



AN ANALYSIS OF TEACHERS' COMPETENCE IN CONSTRUCTING READING COMPREHENSION'S QUESTIONS

Yola Afriliamanda¹ and Yetti Zainil²

English Department

Faculty of Languages and Arts

State University of Padang

email: yola_afriliamanda@yahoo.co.id

yz2009@gmail.com

Abstract

Questioning is one of the thinking processing skills which is structurally embedded in thinking operation of critical thinking, creative thinking, and problem-solving. Therefore, teacher's questions may encourage students to have high level of thinking process. The purpose of this study is to analyze teacher competence in constructing reading comprehension questions as well as looking at the possible problems faced by teachers when creating high level of questions. This study employed a descriptive research method. The subjects of this research were 12 teachers from 4 senior high schools in Padang selected by using a random sampling technique. The data were collected through tests and stimulated recall interviews (SRI). The findings of this research were that most teachers created understanding (C2) category questions which include in lower level of thinking in cognitive domain.

Keywords: the curriculum 2013, teachers' competence, level of questions, HOTS

A. RESEARCH METHOD

The research design that was used in this study was descriptive design. Descriptive designs were used to help the researcher to provide the answer to the research question which describes the current condition of how English teachers' competence in classifying and creating higher levels of questions. It supposes to be useful tool for the more focused study. The population of this research was all English teachers in SMA N Kota Padang. The sample of this research was English teachers who taught in all grades in the schools that were chosen. In short, it can be said that there is only 1 teacher for each grade. Technique sampling that was used in this research was random sampling.

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¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on Desember 2019

² Lecturer of English Department of FBS Universitas Negeri Padang



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The instrument of this research was a test. The teachers were asked to construct reading comprehension questions based on the given texts, the test was questions that created by teacher and audio Stimulated Recall Interview recording. The data were all questions created by those teachers. Then, Stimulated Recall Interview was done to investigate teachers' opinions about the questions that they created.

The data were analysed. The questions that teachers made classified based on High level of questions and low level of questions The following table helped researcher to classify each question which was created by teacher.

C1 (Remember)	C2 (Understand)	C3 (Apply)	C4 (Analyze)	C5 (Evaluate)	C6 (Create)
Mention	Classify	Choose	Examine	Summarize	Assemble
Imitate	Describe	Demonstrate	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
Match	Elaborate	Modify	Detail	Assess	Write
Sign	Match	Valuated	Select	Defend	Formulate

Table 1. Indicators of Cognitive Domain in Taxonomy Bloom Revision

The researcher calculated the percentage of the levels of questions created by teachers. The questions were calculated based on the following formula to help researcher to present the data in forms of numbers as mentioned:

$$P = \frac{F}{N} \times 100$$

Notes:

P : Percentage

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

N : The total number

Moreover, researcher analyzed the data from the interview to get more information about teacher's problem in creating high level of questions.

C. RESULT AND DISCUSSION

1. Research Finding

The data has been collected, from 12 teachers there were 120 questions that were created by teachers. The researcher analyzed and classified all of the questions for each teacher into six cognitive levels, such as: remembering (C1),

understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6).

58% of the total questions were the questions include in understanding (C2) category, which is found as the level of questions mostly created by teachers. Then, applying (C3) found as the level of questions rarely created by teachers with only 1% of the total questions. Next, there was only 3 % of the total questions were the questions in creating (C6) category, which is higher thinking level in cognitive domain. The data percentages can be seen in pie chart below:

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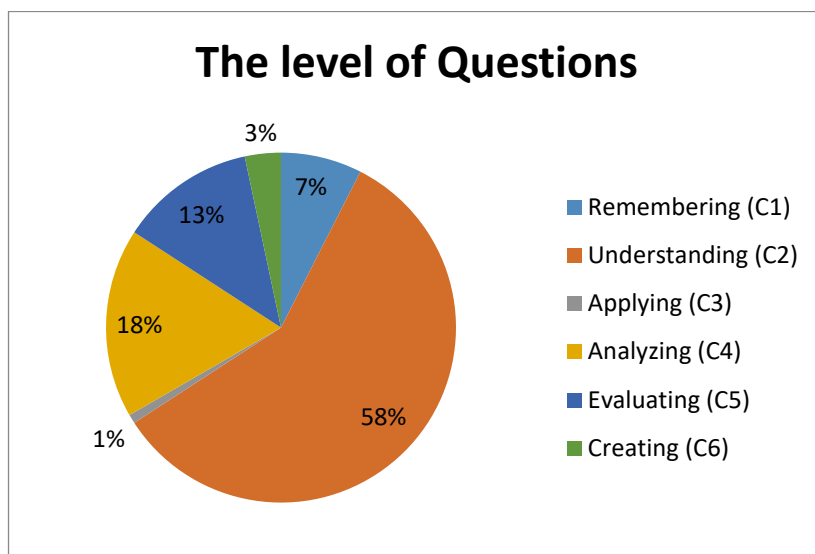
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The data analysis and findings showed that most of all the teachers rarely created questions in the high level of thinking such as: analyzing, evaluating, and creating. Therefore, SRI (Stimulated Recall Interview) had been done to investigate teachers' considerations and difficulties in creating HOTS questions. In this case, the researcher randomly interviews 4 of 12 teachers to investigate the problem that teachers faced in creating high level of questions. Based on the SRI data transcriptions, it found that teachers mostly understand LOTS and HOTS questions, they could give examples of each level of questions. Meanwhile, teachers have some considerations and difficulties in creating high level of questions. The data can be seen in the table below:

No.	Consideration and Difficulties	Teacher B	Teacher C	Teacher E	Teacher L
1.	Student's limited vocabulary	√	√	√	√
2.	Student's language variety	√	√		
3.	Students' class level (IPA or IPS)	√	√		
4.	Student's understanding questions			√	

From the table above, it can be seen that teachers mostly consider students' limited vocabulary before creating high level of questions. Then, students' language variety and students' class level were the most consideration for teacher in creating high level of questions. Thus, the teachers considered students' ability in understanding in creating high level of questions.

2. Discussion

Based on the finding, it found that the most common questions created by the teacher were understanding (C2) level. It means that the teachers' competence was low in creating high level of questions. It was parallel with the research finding of Arti and Hariyatmi (2015) who also found that low teachers' ability in creating

HOTS questions different from this research in terms of the instrument used in the research. They analyzed all of question tests including objectives and essays that were created by the teachers when teaching. In contrast, the instrument of this research was a test that was created by teacher spontaneously after reading some passage provided by the researcher.

Next, the research findings of Yuliawati and Mahmud (2016) also had similar results with this research about the ability of teachers' questioning. Their research concluded that teachers asked much lower-order levels questions (97.65%) than higher ones (2.35%). It was similar to this research which was 58% teachers created low level of questions. Then, their research also focused on how students answer the questions created by teachers in EFL classroom, meanwhile this research purely to find out the teachers' competence in creating questions.

Furthermore, this research also focused on the problem faced by the teacher in creating a high level of questions. From the stimulated recall interview that has been done by the researcher, it found that the teachers knew the questions included in HOTS category and gave the example. In fact, the result of the test declared the opposite one. Most of the teachers cannot create a high level of questions. It was parallel with the research conducted by Mazwati, Yusoff, and Seman (2018). The findings of their research focused on the teachers' concept of High Order Thinking Skills in primary school in Malaysia. The result shows that teachers lack information about High Order Thinking Skills. They claimed that the teachers failed to explain clearly the concept of HOTS. It is proven by the data on the teacher's questioning skill that revealed just half of the teacher practised asking question in a high level of questions.

Based on the finding of the research and the related previous study about this topic, it can be concluded that the level of questions that created or asked by teachers are in LOTS category. It means that the teachers' competence is low in creating high level of questions. Teachers assumed that they have to consider their students' ability in answering the questions. However, the students need to get a high level of questions to stimulate their critical thinking.

D. Conclusion and Suggestion

Based on the findings and discussion above, the common level of questions that were created by teachers in SMA N Kota Padang is understanding (C2) which were included in the low-level category. Therefore, the teachers' competence in creating high level of questions is still low.

Furthermore, based on the finding it cannot be said that teachers do not have competence in creating questions at all. In fact, they have several considerations in creating questions, for instance: students' lack of vocabulary, students' language variety, students' class level, and students' questions understanding.

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 levels of questions that are created for students in order to stimulate their critical thinking. Second, researcher hopes teachers do not afraid anymore to create high level of questions. Finally, since this study already talked about teachers' competence in creating reading comprehension questions. The researcher suggests

the next further researcher to focus on the other topic of teacher's questioning competence.

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