



AN ANALYSIS OF TEACHERS' QUESTIONS IN ENGLISH CLASSROOM ACTIVITY BASED ON HOTS IN SMAN KOTA PADANG

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Abstract

In EFL context mostly, teachers pose questions to check students' understanding and stimulate students' curiosity. There are many types of questions that can be asked by teachers. Each question gives a different influence on students' thinking levels. This research was intended to analyze the most types of questions asked by teachers in EFL classroom activity in SMAN Kota Padang. Also, the common levels of questions asked by teachers in EFL classroom activity in SMAN Kota Padang. This research is descriptive qualitative research. It involved observing and describing the behaviour of a subject without influencing it in any way. The subjects of this research were 12 teachers from 4 schools selected by using random sampling technique. The techniques of data collection were classroom observation-video recordings and stimulated recall interview (SRI) recordings. The findings of this research are the most type of questions asked by teachers in EFL classroom activity in SMAN Kota Padang is display question with 575 questions (82.85 % of the total questions). Thus, the common level of questions asked by teachers in EFL classroom activity in SMAN Kota Padang is remembering (C1) category, which is the lowest level of thinking in cognitive domain.

Key words: Teacher's Questions, Type of question, Level of question, HOTS.

A. INTRODUCTION

Curriculum 2013 has been implemented in almost all schools in Indonesia. Curriculum 2013 applies a scientific approach to the learning process (Suyanto, 2018). This scientific approach is convinced as a good approach to raising students' learning outcomes. One of the main objectives of implementing the scientific approach is to improve intellectual abilities, especially high-level thinking skill of students. Students are expected to have critical thinking competencies such as higher-order thinking skills. According to Little, (as cited in Ong, Hart, & Chen, 2016), "lifelong learner is a person, who is able to take charge of one's own learning and actively engage in the learning process to generate questions, brainstorm ideas,

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solve problems, and construct meaning and knowledge.” (p.1) so, here teachers' important role is to encourage students to have critical thinking during learning process.

In EFL context mostly, teachers pose questions to check students' understanding, stimulate students' curiosity, and also to encourage students to give either relative or complete answers. Hence, teacher questioning can be considered as a useful way to encourage students' critical thinking. Wangru (2016) noted that “More effective classroom questioning can encourage all students to think at higher cognitive levels.” (p. 144).

However, there are many types of questions that can be asked by teachers. Each question gives a different influence on students' thinking levels. Long & Sato (as cited in Cakir & Cengiz, 2016) states that there are two types of questions, which may be asked by teachers in classroom interaction that are display and referential question. Display questions obtain answers which only check what students know and allow them to give a short answer. On the other hand, referential questions demand more thought and generate a longer response.

According to Bloom's Taxonomy Revision, indicators that are used to measure lower and higher thinking skills include: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In addition, Krathworl (2002) stated that analyzing, evaluating, and creating are indicators to measure high-level thinking skills. He said that “HOTS is a thinking skill that not only requires the ability to remember, but also other higher capabilities include the ability to analyze, evaluate, and create.” So, it can be said remembering, understanding, and applying are the indicators to measure low-level thinking skills.

In fact, teachers commonly use remembering and understanding indicators in their learning activity. It is so rare to find teachers who use higher-level thinking skills indicators during a learning activity. Moreover, Al – Zahrani & Al – Bargi (2017) found that “...the most preferred question type were Yes/No questions. Although the schools were different in their teaching strategies due to one being private and the other being state school, there was not a significant difference in the schools' use of Yes/No questions (36 out of a total 98 questions). The reason behind the high usage of Yes/No questions is because these questions are generally simpler and thus are more appropriate for use with low proficiency level students.” (p. 139) so, it can be said that it is hard to stimulate higher-order thinking skills to students. Therefore, it is a very interesting issue to be explored.

There are several recent studies that had been conducted about teachers' questioning. First, a study by Wangru (2016) with research on strategies of college English teachers classroom questioning. This study focuses on the teacher's questioning strategies and the participation of students during classroom interaction. Second, a study conducted by Yusoff (2018) about “Teacher's knowledge of Higher Order Thinking and Questioning Skills: A Case Study at a Primary School in Terengganu, Malaysia”. This research is aimed to collect data on teachers understanding of the concepts of thinking and higher-order thinking skills. Third, the study conducted by Fitria, Syarif, and Refnaldi (2014) entitled “An Analysis of Reading Comprehension Questions in Textbooks “English Texts In Use And Look Ahead” for Senior High School Grade X. This study about comparing

the textbook to analyze reading comprehension questions in “English texts in the use and look ahead for senior high school grade X”.

However, the study about types and levels of questions that are asked by teachers in the EFL classroom has not been explored yet. Therefore, it encourages the researcher to do research about finding out types and levels of questions asked by teachers in EFL classroom.

B. RESEARCH METHOD

The methodology of this research is descriptive qualitative research. This research involves observing and describing the behaviour of a subject without influencing it in any way. The population of this research is all English teachers from SMA Negeri in Kota Padang. There are 16 SMA Negeri in Kota Padang. Thus, researchers randomly choose 4 schools to represent all SMA Negeri in Kota Padang.

The sample of this research is English teachers who teach in all grades at the chosen school. Each school has at least 3 English teachers. So, researcher determined to observe one teacher for each grade. Technique sampling that was used in this research is random sampling.

Data of this research is mainly from video recording of classroom observation and audio Stimulated Recall Interview recordings. Sources of data are all interactions that happen in the class and interview with teachers. Thus, instrument which is mainly used in this research is video recording and audio recording. Video recording is used to record all classroom interactions that happen in the class and audio recording was used to record interview that was done with teachers. The Stimulated Recall Interview (SRI) was done to engage the teachers’ opinions about questions that had been delivered to their students during English learning activity in the classroom.

The data in the form of transcriptions were analysed. The transcriptions were used to get every question and its responses that happened in classroom interaction. All questions, which were collected, were classified based on HOTS category. The following table helps the researcher to classify each question which was asked by teachers during classroom interaction.

Tabel 2. Indicators of Cognitive Domain in Taxonomy Bloom Revision

C1 (Remember)	C2 (Understand)	C3 (Apply)	C4 (Analyze)	C5 (Evaluate)	C6 (Create)
Mention	Classify	Choose	Examine	Summarize	Assemble
Imitate	Describe	Demostrate	Contrast	Criticize	Change
List	Explain	Arrange	Distinguish	Validate	Facilitate
Find	Compare	Illustrate	Separate	Enclose	Create
Repeat	Translate	Interpret	Test	Determine	Design
Pronounce	Paraphrased	Use	Edit	Clarify	Establish
State	Elaborate	Modify	Detail	Assess	Write
Sign	Match	Valuated	Select	Defend	Formulate

(Adapted by : Anderson, L.W & Krathwohl, D.R.:2001)

Furthermore, the researcher will find the percentage of the types and levels of questions asked by teachers in EFL classroom in SMAN Kota Padang. HOTS questions are calculated based on the following formula to help to present the data in forms of numbers as mentioned in Sudjana & Ibrahim (2001: 129):

$$P = \frac{n}{N} \times 100\%$$

Notes:

P : Percentage

n : Number of questions based on the types or levels criterion found in the questions

N : The total number

Moreover, the researcher will analyze the data from the interview to investigate the problem that teachers might have in delivering Hots question. Then, the data will be analyzed relate to the data from transcriptions.

C. RESULT AND DISCUSSION

1. Research Finding

The data of this research were all questions in classroom interactions, which could be in English and Indonesia, which happened between teachers and students in the EFL classroom. Then, Stimulated Recall Interview (SRI) had done with 4 teachers to investigate the problem the teachers might have in delivering HOTS questions. The data had been collected for a few weeks. There were 12 teachers, who were 4 teachers for each grade, being observed and recorded all their interactions with students in EFL classrooms by using video recorder or smartphone. Then, researcher transcribed all classroom interactions from the video recorder. Based on the transcriptions, researcher took all questions which could be in English and Indonesia. Then, researchers were classifying all questions that had been taken from the transcriptions into two types of questions that were displayed (close-ended) questions and referential (open-ended) questions.

There were 12 teachers of all grades participated in this research, so there were 4 teachers for each grade. From all teachers, 694 questions had been collected. From the total all questions, it found that 575 questions were display questions, and 119 questions were referential questions.

Therefore, it means that 82.85 % of 694 questions were display (close-ended) questions, which were the most types of questions asked by teachers in EFL classroom activities. Thus, 17.15 % of 694 questions were referential (open-ended) questions, which were the types of questions that were rarely asked by teachers in EFL classroom activities. The data percentages can be seen in chart below:

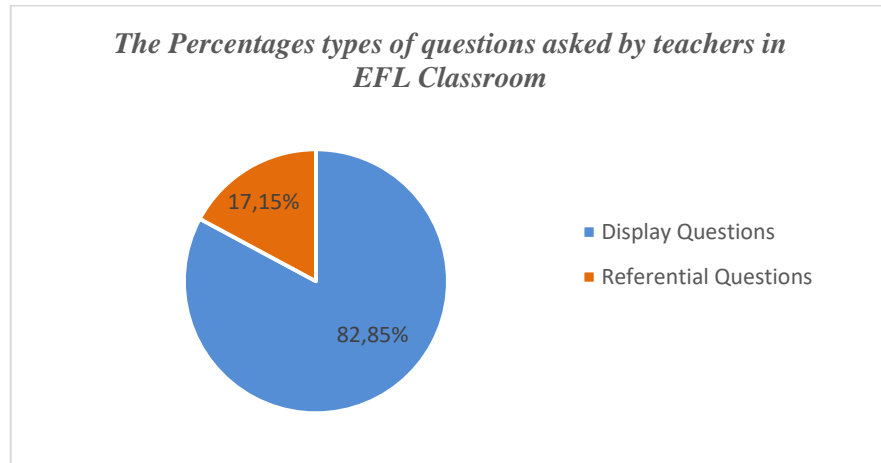


Figure 4.1 The Percentages of Types of Questions

Furthermore, the researchers classified all questions into six cognitive level, such as: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). From all questions, it found that the common level of questions asked by teachers in EFL classroom activity is remembering (C1) with number 365 questions of 694 the total questions. Then, the levels of questions that were rarely asked by teachers in EFL classroom activity are applying (C3) with only 14 questions of 694 total questions and creating (C6) with only 20 questions of the total questions.

In other words, it means that 52.59% of the total questions were the questions in remembering (C1) category, which was the level of questions mostly asked by teachers in EFL classroom activities. While, applying (C3) found as the level of questions rarely asked by teachers in class with only 2.02% of the total questions. Then, there was only 2.88% of the total questions were the questions in creating (C6) category, which was higher thinking level in cognitive domain. The data percentages can be seen in chart below:

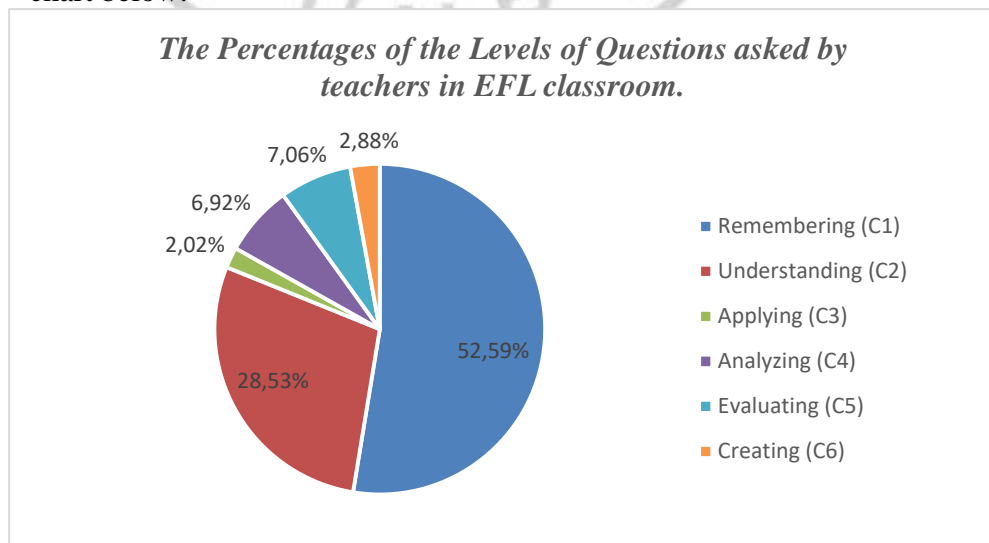


Figure 4.2 the Percentage Levels of Questions

Furthermore, the researcher classified all questions into each language that were used by teachers in EFL classroom activities. There were two languages used by teachers during ELF classroom activities, English and Indonesian. Thus, the researcher classified the use of each language per grade in order to find which language was mostly used during EFL classroom activities in each grade.

First, there were 206 total questions found in grade X. 81 questions belong to English's questions and 125 questions were Indonesian's questions. So, it means that in grade X, mostly questions asked in Indonesia with 60.68% of the total questions. Then, there were 192 total questions in grade XI. 124 questions were in English and 68 questions were in Indonesian. Hence, English was mostly used to ask questions in grade XI with 64.58% of the total questions. Last, 296 questions were the total questions in grade XII. 193 questions were in English and 103 questions were in Indonesian. In other words, English also mostly used to ask questions in grade XII with 65.20% of the total questions. The data percentages can be seen in the chart below:

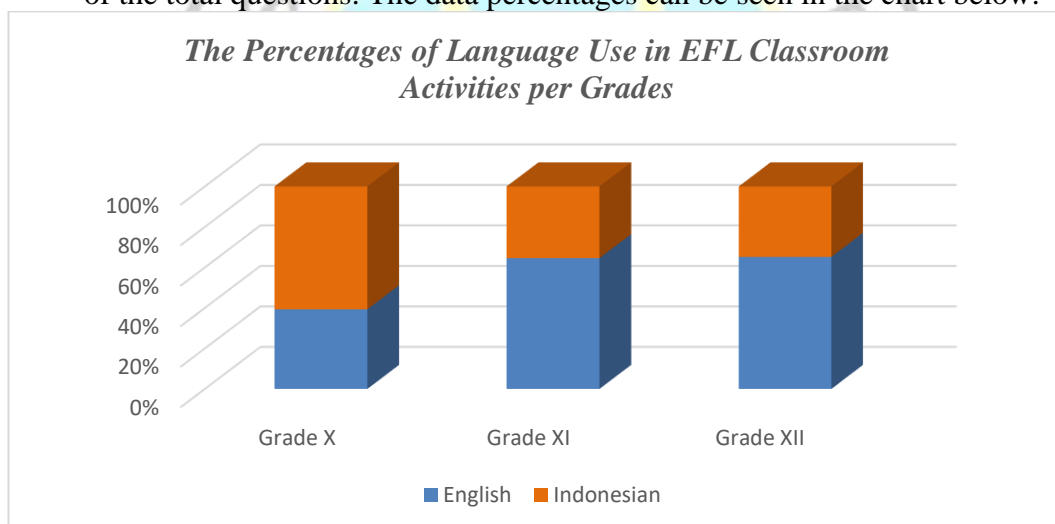


Figure 4.3 the Percentage Languages Used in EFL Classroom Activities

The data analysis and findings showed that almost all teachers rarely asked questions at higher thinking levels, such as: analyzing, evaluating, and creating. Therefore, SRI had been done to investigate teachers' considerations and difficulties in delivering HOTS questions. In this case, researchers randomly interviewed 4 of 12 teachers to investigate the problem that teachers might have in delivering HOTS questions. The data can be seen in the table below:

Table 4.1 Teachers' Considerations and Difficulties in Delivering Hots Questions.

No.	Consideration and Difficulties	Teacher I	Teacher H	Teacher J	Teacher B
1.	Stimulation needed	√	√	√	√
2.	Learning materials	√	√		
3.	Students' class level (IPA or IPS)		√	√	
4.	Students competence in English			√	√
5.	Students speaking anxiety		√		

Based on table 4.1 above, it can be seen that teachers mostly consider giving stimulation before asking HOTS questions. Then, the class levels of students also become the most consideration for teachers in delivering HOTS questions. Thus, it followed by students' competence in English. There are two teachers consider that HOTS question can be delivered in certain learning materials. Moreover, there is only one teacher consider student speaking anxiety and Indonesian used to reach learning objective.

2. Discussion

The finding of this research had a similar result from Wangru (2016). In his findings, it found that most types of questions asked by teachers in English classroom activity also display questions with 265 questions from 305 total of questions. On the other hand, Wangru's study is a bit different from this research because the next data which were analysed is the way questions answered in English class. This research analyzed the levels of questions asked in English classroom activity.

Next, the research findings from Yusoff and Seman (2018) had different results. The findings of their research focused on the number of teachers asking questions to teach for HOTS in classroom activity. Although their research focused on the number of teachers asked such level of questions, their research could show the level of questions mostly asked by teachers in English class. Then, the finding was majority of teachers asked lower-order thinking questions to test students' memorization of facts and comprehension with 9 teachers always asked LOTS questions, 5 teachers asked HOTS questions and 4 teachers sometimes asked HOTS questions. Therefore, it can be said that LOTS questions mostly asked by teachers in classroom activity. On the other hand, this research focused on finding the types and levels of questions mostly asked by teachers in EFL classroom activity.

Furthermore, the research findings from Fitria, Syarif & Refnaldi (2014) had different result. The findings of their research focused on the form of questions and the levels of questions based on Barrett's taxonomy. Their research also had different subject of the research. They analysed the forms and the levels of questions of reading comprehension questions in textbooks "*English Texts in Use* and *Look Ahead*" for senior high school grade X. This research focused on the types and the levels of questions mostly asked by teachers in EFL classroom activity in SMAN Kota Padang. Moreover, the levels of questions in this research were classified based on Bloom's taxonomy revision by Anderson and Krathwohl.

Based on the previous studies and this study findings, it can be concluded that the level of questions mostly asked by teachers in English classroom activity were LOTS questions. According to Yusoff and Seman (2018), the data analysis of their research indicated that teachers' understanding of the concept of thinking, thinking process, and HOTS were very minimal. This research found that teachers understood about the concept of thinking and HOTS, but they have some considerations in

delivering HOTS question, for instance: they need to give stimulation before asking HOTS questions, HOTS questions can be delivered in specific learning materials, students' class levels, students' competence in English, and students' speaking anxiety also considered by teachers in delivering HOTS questions.

D. CONCLUSION AND SUGGESTIONS

Based on the findings and discussion above, the most type of questions asked by teachers in EFL classroom activity in SMAN Kota Padang is display question with 575 questions (82.85 % of the total questions). Thus, the common level of questions asked by teachers in EFL classroom activity in SMAN Kota Padang is remembering (C1) category, which is the lowest level of thinking in the cognitive domain.

Furthermore, it cannot be said that teachers do not have competence in delivering questions that can stimulate students' critical thinking. In fact, they have several considerations in asking that questions, for instance: the stimulation needed, the learning materials, students' class levels, students' competences in English, and students' speaking anxiety.

Based on the findings and the conclusion of the research, there are some suggestions offered. First, the researcher hopes that the teachers could improve the types and the levels of questions that deliver to students in order to stimulate their critical thinking. For other researchers, it will be valuable to study the effects of delivering lower levels of questions to students continuously in EFL classroom activity.

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