

CHAPTER I

INTRODUCTION

A. Research Contex

The Teacher's is one of professions needed by the world of education to educate the Nation's life the Teacher's role in the learning process is very important to educate his Students'. Teacher's often spend a lot of time in class testing Students' through questions. Guide the Students' to help them learn the necessary information and materials. A professional Teacher's are required to have three abilities: first, cognitive abilities, a Teacher's must have mastery of materials, methods, media and be able to plan develop their learning activities. Second, psychomotor abilities, a Teacher's are required to have the knowledge and ability to implement the kknowledge they have in their daily lives. Third, affective ability, a Teacher's must have a noble character, maintained his behavior, so that he will be able to become a model that his Students can imitate.¹

In the English Learning Teaching Program, there are Lectures who use stimulating questions, the lecturers provide several question that are given at the beginning of the learning process to remind them of the previous lesson. the teacher gives several stimulating question in the form of oral questions to the students'. The aim is to stimulate students' thinking to be more critical and creative, to creat a conducive classroom atmosphere and to gain deep understanding of learning from the lecturers. According to Blooser, there are

¹ Muhammad Anwar H.M, *Menjadi Guru Profesional*, (Jakarta: Prenanda Media Group, 2018), 6.

several types of questions are; managerial, rhetorical, closed and opened questions.² Asking questions to stimulate Students' emotional involvement.³ Stimulating Question is an affective strategy in the learning process because it can help the Students to think more broadly.

Stimulating Questions used by Lecturers are generally viewed based on the Blooms Taxonomy theory by Benjamin Blooms, including several levels in it. There are several levels of questions based on Blooms Taxonomy for students to know. Blooms Taxonomy is named after Benjamin Bloom, then an associate director of University of Chicago Examination experts from across the United states to outline some of the educational and assessment goals for institutions to use. In Blooms Taxonomy there are three major parts : the Cognitive Domain, the Affective Domain, and the Psychomotoric Domain. The Cognitive Domain is include those objectives which deal with the recall or recognitive of knowledgeand the development of Intellectual abilities and skills. And the second is the Affective Domain, ikts include objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment. And the third is Psikomotorik Domain, it is would appreciate comments on this point from teachers and other educational workers who are especially interested in this domain of educational objectives.⁴

There are several example of questions that given by Lecturers in 2nd Semester in English Teaching Learning Program at IAIN Madura specifically in

2 Annisa Asteid, et al, "The Power of Questioning: Teacher's Questioning Strategies in the EFL Classrooms", *Indonesian Research Journal in Education*, vol. 3, 1 (2019): 93.

3 Frank Willems, *Stimulating Civic Virtue in Students*, (Germany: Waxmann, 2013), 69.

4 Benjamin S Bloom, *Taxonomy of Educational Objectives The Classification of Educational Goal*, (Amerika: Longman, 1956), 7-8.

introduction to Linguistics class, it is about⁵ : 1. What are the roles of speech and writing in language system? 2. Why we have phonological rules? 3. Clarify the terms of allophone and phoneme? From several example of this question, the results of the analysis are as follows: the example of question number one based on Cognitive domain of Blooms Taxonomy, the example of question number one is include to LOTS (Lower Order Thinking Skills) because this question is to know or searching about speech and writing in language system, it is include to C1 (remembering). and the second example of question based on cognitive domain of Blooms Taxonomy is include to LOTS (Lower Order Thinking Skills) because this question is to know a reason of why we have phonological rules and it can be answered by memorizing, it is include to C2 (understanding). And the third example of question based on cognitive of Blooms Taxonomy this question is include to HOTS (Higher Order Thinking Skills) because this questions is to evaluation to get deep understanding about the terms of allophone and phoneme to classifying the opinion by themselves.

From the explanations above, researchers are interested in analyzing and knowing the types of questions asked by Lecturers as Stimulating Questions based on Cognitive Domain of Blooms Taxonomy, the purposes of this research is to provide an explanations of the types of questions in Stimulating Questions based on Blooms Taxonomy.

⁵ Mulyadi, Topic In Detail Introduction to Linguistics 2021-2022.

B. Research Focus

Research problem are the educational issues, controversies, or concerns that guide the need for conducting a study.⁶ The research focus of this study is:

1. What kind of questions are found in Lecturers Stimulating Questions in English Teaching Learning Program at IAIN Madura based on Cognitive Domain of Blooms Taxonomy?
2. How does the lecturers give stimulating questions to the students' in English Teaching Learning Program at IAIN Madura based on Cognitive Domain of Blooms Taxonomy?

C. Research Objective

Based on the research problem, the researcher determines this research as means:

1. To identify the kind of questions are found in Lecturers Stimulating Questions in English Teaching Learning Program at IAIN Madura based on Cognitive Domain of Blooms Taxonomy.
2. To analyze the way Lecturers given stimulating questions to the students in English Teaching Learning Program at IAIN Madura based on Cognitive Domain of Blooms Taxonomy.

⁶ John W. Creswell, *Educational Research* (United State: Pearson, 2012), 59.

D. Significance of Study

Significance of study explain the use or the important of research, both scientific (theoretical) and social (practical) uses.⁷ Tell what can be learned as a result of the study and why that is worth knowing⁸

Based on the above objectives, the significance of the research can be started as follows:

1. For the English Teacher

The Teachers know the types of question levels that can be analyzed based on cognitive domain of Blooms Taxonomy, and hopefully the Teachers can give them good questions in the teaching and learning.

2. For the student English Teaching Learning Program at IAIN Madura

The Students' English Teaching Learning Program at IAIN Madura can improve thinking skills, and easier to classify types of question levels based on cognitive domain of Blooms Taxonomy.

3. For other researcher

The results of this research can be used by further researchers to better understand about the types of questions levels based on cognitive domain of Blooms Taxonomy.

E. Definision of Key Term

Creswell suggests we are better to begin our research by narrowing our topic to a few key terms using one or two words or short phases.⁹ :

⁷ *Pedoman Penulisan Karya Tulis Ilmiah* (Pamekasan: Stain Pamekasan, 2020), 19.

⁸ Donald Ary et al, *Introduction to Research in Education*, 8th edition (Belmont, CA: Wardsworth, 2010, 589.

1. A Teachers in this study is the lecturers who teach in English Teaching Learning Program at IAIN Madura that used Stimulating Questions.
2. Stimulating Questions is a questions that are given by the lecturer before starting a new lesson to stimulate students to think.
3. Bloom Taxonomy is a hierarchical structure that identifies the types of questions and skills to answer the questions based on levels starting from the lowest to the highest level.
4. Cognitive Domain is the one of classification of Blooms Taxonomy which discusses about abilities related to aspects of knowledge and reasoning.

F. Previous Study

Previous research is very important for researchers to know in order to have a view on their research. Actually, the researcher found two previous studies, namely. The first is a thesis by Sri Apriliya Anwar from University of Makassar “*Analysis of Teacher’ Assessment in English Based On Cognitive Domain Of Bloom Taxonomy*”, 2020 the results showed that based on the cognitive domain Blooms Taxonomy 65 total questions created and used by the English teacher of class IX SMP UNISMUH Makkasar as a students assessment learning. In their teaching and learning process, the instrument adds a classification of thought processes as follows: questions in the LOTS (low-level order thinking skills), MOTS (middle;level order thinking skills) and HOTS (higher;level order thinking skills). Based on the Sri Apriliya Anwar analysis, LOTS is still the most widely

9 John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 82.

used by the teacher. Dominant questions in the level of remembering and understanding used by teachers to students in the cognitive domain based on Blooms Taxonomy.¹⁰ The similarity of the research was conducted between Sri Apriliya Anwar as researcher and this research are the same as analyzing based on cognitive domain of Blooms Taxonomy theory and use qualitative approach. Meanwhile, the difference was conducted by Sri Apriliya Anwar in this study is focus on analyzing teachers' assessment in English based on cognitive domain of blooms taxonomy, while in the research was conducted by the researcher is focus on analyzing teachers stimulating questions based on cognitive domain of blooms taxonomy.

The second research was conducted by Nuril Fathuril Jannah from IAIN Surakarta "*LOTS and HOTS Item Analysis Based on Bloom's Taxonomy Revision in Exercise of English Textbook Entitled Bahasa Inggris: When English Rings A Bell for SMP/Mts Kelas VII*, 2020. This study describe about both LOTS and HOTS are manifested on the textbook exercise. The exercise of textbook is dominated by LOTS. Nuril Fathuril Jannah say that by analyzing the exercise on the textbook based on the revised Bloom's Taxonomy can found both LOTS and HOTS manifestation. And the percentage of LOTS exercise is 55.6%, while the percentage of HOTS is 44.4%.¹¹ The similarity between the research that conducted by Nuril Fathuril Jannah with this research that conducted by the

10 Sri Aprilia Anwar, "*Analysis of Teacher's Assessment in English Based on Cognitive Domain of Bloom Taxonomy*", Thesis Faculty of Teacher Training and Education Muhammadiyah University of Makassar. 2020, 41.

11 Nurul Fatkhuril Jannah, "*Lots and Hots Items Analysis Based on Bloom's Taxonomy Revision in Exercise of English Textbook Entitled Bahasa Inggris: When English Rings A Bell For SMP/Mts Kelas VII*", Thesis, Faculty State Islamic Institute of Surakarta. 2020, 80.

researcher are the same analysis based on Bloom's Taxonomy Revision and use the qualitative method. While the different between the research that conducted by Nuril Fathuril Jannah with this research that conducted by researcher is the research that was conducted by Nurul Fathuril Jannah is focus on analysis LOTS and HOTS item in exercise of English textbook based on Bloom's Taxonomy revision, while the research that conducted by researcher is more focus on teacher's stimulating question based on Bloom's Taxonomy.