

DESCRIPTIVE STUDY ON STUDENTS' IMPLEMENTATION OF QUESTIONING SKILL AT MICRO TEACHING

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ABSTRACT

Questioning skill is one of basic teaching skills. It aims to get students' response in teaching and learning process (Nunan & Lamb, 1996). During teaching and learning process, teacher absolutely asks questions to the students. Teacher's questions must give direction to learning objective. Knowing that questioning skill has some principles, it is important to investigate questions by the sixth semester students in micro teaching in PPL I course. This paper uses Collective Case Study. The participants are randomly from PPL I students who doing microteaching. PPL I is a course which students do micro teaching in classroom. Observation and document analysis are used in gathering the data. The observation is conducted in PPL I classroom. The document is taken from talk script. Data shows that most teacher questions does not applied the principle use of questioning skill.

Keywords: questioning skill, microteaching

1. INTRODUCTION

In teaching and learning process, a teacher spends much time for asking questions to students. If the students answer the questions, the teacher might rephrase the answer in order to give a clearer explanation of the points. In other time, the teacher might ask some questions to redirecting the question for getting the expected answer. Since the questioning skill is hard skill, that is why sixth semester students still awkward on their first performance. This abstract below is transcribed from student which performs her first teaching practice at school. The extract is only the beginning stage of her teaching.

2. METHOD

This research uses descriptive method describes and investigate the question classification on sixth semester students in applying questioning skill. There are five students observed at their micro teaching. Analyzing and classifying the each questions on the students of questioning skill by giving check list (☐) according to

the level of questions. Estimating the frequency of all questions to determine which category of question is dominant. The data then be analyzed by describing qualitatively. The analysis be based on the research finding from the observation sheet on the questioning skill. The questions are classified based on question classification of Bloom' Taxonomy.

3. RESULTS AND DISCUSSION

Total questions from observation is 38 questions. The topics are Rabbit and Bear, like and dislike expression, Panda, Procedure Text.

a. Lower -order Category

Questions belonging to lower-order category are likely to require students to simply recall the prescribed data from memory and concentrating on factual information. It is classified into 3 levels, that is knowledge, comprehension, and application level.

1) Knowledge Level

In this level, the question contains remembering, memorizing, recognizing, recalling identification, and recalling of information, previous material, facts, terms, basic concepts, and answers.

Action verbs used in formulating questions at the knowledge level are choose, describe, define, identify, label, list, locate, match, memorize, name, omit, recite, who, where, what, when, why, recognize. (Anderson & Krathwohl: 2001).

The questions that classiffied in knowledge level from the result of observation are:

- (1) *What is this?*
- (2) *Is it animal?*
- (3) *Not animal?*
- (4) *What animal we can see ?*
- (5) *Iis it an animal?*
- (6) *Is it the cat?*
- (7) *Is it a rabbit?*
- (8) *Do you have breakfast in the morning?*
- (9) *What you have for brakfast?*

- (10) *Novita, what did you have for your breakfast?*
- (11) *Do you like eat?*
(*T shows a pic*)
- (12) *What is this?*
- (13) *Can you mention the ingridient?*
- (14) *Can you repeat your friend's answer?*
- (15) *Have you had you breakfast?*
- (16) *Is it delicious?*
- (17) *Dou you often eat it?*
- (18) *What can you see at the zoo?*
- (19) *What do you know of Panda?*
- (20) *Have you ever made a mistake?*
- (21) *What is that?*
- (22) *What do you feel?*
- (23) *What you look at the picture*
- (24) *What did you do last night?*
- (25) *What is simple past tense?*
- (26) *What does he do?*
- (27) *What does she do?*
- (28) *What do they do?*

There are 28 questions of knowledge level. Most of the action verbs in the questions are what. The teachers ask many English vocabularies that related to the descriptive text and expression of inviting someone. The students can answer teacher's questions correctly.

From those questions, the writers estimates the percentage of knowledge level:

$$\begin{aligned}
 \text{Knowledge level question} &= \frac{\text{Total of knowledge level}}{\text{Total of questions}} \times 100\% \\
 &= 28 \times 100 \% / 38 \\
 &= 73,68 \%
 \end{aligned}$$

2) Comprehension level

The questions that classified in comprehension level of the result of observation are:

- (1) *What is our topic today?*
- (2) *What you get from the text*
- (3) *What is our topic?*
- (4) *Do you know our topic?*
- (5) *Can you guess the topic?*
- (6) *Can you explain of Procedure Text?*

These questions ask students to express what they have understood or comprehended. Students comprehended something, in other words they could organize and express what they have learned in their own words. So, in this question level, students do not remember and memorize again the materials that they got but they must be able to choose and organize that material.

There are six questions of comprehension level that related about procedure text in three observations. To answer that questions accurately, students must understand the whole text. The others are teachers' oral questions.

From those questions, the writers estimates the percentage of comprehension level:

$$\begin{aligned} \text{Comprehension level question} &= \frac{\text{Total of comprehension level}}{\text{Total of questions}} \times 100 \\ &= 6 \times 100\% / 38 \\ &= 15,78 \% \end{aligned}$$

3) Application level

The question that classified in application level of the result of observation is *How is this sentence in simple past?* In this level, the meaning of application question is the questions that require an answer by using information that students know before. Students are asked to create or make something according to the concept and instruction. There is only one question belonging to application

level. In writer's observation teacher asks students to make a dialogue using the expression to invite someone and give the appropriate responses. In this case, students are required to apply the expression of inviting someone in a dialogue according to the topic.

The percentage of analysis level:

$$\begin{aligned} \text{Analysis level question} &= \frac{\text{Total of analysis level} \times 100\%}{\text{Total of questions}} \\ &= \frac{1 \times 100\%}{38} \\ &= 2,63\% \end{aligned}$$

b. Higher-order category

Higher order category is divided also into three levels of questions, that is analysis, synthesis, and evaluation level. At analysis level, questions is formulated in examining and breaking information into parts by identifying motives or causes, making inferences and finding evidence to support generalizations. Action verbs used in formulating questions at the analysis level are analyze, categorize, classify, compare, contrast, deduce, determine, why, separate, give reasons, distinguish, survey, take apart and so on.

The questions classified in analysis level in observation:

- (1) *Why do you like Panda?*
- (2) *Why do you often eat it?*
- (3) *Why dou like it?*

This question is the first level of higher-order category question. Analysis question required students to think deeper. To answer analysis question, students must be able to identify the causes and the reason from everything. Analysis question not only has a correct answer, but various alternative. Students do not remember and memorize again what they have learned, but required a critical thinking. In three observations collected three questions based on analysis question. The teachers ask students' opinion related to the topic discussed. Students are required to answer with logical thinking.

The percentage of analysis level:

$$\begin{aligned} \text{Analysis level question} &= \frac{\text{Total of analysis level} \times 100\%}{\text{Total of questions}} \\ &= \frac{3 \times 100\%}{38} \\ &= 7,89\% \end{aligned}$$

From the result of the questions classification on the English teachers' implementation questioning skill, the writer estimates the percentage of each categories:

$$\begin{aligned} \text{Lower-order} &= \frac{\text{Total of knowledge + comprehension + application question level}}{\text{Total of all questions}} \times 100\% \\ &= \frac{(28 + 6 + 1) \times 100\%}{38} \\ &= 92,10\% \end{aligned}$$

$$\begin{aligned} \text{Higher-order} &= \frac{\text{Total of analysis + synthesis + evaluation question level}}{\text{Total of all questions}} \times 100\% \\ &= \frac{(3 + 0 + 0) \times 100\%}{38} \\ &= 7,89\% \end{aligned}$$

In classrooms, questioning is one of the most regularly employed teaching strategies. Questioning is considered by many to be the most important tool that teachers have for helping students build understanding and to encourage students to think about and act upon the material that have structured. Questions are asked to individual pupils, to the whole class, to small groups to arouse curiosity, focus attention, develop an active approach, stimulate pupils, structure the task, diagnose difficulties, communicate expectation, help children reflect, develop thinking skills, help group reflection, provoke discussion and show interest in pupils' ideas (Wragg, 2001).

In line with Bloom's Taxonomy is deemed as the best-known and most widely used paradigm in education to categorize and analyze the types of questions (Bernadowski cited in Shen Ping, 2012). It consists of two categories, that is lower-order and higher-order category. Both of them contains of three levels. Knowledge, comprehension, and application are regarded as lower-order category. Analysis, synthesis, and evaluation belonging to higher-order category.

The finding of the study shows that lower-order questions are mostly asked by the teachers than higher-order. The writers estimates lower-order category 92.10% whereas higher-order only 7.89%. The results of the study are in line with early studies estimated that 70 to 80 percent of all questions require the simple recall of facts, while only 20 to 30 percent require the higher level thought processes of clarifying, expanding, generalizing, and making references (Haynes, 1935; Corey, 1940 cited in Khan, Wilayat B & Inamullah Hafiz, M 2011). Based on research findings, the high frequency of question level is knowledge, that is reach 28 questions or 73.68% asked by the English teachers in the classroom. The writer believes that the finding was normally understandable when the knowledge level of question was more frequently asked by the English teachers in stimulating students' thinking.

4. CONCLUSIONS

Questioning is one of the most important skills in teaching learning. In understanding the nature and purpose of questioning, it is important that teachers be able to classify and ask questions at different levels of thinking. Based on the theory of the classification of questioning from Bloom's Taxonomy consists of two categories, lower-order and higher-order category. These categories are hierarchically ordered, from simple to complex and from concrete to abstract. Lower-order category is divided into knowledge, comprehension, and application level. Higher-order category divided into analysis, synthesis, and evaluation level.

From the result of the observation on the English teachers' implementation of questioning skill can be concluded that the questions classification of teachers' questioning is the lower-order category 92.10%, consist of knowledge level 73.68%, comprehension level 15.78%, application level 2.63% and higher-order category is 7.89% consist of analysis level 7.89%, synthesis level 0%, and evaluation question 0%. The example of lower-order category question is what is characteristic of descriptive text and the higher-order question like why do you think Panda is dangerous animal. So, the dominant category on the English teachers' implementation of questioning skill is lower-order category.

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