

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, research scope, research question, purpose of the study, significance of the study, and definition of key terms.

1.1 Research Background

Questions are one way for teachers to find out students' understanding. It can bring students to be provoked, listen carefully about something, analyze thinking critically, start discussions and review material (Zaiturrahmi, 2017). It is important for teachers to investigate students' thinking at the beginning of the lesson to identify possible misconceptions. But the teacher investigating students' thinking at the end of the lesson is also important to assess the depth of students' understanding. Probing questions will encourage students to have broad knowledge, factual skills, and rely on all these abilities to find new knowledge. The concept of questions that students need are problem-based questions and instructions (Permatasari, 2019). Questions that can stimulate students to think constructively are the types of questions needed by students. According to one researcher named Richard W. Paul said that "critical thinking is thinking about our thoughts when we think to create better thoughts" (Lenin, 2019).

In the study Ramadhani & Zainil (2019) said that there were two types of questions, namely, display questions and referential questions. On the display

question the teacher will only get a short answer, in which this question only checks what students know. While the teacher's referential question will get students' answers that are more in-depth on their thoughts about something. Referential questions are highly recommended for implementing HOTS in the learning process in the classroom.

As stated by Morgan and Saxton as cited in Hariyadi & Duran Corebima, (2019) several reasons teachers ask students, among others, teachers ask students questions to make students play an active role in the learning process, students can express their ideas or opinions when answering questions, the teacher decides to ask questions can have a good impact on other students when one student answers with their own ideas or opinions, besides the teacher asking questions can be a teacher's strategy in accelerating the lesson as well as familiarizing students with active participation, and the teacher asking questions as well can be a form of teacher evaluation of student knowledge and also the evaluation of the teacher himself. Some of these reasons can be used as a reference in choosing the types of questions that can stimulate students' H to produce positive student perceptions of the teacher's actions given (Andriani, 2017).

Each question has a different effect on the level of students' thinking. Students have their own perception of what they see, think, and feel. This will affect their behavior. This perception is often interpreted by point of view. It is created from the concretization of thought so as to produce different ideas (Martin, 2020). The teacher's questions given to students can be an assessment

process in teaching. Not only students actively participate in it, but also teachers as educators. Students' perceptions of teacher questions vary widely. Not all students are happy or comfortable being asked questions in the learning process. This will affect their activeness and participation in the learning process. Students have their own way of learning, determining how to solve a problem in handling assignments or evaluations. So that the teacher's approach to students has a great influence on students' perceptions of the teacher, or the way the teacher teaches, one of which is in giving questions. By providing opportunities for students to participate in the learning process such as channeling ideas, opinions, or the like, it will build a bridge between teachers and students towards education that is channeled by the teacher through a teaching method or strategy Finefter-Rosenbluh (2020) through this to students who like and comfortable in a lesson will result in a good student perception. Generally, students prefer to answer yes/no questions. which this question does not bother them too much, nor does it require critical thinking in answering it. This will lead students to be at the LOTS level. With this phenomenon, teacher skills are needed to create questions that can increase students' critical thinking levels in the hope of positive student perceptions.

This research was conducted at SMPN 12 Denpasar. There were only three English teachers in this school. Each teacher will take the entire class at each grade. On average, each class contains about six classes. The lack of English teachers affects the quality of student education. Teaching becomes less than optimal with the large number of teacher burdens given by the school. Because

teachers must be able to prepare effective and efficient learning, for the satisfaction of students' understanding of the knowledge they get. The phenomenon that the authors get when implementing PPL at SMPN 12 Denpasar is that there were teachers who did not pay attention to the quality of the questions they distributed to students. With the implementation of online learning, teachers need to think about the questions that was given to students. In an easy situation, humans should be smarter in using technology. Teachers have difficulty in developing the HOTS program on the assessment instrument they designed. They did not use their knowledge and skills in compiling each part of the assessment. One of the teacher's questions distributed to students was "What is your name?". The answer to this question is clearly displayed in the text given earlier. This question is classified at the remembering level, LOTS. If the teacher distributed only these types of questions to students, the students' critical thinking power was not trained. Their lack of knowledge about the requirements needed to form a question that can lead students to think critically, they choose it so that the assessment of the learning process continues. Copying questions on one of the websites is one of the mouse paths (an easy alternative) to speed up the completion of a part in teaching. However, this was also produced student products quickly. Students was easily get the answer. They was not rely on their thinking to solve this problem. That way students was copied all the answers they find on the web. Likewise with the copying of questions in the student manual where it is very clear that there are answers on the sheet. This was not bring students to higher order thinking students. This

was had a negative impact on the quality of students in the future. In addition to higher order thinking students were not trained, this was lead students to do plagiarism. According to Shkodkina (2017) plagiarism is the practice of taking other people's work or ideas which are then disseminated and recognized as their own.

Wilson argues that Higher Order Thinking Skill includes the ability to think logically, think critically, and reason (Wilson & Narasuman, 2020). He added, HOTS is created when students are faced with a very critical situation, which cannot be solved easily using their previous knowledge. These problems was trigger students to think creatively by connecting previous knowledge combined with new things as solutions. The emergence of this new problem will expand their thinking on HOTS. The mind's ability to solve this challenge is called HOTS (Wilson & Narasuman, 2020).

This research was conducted base on the teacher's lack of attention when asking questions that could affect students. This research was conducted by interviewing and analyzing teacher notes in making questions at SMP Negeri 12 Denpasar.

1.2 Problem Identification

Through the background, this research is about the type of teacher questions in the classroom. Questions distributed to students are expected on the HOTS classification. In addition, with the teacher's efforts to ask questions that can bring students to practice their critical thinking skills and want to know students' perceptions of the questions asked by the teacher.

1.3 Research Scope

This research is a qualitative descriptive study. This research focuses on educational studies. This study focused on the questions made by the English teacher at SMP Negeri 12 Denpasar and students' perceptions of the questions that were distributed by the teacher to students based on the theory of Bloom Taxonomy (Krathwohl, 2002).

1.4 Research Question

1. What kinds of questions that used by the teachers in English mid-semester test questions?
2. How is the students' perception toward teacher's mid-semester question related with action verbs recommended in Taxonomy Bloom?

1.5 Purpose of the Study

1. The general objective was to analyze the type of mid-semester test questions used by the teacher.
2. Specific research objectives was to explain how students' perception toward teacher's mid-semester question related with action verbs recommended in Taxonomy Bloom.

1.6 Significance of the Study

1. The theoretical significance

The theoretical significance of this research is to find out the kinds of questions used by the teacher based on verbs in the bloom taxonomy that can encourage students' learning achievement.

2. Practical significance

- 1) The English teacher at SMP Negeri 12 Denpasar in making questions that can encourage students' to get better achievement in learning.
- 2) Future researchers hope to use this research as a reference in compiling similar research but with different details.

1.7 Definition of Key Terms

1. Conceptual Definition

1. Teacher Question

One of the many experts, Cotton on research Theresia (2020) said that a powerful teaching approach emerges when a teacher asks a student a question. Students' answers will show contradictions, challenging assumptions, or assumptions as new knowledge in the learning process.

2. Students Perception

Student perception in line with Respectful inquiry (Tan, 2018). Through students' perceptions of the teacher's Respectful inquiry to gain further insight. Which is closely related to self-determination theory, which functions in investigating teacher behavioral support for student satisfaction or comfort.

2. Practical Definition

1. Teacher Question

The teacher asks questions as a form of evaluation for both students and the teacher himself. The types of questions submitted by the teacher are then classified into the types of questions in the taxonomy bloom, whether in the LOTS or HOTS classifications.

2. Students Perception

In this study, we will find out how students perceive the questions asked by the teacher to students. Students have different perceptions regarding the selection of questions by teachers which will affect their learning.



