LEVELS OF QUESTIONS USED BY ENGLISH TEACHERS AT SMP NEGERI POSO KOTA UTARA

Vivin Krismawanti Modjanggo

Abstract: The objectives of this research are to find out level of questions used by the teachers in teaching English at SMP Negeri Poso Kota Utara and to find out of students' responses from the teacher's questions. Researcher uses descriptive qualitative method. The data of this research is obtained from observation at SMP 5 Poso Kota Utara and SMP 1 Poso Kota Utara. The result of this research shows that knowledge, comprehension and evaluation are the most frequently used level of questions, while the students' responses are correct, incomplete, and no response.

Keywords: *levels of question, Bloom's taxonomy, EFL teachers, EFL students*

The teacher should act as a learning guide rather than as an authority spreading questions and answers. One of the teaching strategies is how the teacher asks questions. Asking questions and class discussions can have a positive impact on student learning. However, the way the teacher asks questions to students in real classes in the Indonesian environment awaits further attention. Both teachers and students must be trapped in a "way of investigation". The teachers are expected to be facilitators, which mean they must be able to support students in learning to advance, not just the person in charge in the classroom. The influence of teachers as a learning guide will make students "confident and comfortable in the learning process. The students are expected to actively respond to the questions asked to them because each question that the teacher asks the learners requires answers or responses from learners.

Asking questions to students does not always work in some cases regardless of the repertoire of questions teachers can apply in the classroom. Teachers sometimes do not encourage students to talk more by answering questions due to certain circumstances, such as questions that students do not understand or the length of the question is too long. Therefore, it is important to not only look at the types of questions but also the question and answer strategies used by teachers since developing a re-request strategy is also one of the best ways for teachers to build and maintain interactive class interactions. Teachers, as initiators and keepers of classroom interaction, can choose and apply strategies of appropriate questions to encourage students to engage in classroom interactions. The objectives of this paper are to find out level of questions used by the teachers in teaching English at SMP Negeri Poso Kota Utara and too find out of students' responses from the teacher's questions.

Questions play an important role in teaching and learning process. Question is expression that has purpose to get response from the listener (Ur, 1999). Question is an expression of sentences that has purpose to get information and has question mark (Cullin, 2000). The question happened because someone curiosity to get information and it can help us to improve the process of thinking.

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001). Appropriate questioning has function, such as:

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves; it is very scary for the students to have to initiate conversation or topics for discussion.
2. Teacher question can serve to initiate a chain reaction of students' interaction among themselves.
3. Teacher questions giving intermediate feedback about student's comprehension.
4. Teacher question provide students with opportunities to find what they think as they are nudged into responding to question about reading.
5. To develop critical thinking skills and inquiring attitudes.

Classroom Questioning

Questions which focus student attention on salient elements in the lesson result in better comprehension than questions which do not. Cotton (2007) states that questioning is one of the most popular modes of teaching. For thousands of years, teachers have known that is possible to transfer factual knowledge and conceptual understanding through the process of asking questions. Unfortunately, although

the act of asking questions has the potential to greatly facilitate the learning process; it also has the capacity to turn a child off to learning if done incorrectly.

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what and how to do it. Question-asking indicates that someone is curious, puzzled, and uncertain; it is a sign of being engaged in thinking about a topic. And, yet, very few students ask questions; rarely is even one student question posed in a typical class. Consistently, classroom research finds a large gap, with both students and teachers, between typical questioning and effective questioning that can effect students' achievement.

Clegg and Willen (1986) suggest that teachers should employ the following research supported practices to foster higher students' achievement:

1. Ask questions of primarily an academic nature.
2. Allow three to five seconds of wait time after asking a question before requesting a students' response, particularly when high-cognitive level question asked.
3. Encourage students to respond in some way to each question asked.
4. Balance responses from volunteering and non-volunteering students.
5. Elicit a high percentage of correct responses from students and assist with incorrect responses
6. Probe students' responses to have them clarify ideas, support a point of view, or extend their thinking.
7. Acknowledge correct responses from students and use praise specifically and discriminately.

Bloom's Taxonomy on Level of Questions

Bloom's taxonomy was created by Bloom in 1956. It has been used in various ways in education. As originally designed by Bloom (1956), the taxonomy was an attempt to establish a sequential and cumulative hierarchy depicting the stages of learning moving from the most elementary to the most complex. It consists of six hierarchical and cumulative levels of cognitive process; knowledge, comprehension, application, analysis, synthesis, and evaluation.

Since 1956, sixty years ago, Bloom presented his taxonomy as a basis for planning educational objectives, teaching-learning activities and assessment items. His taxonomy

has been used in various ways in education. It is useful in planning learning objectives, questions and assessment and in providing guidelines of teaching and learning activities in the classroom to improve students' thinking skills and their cognitive growth.

Bloom (1956) cognitive theory and taxonomy of questions are essential tools in organizing and analyzing critical thinking skills in language teaching. Kloss (1988) posit out that this taxonomy is appropriate framework for analyzing and testing for students' levels of cognitive growth and knowledge achievement. The teachers who want to improve students' thinking skills and their questioning whether for the tests or class discussions will discover that constructing them based on Bloom's model will make their tasks much easier. In so doing, they will mix questions in all cognitive levels to perform the necessary critical thinking to answer (Kloss, 1988).

Levels of questions based on Bloom's Taxonomy Revised (Anderson & Krathwohl: 2001; Anderson; 2003: Bloom: 1956) can be seen in the diagram 2.1 below:
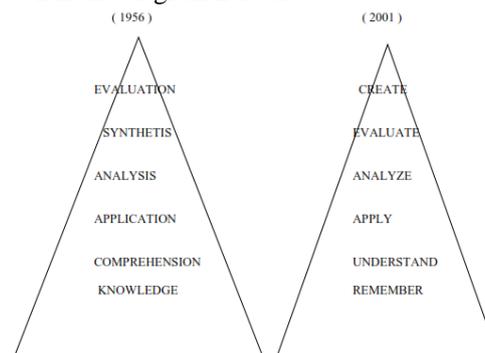

Diagram 1. Differences between Bloom's Taxonomy in 1956 and in 2001 (Anderson & Krathwohl, 2001)

Bloom's Taxonomy (Anderson & Krathwohl, 2001) states that: The first level is remembering, recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

The second level is understand constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

The third level is apply carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used

through products like models, presentations, interviews or simulations.

The fourth level is analyze breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

The fifth level is evaluate making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as

it is often a necessary part of the precursory behavior before one creates something.

The sixth level is create putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

Based on Table 1, there are six categories of questions, which identify some of the thinking and learning abilities associated with each taxonomic level and introduce question cues.

Table 1. Bloom's Taxonomy: More extended examples of skills, cue words and question stem

No	Level of Question	Skills Demonstrated	Question Cues	Question stems:
1.	Know ledge	• Observation and recall of information • Knowledge of dates, events, places/major ideas • Mastery of subject matter • Factual recall	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc	Tell me about ..? Can you list..? How many..? Where did..? Who are the..? Who said..? When did..? Who wrote..? When was..? What date did..? What is..? Where can you find..?
2.	Comp rehen sion	• Understanding information and grasp meaning • •Translate knowledge into new context • •Interpret facts, compare, contrast, order, group, • infer causes and predict likely consequences • Suggest connections	Summarise, describe, extend, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.	Can you list the sequence..? What happened after..? How do you know.? Who can explain ? What is the difference between? How would you describe..?
3.	Appli cation	• Use information • Use methods, concepts, theories in new • situations • Solve problems using required skills or • Knowledge • Visualise actions in a real life/applied situation	apply, demonstrate, change, calculate, complete, classify, illustrate, show, solve, test, examine, modify, relate, do, make, construct, discover, manufacture, make.	How could this have happened in…? What factors would you change if …? How would you react when …? What would you do if? What questions would you ask if …? What would you need if …?

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.

Functions of Questions

There are three functions of questions in the class serves such as: diagnostic, instructional, and motivational. Diagnostic tool can serve more than function which classroom questions permit teacher to see the process of students to think about a material. Instructional function is learning about new knowledge that used questions technique. Motivational function is use question that can make effective classroom, and process to encouraged and challenged students to think. (Kanchak, D. & P. Eggen, 1989).

Richards, J.C. and C. Lockhart, 1994 proposes that there are several detailed reasons why questions are so commonly used in teaching and learning:

1. stimulate and maintain students' interest;
2. encouraged students to think and focus on the content of the lesson;
3. enable a teacher to clarify what student has said;
4. enable a teacher to elicit a particular structure or vocabulary items;
5. enable teachers to check students' understanding;
6. encourage students' participation in a lesson.

Purposes of Question

There are three major reasons for teachers to ask question in the classroom: to promote students thinking, to verify student understanding and to foster student participation." Questions should not be asked to embarrass students whose behavior needs to be changed. Questions are academic tools. By asking questions, teachers can affect the levels at which students think. If most questions asked by a teacher are of the memory type, the student's level of thinking will be restricted to remembering.

Designing Appropriate Questions

The teacher followed specific guidelines in developing purposeful questions. Hyman (1979) recommended that teachers develop a plan of action for strategic questioning. The teacher should follow specific guidelines in developing question:

1. Selecting the type of question and its level of difficulty.
2. Phrasing the question and delivering it.
3. Allowing time for student to thinking (wait time).
4. Choosing a student to answer a question.
5. The student response and providing feedback

Method

This research is a qualitative descriptive method and sources of the data in are the two teachers SMP Negeri 5 Poso Kota Utara and SMP Negeri 1 Poso Kota Utara. The data are gained from observation and documentation and describe descriptively.

Findings

Level of Questions used by Teachers at SMP 5 Poso Kota Utara

Table 2. Level of Questions in Meeting 1

No	Question	Level
1	What are they ?	Knowledge (1st level)
2	Are you a student ?	Knowledge (1st level)
3	Are they student ?	Knowledge (1st level)
4	What is uniform ?	Knowledge (1st level)
5	What the our last study ?	Evaluation (6th level)
6	What the meaning of uniform ?	Comprehension(2nd level)
7	What is the people ?	Comprehension(2nd level)
8	What the meaning of people ?	Comprehension(2nd level)
9	Who is he ?	Knowledge (1st level)
10	What do they wear ?	Comprehension(2nd level)
11	What is your uniform colour ?	Comprehension(2nd level)
12	What is they uniform ?	Comprehension(2nd level)
13	What is the text ?	Knowledge (1st level)
14	Is it a dialog ?	Knowledge (1st level)
15	How many students ?	Knowledge (1st level)
16	What is the text ?	Knowledge (1st level)
17	Who is miss mutia ?	Knowledge (1st level)
18	who are siti, udin, budi and edo?	Knowledge (1st level)
19	Who are they ?	Knowledge (1st level)

Based on Table 2, it is shown that in the left column, there were 19 questions asked by the teacher, while in the right column, the researcher classifies according to the level of the question. The researcher found that question levels of SMP 5 Poso Kota Utara are knowledge (12), comprehension level (6) and evaluation level (1).

Table 3. Level of Questions in Meeting 2

No	Question	Level
1	What the title of the text ?	Knowledge (1st level)
2	What the meaning of I'm proud of Indonesia?	Comprehension(2nd level)
3	What is proud ?	Knowledge (1st level)
4	What we learn in chapter VII ?	Knowledge (1st level)
5	What is on the picture ?	Comprehension(2nd level)
6	How many student on the picture ?	Comprehension(2nd level)
7	How many students ?	Knowledge (1st level)
8	What the meaning how many ?	Comprehension(2nd level)
9	Who are they ?	Knowledge (1st level)
10	What is friendly ?	Knowledge (1st level)
11	What we will do ?	Knowledge (1st level)
12	What will they do?	Knowledge (1st level)
13	What is this text about ?	Comprehension(2nd level)
14	What the meaning listen ?	Comprehension(2nd level)
15	What the meaning repeat ?	Comprehension(2nd level)
16	Who speakers on the dialogue?	Knowledge (1st level)

Based on the table above, it is shows that in the question column, there were 16 questions asked by the teacher, while for the question-level column, the researcher classifies according to the level of the question. The researcher found that question levels of SMP 5 Poso Kota Utara are knowledge level (9) and comprehension level (7).

Level of Questions used by Teachers at SMP 1 Poso Kota Utara

Table 4. Level of Questions in Meeting 1

No	Description Questions From Teacher about the materials	Analysis Level of Questions
1	Do you know about my house ?	Comprehension(2nd level)
2	Are you sure beautiful ?	Knowledge (1st level)
3	What the colour of my house ?	Knowledge (1st level)
4	Where is my house ?	Knowledge (1st level)
5	Where is the address?	Knowledge (1st level)
6	What the in front of my house ?	Knowledge (1st level)
7	Background of my house is ?	Knowledge (1st level)
8	You know, what is name of tree in front of my house?	Knowledge (1st level)
9	Who are they on dialogue ?	Knowledge (1st level)

Based on Table 4, it is shows that in the question column, there were 9 questions asked by the teacher, while for the question-level column, the researcher classifies according to the level of the question. The researcher found that question levels of SMP 1 Poso Kota Utara were knowledge level (8) and comprehension level (1).

Table 5. Level of Questions in Meeting 2

No	Question	Level of Questions
1	What do you think about indonesia ?	Evaluation (6th level)
2	What do you think about indonesia ?	Evaluation (6th level)
3	What this a clean ?	Knowledge (1st level)
4	Can you explain about indonesia ?	Comprehension (2nd level)
5	Do you know coconut ?	Comprehension(2nd level)
6	How many kinds of fruits ?	Knowledge (1st level)
7	What is pineapple ?	Knowledge (1st level)
8	What is crackers ?	Knowledge (1st level)
9	What is peanut ?	Knowledge (1st level)

Table 5 shows that in the question column, there were 9 questions asked by the teacher, while for the question-level column, the researcher classifies according to the level of the question. The researcher found that question levels of SMP 1 Poso Kota Utara were knowledge level (5), comprehension level (2), and evaluation (2)

Students' Responses of the Questions at SMP 5 Poso Kota Utara

Table 6. Students' Responses in Meeting 1

No	Teacher's Question	Student's Answer	Student's Response
1	what are they ?	.... (didn't answer)	Not responding at all
2	Are you a student ?	Yes	incompletely
3	Are they student ?	Yes	incompletely
4	What is uniform ?	.... (didn't answer)	Not responding at all
5	What the our last study ?	.... (didn't answer)	Not responding at all
6	What the meaning of uniform ?	.... (didn't answer)	Not responding at all
7	What is the people ?	.... (didn't answer)	Not responding at all
8	What the meaning of people ?	Orang, manusia	Correctly
9	Who is he ?	Budi	Correctly
10	What do they wear ?	Seragam	Correctly
11	What is your uniform colour ?	White and biru	Correctly
12	What is they uniform ?	Putih, biru	Correctly
13	What is the text ?	.... (didn't answer)	Not responding at all
14	Is it a dialog ?	Yes,	incompletely
15	How many students ?	Four peoples	Correctly
16	What is the text ?	Percakapan	Correctly
17	Who is miss mutia ?	Teacher	Correctly
18	who are siti, udin, budi and edo?	A students	Correctly
19	Who are they ?	A students	Correctly

Table 7. Students' Responses in Meeting 2

No	Teacher's Question	Student's Answer	Student's Response
1	What the title of the text ?	...... (didn't answer)	Not responding at all
2	What the meaning of I'm proud of indonesia ?	*Saya bangga Indonesia*	Incompeletely
3	What is proud ?	*bangga*	Correctly
4	What we learn in chapter VII ?	...... (didn't answer)	Not responding at all
5	What is on the picture ?	*Orang berbicara*	Correctly
6	How many student on the picture ?	...... (didn't answer)	Not responding at all
7	How many students ?	2 people	Correctly
8	What the meaning how many ?	*Berapa banyak*	Correctly
9	Who are they ?	Siti *dan* Edo	Correctly
10	What is friendly ?	...... (didn't answer)	Not responding at all
11	What we will do ?	...... (didn't answer)	Not responding at all
12	What will they do?	...... (didn't answer)	Not responding at all
13	What is this text about ?	Dialogue text, *percakapan*	Correctly
14	What the meaning listen ?	*mendengar*	Correctly
15	What the meaning repeat ?	...... (didn't answer)	Not responding at all
16	Who speakers on the dialogue?	Siti *dan* edo	Correctly

Students' Responses of the Questions at SMP 1 Poso Kota Utara

Table 8. Students' Responses in Meeting 1

No	Teacher's Question	Student's Answer	Student's Response
1	Do you know about my house ?	Yes,	Correctly
2	Are you sure beautiful ?	Yes, of course	Correctly
3	What the colour of my house ?	Yellow, orange and brown	Correctly
4	Where is my house ?	In lawanga	Correctly
5	Where is the address?	Jl. Umanasoli bridgen suprapto	Correctly
6	What the in front of my house ?	Is *pantai*, beach	Correctly
7	Background of my house is ?	Tree, *pohon*	Correctly
8	You know, what is name of tree in front of my house?	*Pohon mangga*	Correctly
9	Who are they on dialogue ?	Siti *dan* udin	Correctly

Table 9. Students' Responses in Meeting 2

No	Teacher's Question	Student's Answer	Student's Response
1	What do you think about indonesia ?	Beautiful, big, *unik*	Correctly
2	What do you think about indonesia ?	Clean	Correctly
3	What this a clean ?	Yes,	Incompletely
4	Can you explain about indonesia ?	*panas*	Incompletely
5	Do you know coconut ?	Kelapa	Correctly
6	How many kinds of fruits ?	Three fruits, coconut, pineapple and peanut.	Correctly
7	What is pineapple ?	*Nanas*	Correctly
8	What is crackers ?	*Kerupuk*	Correctly
9	What is peanut ?	*Kacang*	Correctly

Discussion
The Level of Questions
Table 10. Level of Questions used by the Teachers

NO	Level of Questions	Teacher A (SMP 5)	Teacher B (SMP 1)	Total
1.	Knowledge	21	13	34
2.	Comprehension	13	3	16
3.	Application	0	0	0
4.	Analysis	0	0	0
5.	Synthesis	0	0	0
6.	Evaluation	1	2	3

Based on the results of the above research, knowledge is the level of questions that mostly used by teachers. There are 34 total questions. Second, comprehension with 16 total questions and evaluation with 3 total questions. Application, analysis, and synthesis are not used by the teachers.

The Students' Responses
The researcher found that at SMP 5 Poso Kota Utara in meeting 1, there are only 10 correctly students responses, there are 6 students who do not response the questions given by the teacher, and there are 3 responses of students who answered incompletely. In meeting 2, there are only 8 correctly student response, 7 students who do not response the questions given by the teacher, and 1 response of students who response incompletely. Moreover, at SMP 1 Poso Kota Utara in meeting I from 9 questions during the learning process of the average student response give 9 correct responses. The, in meeting 2, there are 7 correctly student responses and there are 2 students who answered incompletely.

Conclusions and Suggestions
From the findings, it can be concluded that there are three levels of questions that are used by the teacher in teaching and learning process. They are knowledge, comprehension and evaluation. It is also found that that there are 3 responses given by the students; there are the correctly response in 34 responses, the incompletely response in 6 responses, and not responding at all in 13 responses.

The researcher offers suggestion for the teacher to use various kinds of level of questions. Schools are expected to use the results of this study to assess how the teacher teach in learning process in the classroom and this research is hopefully can be used as reference for other researchers who want to conduct same research.

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About the Author

Vivin Krismawanti Modjanggo, S.S., M.Pd, was born in Poso, 5 May 1984. She earned her master degree program in 2014, at Universitas Tadulako, Palu. Her interests are in English literature and English education. She is an English lecturer in Faculty of Teacher Training and Education, Universitas Sintuwu Maroso, since August 2009. Email: vivinmodjanggo@rocketmail.com. HP: 085225471392.