop, discuss, experiment, formulate, manipulate, organize, relate, report, search, show, try, make, and use.

The question that classified in application level of the result of observation is:

1. Make a dialogue in pairs using the expression to invite someone and the responses!

In this level, the meaning of application question is the questions that require an answer by using information that students know before. Students are asked to create or make something according to the concept and instruction.

There is only one question belonging to application level. In writer’s observation teacher asks students to make a dialogue using the expression to invite someone and give the appropriate responses. In this case, students are required to apply the expression of inviting someone in a dialogue according to the topic.

The percentage:

\[
\text{Application level question} = \frac{\text{Total of application level}}{\text{Total of questions}} \times 100\%
\]

= 1.88%

b. Higher-order category

Higher order category is divided also into three levels of questions, that is analysis, synthesis, and evaluation level.

1) Analysis level

At analysis level, questions is formulated in examining and breaking information into parts by identifying motives or causes, making inferences and finding evidence to support generalizations.

Action verbs used in formulating questions at the analysis level are analyze, categorize, classify, compare, contrast, deduce, determine, why, separate, give reasons, distinguish, survey, take apart and so on.

The questions classified in analysis level in observation:

1. Why don’t the people kill the lion?
2. Why do you think giraffe is a dangerous animal?
3. Can you identify the components in invitation?

This question is the first level of higher-order category question. Analysis question required students to think deeper. To answer analysis question, students must be able to identify the causes and the reason from everything. Analysis question not only has a correct answer, but various alternative. Students do not remember and memorize again what they have learned, but required a critical thinking.

In three observations collected three questions based on analysis question. The teachers ask students’ opinion related to the topic discussed. Students are required to answer with logical thinking.

The percentage of analysis level:

\[
\text{Analysis level question} = \frac{\text{Total of analysis level}}{\text{Total of questions}} \times 100% \\
= \frac{3}{53} \times 100% \\
= 5.67\%
\]

2) From the result of the questions classification on the English teachers’ implementation questioning skill, the writer estimates the percentage of each categories:

Lower-order = \[
= \frac{49+9+1}{53} \times 100% \\
= 94.33\%
\]

Higher-order = \[
= \frac{8+6+9}{53} \times 100% \\
= 5.67\%
\]

**DISCUSSION**

In classrooms, questioning is one of the most regularly employed teaching strategies. Questioning is considered by many to be the most important tool that teachers have for helping students build understanding and to encourage students to think about and act upon the material that have structured. Questions are asked to individual pupils, to the whole class, to small groups to arouse curiosity, focus attention, develop an active approach, stimulate pupils, structure the task,
diagnose difficulties, communicate expectation, help children reflect, develop thinking skills, help group reflection, provoke discussion and show interest in pupils’ ideas.

Bloom’s Taxonomy is deemed as the best-known and most widely used paradigm in education to categorize and analyze the types of questions (Bernadowski cited in Shen Ping, 2012). It consists of two categories, that is lower-order and higher-order category. Both of them contains of three levels. Knowledge, comprehension, and application are regarded as lower-order category. Analysis, synthesis, and evaluation belonging to higher-order category.

Lower-order questions tend to closed questions (when a known response is sought); higher-order questions tend to be open questions (when the type of response is known but actual response is not, students being free to respond in their own way). Lower-order questions are knowledge, comprehension, and application based which encourage lower levels of thinking while higher-order questions develop in students’ ability to critically analyze and evaluate the concepts and ideas. (Khan Wilayat B & Inamullah Hafiz M, 2011)

The finding of the study shows that lower-order questions are mostly asked by the teachers than higher-order. The writer estimates lower-order category 94.33% whereas higher-order only 5.67%. The results of the study are in line with early studies estimated that 70 to 80 percent of all questions require the simple recall of facts, while only 20 to 30 percent require the higher level thought processes of clarifying, expanding, generalizing, and making references (Haynes, 1935; Corey, 1940 cited in Khan, Wilayat B & Inamullah Hafiz, M 2011). Based on research findings, the high frequency of question level is knowledge, that is reach 40 questions or 75.47% asked by the English teachers in the classroom. The writer believes that the finding was normally understandable when the knowledge level of question was more frequently asked by the English teachers in stimulating students’ thinking.

CONCLUSION AND SUGGESTIONS

Questioning is one of the most important skills in teaching learning. In understanding the nature and purpose of questioning, it is important that teachers be able to classify and ask questions at different levels of thinking. Based on the theory of the classification of questioning from Bloom’s Taxonomy consists of two categories, lower-order and higher-order category. These categories are hierarchically ordered, from simple to complex and from concrete to abstract. Lower-order category is divided into knowledge, comprehension, and application level. Higher-order category divided into analysis, synthesis, and evaluation level.

From the result of the observation on the English teachers’ implementation of questioning skill can be concluded that the questions classification of teachers’ questioning is the lower-order category 94.33%, consist of knowledge level 75.47%, comprehension level 16.98%, application level 1.88% and higher-order category is 5.67% consist of analysis level 5.67%, synthesis level 0%, and
evaluation question 0%. The example of lower-order category question is what is characteristic of descriptive text and the higher-order question like why do you think giraffe is dangerous animal. So, the dominant category on the English teachers’ implementation of questioning skill is lower-order category.

The suggestions that can be shared by the researcher are: (1) Teachers should make effort to get students interest in the questions. Teachers can provide different kinds of questions just beyond students’ current level and relate the contents of questions with students’ daily experience. (2) Teachers should pay more attention to the referential questions, guiding students to think actively and apply into practice flexibly to improve students’ abilities of logical thinking, integrating analysis and communication. Appropriate teacher questioning plays an important role in classroom teaching. In English classroom of Junior high school, the types of questions are not only those with exact answer but also the questions need students’ thinking and discussion. (3) Teachers can learn the theoretical background of teachers’ questioning skill. Teachers should read more abroad and domestic books and the papers about teachers’ questioning to build the foundation of further practices.

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