

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF THE RESEARCH**

This chapter presents the research result, research finding and discussion, the data collected from interview, observation, documentation which are discussed on previous chapter. This chapter is presented based on the research focus stated on the first chapter.

#### **A. Research Result and Research Finding**

Based on the result of the researcher from the observation and interview the researcher obtained data as follows:

##### **1. The kinds of Questions are found in Lecturers Stimulating Questions in English Teaching Learning Program at IAIN Madura based on Cognitive Domain of Blooms Taxonomy**

Stimulating questions are used by several teachers in English teaching learning program at IAIN Madura. It can be know from the result of interview and observation:

The first collected data was obtained from Mulyadi, S.S, M.Pd, who is lecturer in syntax for A class in the fifth semester of English teaching learning program at IAIN Madura on Tuesday, October 04 2022, in 07.00 a.m until 08.40 a.m. the second collected data was obtained from Abd Ghafur, S.Pd, M.Pd, who is lecturer in English Teaching Method (ETM) for B class in the fifth semester of English teaching learning program at IAIN Madura on Monday, October 17, 2022

in 08.41 a.m until 10.21 a.m. the third collected data was obtained from Eva Rabbianti M.Pd who is lecturer in teaching English to young learners for C class in the fifth semester of English teaching learning program at IAIN Madura on Wednesday, October 19, 2022 at 13.00 p.m until 14.40 p.m. the fourth collected data was obtained from Fitriyah Rahmawati M.Pd, who is lecturer in syntax for D class in the fifth semester of English teaching learning program at IAIN Madura on Thursday, October 20, 2022 from 15.00 p.m until 16.40 p.m.

**The result of observation:**

The first collected data was obtained from Mulyadi, S.S, M.Pd, who is lecturer in syntax for A class in the fifth semester of English teaching learning program at IAIN Madura on Tuesday, October 04 2022, in 07.00 a.m until 08.40 a.m.

The lecturers is used stimulating question strategy in learning process, there are some questions are found by researchers in teacher stimulating questions are:

- a. What do you remember about lexical categories?
- b. What do you understand about lexical categories?
- c. How many lexical categories do you know?
- d. What do you know about lexical categories and types?
- e. Explain the basic concept of noun phrases in sentences?
- f. Identification various positions of noun phrases in sentence!
- g. Identify the main word and modifier in the noun phrase!

Based on cognitive domain of blooms taxonomy the kinds of stimulating question that found by researcher are:

| <b>Teachers Stimulating Questions in syntax course</b>        | <b>Kinds of questions</b> | <b>Categories of questions</b> |
|---|---------------------------|--------------------------------|
| What do you remember about lexical categories?                | LOTS                      | C1<br>(Remembering)            |
| What do you understand about lexical categories?              | LOTS                      | C1<br>(Remembering)            |
| How many lexical categories do you know?                      | LOTS                      | C1<br>(Remembering)            |
| What do you know about lexical categories and types?          | LOTS                      | C1<br>(Remembering)            |
| Explain the basic concept of noun phrases in sentences!       | LOTS                      | C2<br>(Understanding)          |
| Identification various positions of noun phrases in sentence! | LOTS                      | C3 (Applying)                  |
| Identify the main word and modifier in the noun phrase!       | LOTS                      | C3 (Applying)                  |

The second collected data was obtained from Abd Ghafur, S.Pd, M.Pd, who is lecturer in English Teaching Method (ETM) for B class in the fifth semester of English teaching learning program at IAIN Madura on Monday, October 17, 2022 in 08.41 a.m until 10.21 a.m.

There are some stimulating questions that found by researcher in English Teaching Method, those are:

- a. How to measure the quality of education today?
- b. What do you know about Information Communication and technology?
- c. What do you understand about the concept of teacher centered philosophy?

The kinds of teacher stimulating questions are found by lecturers based on cognitive domain of blooms taxonomy can be include to:

| <b>Teachers Stimulating Questions in English Teaching Method course</b>  | <b>Kinds of questions</b> | <b>Categories of questions</b> |
|--|---------------------------|--------------------------------|
| How to measure the quality of education today?                           | HOTS                      | C5 (Evaluating)                |
| What do you know about Information Communication and technology?         | LOTS                      | C2 (Understanding)             |
| What do you understand about the concept of teacher centered philosophy? | LOTS                      | C2 (Understanding)             |

The third collected data was obtained from Eva Rabbianti M.Pd who is lecturer in teaching English to young learners for C class in the fifth semester of English teaching learning program at IAIN Madura on Wednesday, October 19, 2022 at 13.00 p.m until 14.40 p.m.

There are some questions that found by researcher in the Teaching English to Young Learners, those are:

- a. Do you remember what kind characteristics of young learners?
- b. Do you know what is multiple intelligence?
- c. How many multiple intelligence?
- d. Please mention multiple intelligence!
- e. Why can origami used in learning English?

Based on cognitive domain of blooms taxonomy there are some kinds of question that found by the researcher, those are:

| <b>Teacher Stimulating Questions in Teaching Learning to Young Learners course</b> | <b>Kins of questions</b> | <b>Categories of questions</b> |
|--|--------------------------|--------------------------------|
| Do you remember what kind characteristics  | LOTS                     | C1                             |

|  |      |                       |
|--|------|-----------------------|
| of young learners?                         |      | (Remembering)         |
| Do you know what is multiple intelligence? | LOTS | C2<br>(Understanding) |
| How many multiple intelligence?            | LOTS | C1<br>(Remembering)   |
| Please mention multiple intelligence!      | LOTS | C1<br>(Remembering)   |
| Why can origami used in learning English?  | HOTS | C5 (Evaluating)       |

The fourth collected data was obtained from Fitriyah Rahmawati M.Pd, who is lecturer in syntax for D class in the fifth semester of English teaching learning program at IAIN Madura on Thursday, October 20, 2022 from 15.00 p.m until 16.40 p.m.

There are some stimulating questions are found by researcher in syntax course, those are:

- a. Do you still remember what is noun phrase?
- b. Please make some analyze about adverbial and preposition phrase!
- c. Please give example the sentence that consist of noun phrase and verb phare!
- d. Is the English adjective phrase, adverbphrase similar to Indonesian adjective phrase and adjective phrase?

Based on cognitive domain of blooms taxonomy the kinds of question that found by researcher in syntax class are:

| <b>Teacher stimulating questions in syntax course</b> | <b>Kinds of questions</b> | <b>Categories of questions</b> |
|---|---------------------------|--------------------------------|
| Do you still remember what is noun phrase?            | LOTS                      | C1<br>(Remembering)            |
| Please make some analyze about adverbial              | HOTS                      | C6 (Creating)                  |

|  |      |                 |
|--|------|-----------------|
| and preposition phrase!  |      |                 |
| Please give example the sentence that consist of noun phrase and verb phare!                               | HOTS | C6 (Creating)   |
| Is the English adjective phrase, adverbphrase similar to Indonesian adjective phrase and adjective phrase? | HOTS | C5 (Evaluating) |

## **2. The way of lecturers give stimulating questions to the students' in English Teaching Learning Program at IAIN Madura based on Cognitive Domain of Blooms Taxonomy**

In this section the researcher used interviews data collection. based on the result of interview the researchers will explain about the result of the way lecturers give stimulating questions to the students' in English teaching learning program at IAIN Madura.

The result of interview:

In this section, the researcher will explain the research finding obtained in the field research related to the way of teacher's stimulating questions based on cognitive domain of blooms taxonomy in English teaching learning program at IAIN Madura.

The first collected data was obtained from Mulyadi, S.S, M.Pd who is lecturer in syntax A class in English teaching learning program at IAIN Madura on Tuesday, October 04, 2022 through the interview process conducted at 14.00 p.m.

In the implementation of teachers stimulating questions strategy, which is done by giving some stimulate questions to the students that are given in the course outline that has been shared beforehand to the students who have been

arranged based on the learning material, so the students can read the material or prepare the material in advance before the lecturer starting the material in the class. Giving the stimulating questions is divided by topic depends on the discussion of the material to be studied. If the students in the class can answer the stimulating questions from the lecturer, so the students are considered successful in understanding the learning. As stated by Mulyadi, S.S, M.Pd below:

“Stimulating Questions is one of the strategies that I use for students so that they can read the material before I start the material today, I told them about the stimulating questions my lesson plan that have been designed based on the subject that is already determined depends on the amount of material that will be discussed in the class so that the students can read the stimulating questions that I gave and then the students answers to the stimulating questions that will be discussed in the classroom and the students will discussed the answers from stimulating questions, and when the students have been success in answering the stimulating questions that I have given then I considered them successful in understanding the material”<sup>34</sup>

Based on the explanations above, it can be concluded that the application of stimulating questions in the syntax course with the lecturer Mulyadi, S.S, M.Pd in A class the fifth semester in English teaching learning program at IAIN Madura, which is done by giving several stimulating questions that given in the course outline that have been prepared. arranged based on learning materials with the aim that students can read and study or prepare the material before the lecturer starting to the next material. Some of the stimulating questions will be discussed in the classroom and the lecturer will be evaluated when students can answer some of the stimulating questions so the students are considered successful in understanding the material.

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34 Interview, Mulyadi, the lecturer in syntax class the fifth semester in English teaching learning program at IAIN Madura, Tuesday October 4th, 2022.

The second collected data was obtained from Abd Ghafur, S.Pd, M.Pd, who is lecturer in English Teaching Method (ETM) for B class in the fifth semester of English teaching learning program at IAIN Madura on Monday, October 17, 2022 in 10.22 until 10.26 a.m.

In the implementation the strategy of stimulating questions, it is done by stimulate the students with small talk and also guiding techniques. The teacher tried to test the students' understanding related to the previous subject, then proceeded with the subject that was going on at the time. In explain the material the teacher also trying to catch understanding by students inviting them thinking. in this case the teacher does not only ask questions to the students but the teacher also used illustrations that make the students ready to understand the material. The teacher used this strategy to make the students can prepare the material before learning the material. as the statement by Abd Ghofur, S.Pd. M.Pd below:

“I use the strategy of stimulating questions which is by giving small talk and guiding techniques. In this section I was discussing simple discussion with the students but actually it refers to the students understanding of the previous subject and today's subject discussion. In this case I tell stories and provide experiences to the students that related with the discussion subject or just ask to the students about understanding of the learning the subject that is going on today. From this strategy I can measure the extent to students understanding of previous subjects and students understanding of subject for today. I give strategy stimulating questions to the students to remind them of the previous subject and they are ready to learn today”<sup>35</sup>

Based on the explanation above, it can be concluded that the use of the stimulating questions strategy in the English teaching method (ETM) course who is the lecturer Abd Ghofur S.Pd, M.Pd. it is done by means of small talk and also

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35 Interview, Abd Ghofur, the lecturer in English Teaching Method class the fifth semester of English Teaching Learning Program at IAIN Madura, Monday October 17<sup>th</sup>, 2022.



guiding techniques, so that the students are interesting to discussed the subject. The teacher used a strategy of stimulating questions so that the students have preparation before learning the subject begins.

The third collected data was obtained from Eva Rabbianti M.Pd who is lecturer in teaching English to young learners for C class in the fifth semester of English teaching learning program at IAIN Madura on Wednesday, October 19, 2022 at 14.40 p.m.

The implementation of the stimulating questions strategy that was conducted in the English Teaching to Young Learners (TEYL) course that is done by asking the students some questions to stimulate students mind so that students respond to the lecturer and pay attention to the teachers' explanations, in this course the stimulating questions are given in the learning process so that they are involved in learning and lecturers can find out about students' understanding of the material being studied, as the statement from Eva Rabbianti M.Pd below:

“Stimulating questions is one of the strategies used to asked questions to the students before or during the learning process to get some responses from the students, in this case I giving stimulating questions to the students to get some responses from the students and so that the students are involved in my learning process and the students can focus on learning subject. Once I ask them about the subject of previous learning so that they can recall the subject before”<sup>36</sup>

Based on the narrative above, it can be concluded that the teacher used the strategy of stimulating questions in Teaching English to Young Learners is done by asking questions in the learning process to stimulate the students so that the

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<sup>36</sup> Interview, Eva Rabbianti, the lecturer in Teaching English for Young Learners the fifth semester of English Teaching Learning Program at IAIN Madura, Wenesday, October 9th, 2022.

students are involved in the learning process and so that students stay focused on the learning material.

The fourth collected data was obtained from Fitriyah Rahmawati M.Pd who is lecturer in teaching English to young learners for D class in the fifth semester of English teaching learning program at IAIN Madura on Thursday, October 20 2022 at 16. 40 p.m.

The implementation of the stimulating question strategy that was conducted in syntax course is done by asking questions in the course outline that given at the beginning for the first meeting and there was several questions in every meeting that has to be answered for make a presentation in the class. That is done to the students and the students can prepare the discussion material that will be studied in the class. As stated by Fitriyah Rahmawati, M, Pd as a follow:

“stimulating questions are several questions that are design as brainstorming to the students about learning topics that will be studied in the learning process so that when the students in the class they already have preparations about what will be discussed, in the implementation of the stimulating questions strategy for the first I prepare a stimulating questions in every learning topic and I give it to the students at the beginning and the students must be prepare the material first and I used stimulating questions strategy to successful in learning process and discussion in the class because each students already prepared the learning material before”

Based on the narrative above it can be concluded that the use of stimulating questions in the syntax course it is done by giving several questions in the course outline according to the learning topic and every meeting there are a stimulating questions in the course outline, then the lecturers asks these questions to the students in the learning process during discussion in the class.

**The result of Documentation:**



**Picture 1. The picture of the teacher when give stimulating question in syntax A class the fifth semester of English teching learning at IAIN Madura**



**Picture 2. The picture of the teacher when give stimulating questions in English teaching media B class, the fifth semester of English teaching learning program at IAIN Madura**



**Picture 3. The picture of the teacher when give a stimulating question in TEYL C class the fifth semester of English teaching learning at IAIN Madura**



**Picture 4. The picture of the teacher when give a stimulating question in syntax D Class the fifth semester in English teaching learning program at IAIN Madura**

## **B. Discussion**

In this section, the researcher will tries to discuss all of the datas that has written above, which the data was found while the researcher conducted the research, this section concerns of two discussion to statement about the problem in chapter one. The fisrt is kind of question are found in lecturer stimulating questions in English teaching learning program at IAIN Madura based on

cognitive domain of blooms taxonomy and the second is the way of lecturers give stimulating question to the students' in English teaching learning program at IAIN Madura. Therefore, the researcher begin to discuss by organizing arrangement based on the data above.

### **1. The kind of questions are found in lecturers stimulating question in English teaching learning program at IAIN Madura**

From the research finding in the field, the researcher found several stimulating question that given by the lecturer:

- a. The researcher will analyzed from Mulyadi, S.S, M.Pd in syntax A class the fifth semester in English Teaching Learning Program at IAIN Madura based on cognitive domain of blooms taxonomy, it is can be categorized as follows :

- 1) What do you remember about lexical categories?

From this stimulating questions that given by the lecturer, the results of the analysis are as follows:

Based on cognitive domain of bloom taxonomy it is include to LOTS (Lower Order Thinking Skills) and the categories for this questions is C1 (remembering). According to Anderson, Lorin w, & Krathwohl, David R Remembering is exhibit memory of previously learned material by recalling facts, terms, basic concept, and answer.<sup>37</sup> Remember includes *recognizing* and *recalling*. Recognize related to knowing past knowledge related to concrete

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<sup>37</sup> Anderson, Lorin W., & Krathwohl, D. R. *A taxonomy for learning, teaching, and assessing*, (Abridge Edition. Boston, MA: Allyn and Bacon, 2001).

things, such as date of birth, home address, and age. Recalling is a cognitive process that requires past knowledge quickly and accurately.<sup>38</sup>

This question is stated as a kind of LOTS (Lower Order Thinking Skills) and the category of this question is C1 (Remembering) because in this question the students only need to recall the previous material to answer this question. The material for lexical categories has been studied at the 4<sup>th</sup> meeting and this question was given by a lecturer after middle term (9<sup>th</sup> meeting) in A class in fifth semester of English teaching learning program at IAIN Madura.

2) What do you understand about lexical categories?

From this stimulating question that given by the lecturer, the results of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is include to LOTS (Lower Order Thinking Skills). The categories of this question is C1 (Remembering). Based on the explanation in the discussion of the previous question, remembering is to recall the previous material lesson.

This question is stated as a kind of LOTS (Lower Order Thinking Skills) and the categories of this question is C1 (Remembering) because from this question the students just only needed recall to explain about lexical categories, while lexical categories are material that have been learned in the 4<sup>th</sup> meeting, the lecturer only ask the question to the students to remember the previous study.

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38 Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assesing a Revision of Bloom's Taxonomy of Educational Objectives*, (New York: Addison Wesley Longman, Inc, 2001), 66.

3) How many lexical categories do you know?

From this stimulating questions that given by the lecturer, the results of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this questions is C1 (Remembering). This question is stated as a kind of Lower Order Thinking Skills and this categories of questions is C1 Remembering because In this question the teacher ask to the students that how many lexical categories and the students just only need recall to tell or mention to the teacher about how many lexical categories that knowing them.

4) What do you know about lexical categories and the types?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this question is C1 (Remembering). This question is stated as a kind of Lower Order Thinking Skills of question and this categories of question is C1 Remembering Because from this question the students just need recalling the material previously to answer the question about lexical categories and the type of lexical categories.

5) Explain the basic concept of noun phrases in sentences!

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of bloom taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this question is C2 (Understanding). According to Anderson, L.W., & Krathwohl, D.R. demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving description, and stating main ideas.<sup>39</sup>

Understand related to the activity of *classifying* and *compare*. classifying will appear when a students try to recognize knowledge that is a member of a category certain knowledge.<sup>40</sup> This question is stated as a kind of Lower Order Thinking Skills of question and the categorie of this question is C2 understanding because there is an operational verb that is “explain” and in this question the students need to understand first about the basic concept of noun phrase after that the student can explain the basic concept of noun phrase in sentence to the teacher.

6) Identification various positions of noun phrases in sentence!

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this question is C3 (Applying). According to Anderson, L. W., & Krathwohl, D. R. Applying is solve problems to new situation by applying acquired knowledge, facts,

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39 Anderson, L. W., & Krathwohl, *A taxonomy for learning, teaching, and assessing*, (Abridged Edition. Boston MA: Allyn and Bacon), 2001.

40 Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assesing a Revision of Bloom's Taxonomy of Educational Objectives*, (New York: Addison Wesley Longman, Inc, 2001), 70.



techniques and rules in a different way.<sup>41</sup> Applying is a continuous process, starting with students solve a problem using standard procedures already known. this activity runs regularly so that students are really capable carry out this procedure easily, then proceed to the emergence new problems that are foreign to students, so students are required to be familiar with the problem and choose the appropriate procedure right to solve the problem.<sup>42</sup>

This question is stated as a kind of Lower Order Thinking Skills of question and the categories of this question is C3 (Applying) because in this question is there are the operational verb that is “identification” and the students have to solve a problem and applying to the a sentence that is must be identifaction various phrase in sentence. But the first the student must be know and understand about noun phrase after that the students solve the problem to new situation by applying to the sentence so it can be carry out this procedure easily.

7) Identify the main word and modifier in the noun phrase!

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this question is C3 (Applying). Based on previous explanation in the question before, applying is solve a problem. This question is stated as a kind of Lower Order Thinking Skills and the categories of this question is C3 Applying because in this question there

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41 Anderson, L. W., & Krathwohl, D. R, *A taxonomy for learning, teaching, and assessing*, Abridge Edition. Boston (MA: Allyn and Bacon), 2001.

42 Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assesing a Revision of Bloom's Taxonomy of Educational Objectives*, (New York: Addison Wesley Longman, Inc, 2001), 77.

are the operational verb that is “identify” for the student need to know about main word and modifier first and after that the students can applying acquired knowledge about main word and modifier then the students can identify it.

b. The researcher will analyzed from Abd Ghofur, S.Pd, M.Pd in ETM (English Teaching Method) B class the fifth semester in English Teaching Learning Program at IAIN Madura based on cognitive domain of blooms taxonomy, it is can be categorized as follows :

1) How to measure the quality of education today?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to HOTS (Higher Order Thinking Skills) and the categories of this question is C5 (Evaluating). According to Anderson, L. W., & Krathwohl, D. R. Evaluating is a present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<sup>43</sup>

This question is stated in Higher Order Thinking Skills of question while the categories of this question is C5 (Evaluating), because for answer this question the students need to give opinion by making judgments about information, validity of ideas the student it can be measure the quality of education today. In this question the teacher just need their opinion about the quality of education today, and the students must be give their opinion about the way to measure the quality of education today.

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<sup>43</sup> Anderson, L.W., Krathwohl, D.R, A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, (MA: Allyn and Bacon), 2001.

2) What do you know about Information Communication and technology?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy of this question is included to LOTS (Lower Order Thinking Skills) and this categories of this question is C2 (Understanding). In this question the students need to understand about the material (information communication and technology) to explain and stating main ideas to the teacher.

3) What do you understand about the concept of teacher centered philosophy?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this question is C2 (Understanding). Because in this questions the students need to understand about the concept of teacher centered philosophy to can explain and illustrate based on their experience during in learning process about the concept of teacher centered philosophy, the students can give descriptions and stating their main idea to answer this question.

c. The researcher will analyzed from Eva Rabbianti M.Pd in TEYL (Teaching English for Young Learners) C class the fifth semester in English Teaching Learning Program at IAIN Madura based on cognitive domain of blooms taxonomy, it is can be categorized as follows :

1) Do you remember what kind characteristics of young learners?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this question is C1 (Remembering). Based on the explanation in other question before, remembering is a exhibit memory of previously learned material by recalling and recognizing. In this question is stated as a kind of LOTS question and the categories of this question is C1 remembering. Because in this question the students just only need to recalling the material in previous meeting, after recalling the material in previous meeting the students can find and explain the kinds characteristics of young learners.

2) Do you still remember what is multiple intelligence?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and the categories of this question is C2 (Understanding). In this question the students need giving explanation and stating main ideas, but before that the students must be understand about multiple intelligence.

3) How many multiple intelligence?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of bloom taxonomy this question is included to LOTS (Lower Order Thinking Skills) and this categories of this question is C1 (Remembering). Based on the previous explanation about remembering is the exhibit memory of previous lesson. in this question is stated as a kind of Lower Order Thinking Skills of question and the categories of this question is C1 Remembering. In this question the students just only need to recalling in the previous material to tell and answer about the multiple intelligence.

4) Please mention multiple intelligence!

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of bloom taxonomy this question is included to LOTS (Lower Order Thinking Skills) and this categories of this question is C1 (Remembering). In this question the teacher is need a answer about multiple intelligence and for the students just only need recalling the material in the previous meeting until the students can mention multiple intelligence

5) Why can origami used in learning English?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to HOTS (Higher Order Thinking Skills) and this categories of question is C5 (Evaluating).in evaluating the students present and defend opinions by making judgments about information and validity of ideas. In this question stated as a kind of Higher Order Thinking Skills because from this question the students need

some information to making their opinion, the students must be thinking more to answer this question based on their opinion.

d. The researcher will analyzed from Fitriyah Rahmawati M.Pd in syntax D class the fifth semester in English Teaching Learning Program at IAIN Madura based on cognitive domain of blooms taxonomy, it is can be categorized as follows :

1) Do you still remember what is noun phrase?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to LOTS (Lower Order Thinking Skills) and this categories of question is C1 (Remembering). Based on previous explanation remembering is exhibit memory of previous lessen. In this question is stated as a kind of Lower Order Thinking Skillas and the categories of this question is C1 remembering because from this question the teacher ask the previous lesson so the students just only need recalling to answer this question that is about noun phrase.

2) Please make some analyze about adverbial and preposition phrase!

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to HOTS (Higher Order Thinking Skills) and this categories of question is C6 (Creating). Create very related to the students learning experience at the meeting previously. In this question is stated as a kind of Higher Order Thinking Skilss of

question and this categories of this question is C6 Creating because in this question there is operational verb and the students must understand to the material first and then the students make analyze about adverbial and preposition phrase.

- 3) Please give example the sentence that consist of noun phrase and verb.  
phrase!

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to HOTS (Higher Order Thinking Skills) and this categories of questions C6 (Creating). In this question the students must be create the example the sentence that consist of noun phrase and verb its mean that from this question the students must be understand first to the material.

- 4) Is the English adjective phrase, adverb phrase similar to Indonesian adjective phrase and adjective phrase?

From this stimulating question that given by lecturer the result of the analysis are as follows:

Based on cognitive domain of blooms taxonomy this question is included to the HOTS (Higher Order Thinking Skills) and this categories of question is C5 (Evaluating). Based on the previous explanation in other question evaluating is present and defend opinions ny making judgments about information, and from this question the students must give their opinion about the similarities of the English adjective phrase, adverb phrase with Indonesian adjective phrase and adjective phrase.

## **2. The way of lecturers give stimulating questions to the students' in English teaching learning program at IAIN Madura**

Based on the result of interviews and documentation has conducted by the researcher, the researcher can know how does the lecturers give stimulating questions to the students in English teaching learning program at IAIN Madura. There are different the way of lecturers give stimulating questions to the students in English teaching learning program at IAIN Madura such as:

The first different is the way between several lecturer that used stimulating question strategy. The question and answer method by the teacher asking questions that must be answered by the students. Questions can be asked by orally or in writing, and the aim is to determine the understanding to the material at the time of previous learning.<sup>44</sup> From Mulyadi who is lecturer in syntax class the fifth semester in English Teaching Learning Program at IAIN Madura which is done by giving some stimulate questions to the students that are given in the course outline that has been shared beforehand to the students who has been arranged based on the learning material, and the way that used from Abd Ghofur in English teaching method class the fifth semester in English teaching learning program at IAIN Madura it is done by stimulate the students with small talk and also guiding techniques. While the way that used Eva Rabbianti in teaching English for young learners class the fifth semester in English teaching learning program at IAIN Madura that is done by asking the students some questions to stimulate students mind. And the way that used Fitriyah Rahmawati in syntax class the fifth semester

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44 Dewa Putu Yudhi Ardiana et all, *Metode Pembelajaran Guru*, (Medan: Yayasan kita menulis), 2021, 23.



in English teaching learning program at IAIN Madura it is done by asking several stimulating questions to the students in the course outline that has been shared at the beginning meeting to the students according to the learning material in lesson plan.

The second different is the type of implementation in giving stimulating question strategy based on the time of delivery. In the delivery of questions and answer, there are three types of questions that can be asked to the students, namely: questions that are given at the beginning of learning, the second is questions that are given during in the learning process and the third is question that are given at the end of learning.<sup>45</sup> From Mulyadi who is lecturer in syntax class the fifth semester in English Teaching Learning Program at IAIN Madura the types of implementation is used in giving stimulating question strategy to the students is given at the beginning of learning to stimulate students understanding to the previous learning. and from Abd Ghofur in English teaching method class the fifth semester in English teaching learning program at IAIN Madura, the types of implementation is used in giving stimulating question to the students during in the learning process to tell stories and provide experiences to the students that related with the discussion subject or just ask to the students about understanding of the learning. While from Eva Rabbianti in teaching English for young learners class the fifth semester in English teaching learning program at IAIN Madura, the types of implementation is used in giving stimulating question to the students during in the learning process to asked questions to the students before or during

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45 Ibid, 25-26.

the learning process. And from Fitriyah Rahmawati in syntax class the fifth semester in English teaching learning program at IAIN Madura, the type of implementation is used in giving stimulating question to the students the lecturers asks these questions to the students in the learning process during discussion in the class.