Chapter I

INTRODUCTION

This part presents background of the study, statement of the problem, purpose of the study, the significance of the study, scope and limitation, and definition of the key terms.

A. Background of the Study

Students are main actor in the classroom interaction. They are havingmany activities in the learning process. Such as asking question, reading book, get new lesson from teacher. Based on Ellis in the ElçinÖlmezerÖztürkjurnalstated, that interaction in the classroom has an influence on second language acquisition. It means that interaction give big impact on the development of mindset and language production gained from interaction in the classroom.As teachers are become as authoritarian figures in classes in many contexts and cultures, more have a wide knowledge able to facilitate teachers to help students develop their thinking patterns.

Question is any sentence which has an interrogative form or function. In classroom, teacher questions are defined as instructional clues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. Without read the book they do not know about this lesson. It means with this question

from teacher student will be try find the information about lesson for this day from book. And from this text lesson if student feels confused with materials they will give question for their teacher or their presenter in the classroom. So, question will make student active in the classroom (J. Refinements, 1985)

Questions are important in many different ways. Initially they are important because they allow teachers to get to know their students and their interests, backgrounds, and experiences. Similarly, students' questions give them an opportunity to get to know the teacher. Questions are important as tools to assess your students' existing knowledge and skills, thus helping you determine your lesson and course planning appropriately. Question activity not only throw sentence question but in deepen include the thinking process (Ennis, 2000). Questions help students clarify their own thoughts and ideas and may lead to asking their own questions or to involvement in class discussions. Questions may lead students to challenge their own beliefs and values and help them to determine what things are really important for them. Questions are the natural outcome of the innate curiosity that we all possess to try and make sense of the world around us and our role in it. Indeed, "questions are the answer."

The result of observation in the research field shows that the students ask a question about reading material is very varieties. It is happened because the level of material understanding is different. So that it is

happed caused from some things like the student likes the material, the student less motivatedto study, and the student psychology is influence to give the effect to make a student ask the question to their teacher or their presenter in the classroom. One of method to classification the question variety is by use Bloom's taxonomy theory; there are knowledge, comprehension, analysis, synthesis and evaluation. More than it by using Bloom's taxonomy theory the question can to classification based on factual dimension.

The description of student question types based on taxonomy can to use to mapping the level of student understanding, to chose the student is focus in the studying, to know the think student skill, and to know the student motivation to study.

The previous study that analyzed question types was conducted byLissa. This study aims to describe the types of student questions based on Bloom's revised taxonomy on ecosystem material in Sindang 1 Public High School Indramayu. The research subjects were class X MIA 4 Sindang Indramayu 1 Public High School who ask questions when ecosystem material. Based on the results of the analysis, the types of student questions on ecosystem material based on Bloom revised domain taxonomycognitive, namely C1 (remembering) 25%, C2 (understanding) 43.75%, C3 (applying) 12.5%, C4(analyze) 6.25%, C5 (evaluate) 12.5% and C6 (create) 0%. While the type student questions on ecosystem material based on Bloom's revised dimension taxonomy knowledge that is

factual level 12.5%, conceptual 37.5%, procedural 12.5%, and meta cognitive 37.5%. The results of questionnaires and interviews show that students are in asking questions that is because students feel interested so they are motivated inside find out the subject matter being studied. Besides that students feel still lack of understanding material and conceptual material is still difficult to learn. As the reference to this type of student question is categorized according to Bloom's taxonomy this revision can make it easier for teachers to evaluate students in learning.

Because so many important question in the classroom like explained above. The researcher wants to investigate the students question variety that usually use in the classroom. In this study the researcher wants to analyse focus on the content question type based on Bloom taxonomy in the classroom of fourth semester at English department. The data question take in the reading materiel classroom process, the researcher choose reading classroom because in the reading class usually often happened the student many ask a question to know more about the materiel. The teacher teach like usually without special service and some student to be presenter, others students to be audient like learning process usually and the researcher do observation to the student question type. Then do classification based on Bloom taxonomy.

B. Research Problems

Based o the background above, the problems of this research are:

1. What are the types of student questions in the classrooms of fourth semester English department?
2. What are the cognitive levels of student questions in the classrooms of fourth semester English department?

C. Purpose of the Study

The purposes of this study are:

1. To investigate the varieties of students questions in the classrooms of fourth semester English department?
2. To identifythe level of student question in the classrooms of fourth semester English department?

D. Significance of the Study

The researcher is interested to give some information or knowledge that can useful for the Teacher, the student and the researcher.

1. Teacher

   For the teacher as input in the learning and teaching process to improve the student ability to ask a question and as a medium to seek the problem solution about the student low interest in ask a question.

2. Student

   For the students this study useful to be reference about any kinds of question, to know their level ability in ask a question and as input in the learning process to students to improve their ability and interest in ask a question in the classroom.

3. Researcher

   For the researcher as precious experience to observe the student's question type in the classroom that can useful to others. The researchers know the student's interest to study. The researcher gets some knowledge when she will be a teacher in future can to apply in the learning process that makes the students active to ask a question and can to face the learning problem that has related with asking student skill.

E. Limitation of the Study

This study is aimed at analyzing the varieties and the level of student question based on Bloom's taxonomy in the classrooms at one of Islamic Institute in Kediri. And this study is limited to reading classroom of fourth semester at English department IAIN Kediri.

F. Definition of the Key Terms

The purpose of the definition of key terms is to make the terms is clear, to avoid the ambiguous and false meaning with the result that easy to understand this study. It is to define the key terms. The key terms are:

1. **Question**

   Question is a sentence, phrase, or word that asks for information or is used to test someone's knowledge.

2. **Question content type**

   Question content type is the variety of question that focuses on the content of question which basically is classified from low-level questions to high-level questions.

3. **Bloom's Question**

   Six categories of questions derived from Bloom's taxonomy and have functions to stimulate students' cognitive domain, for example knowledge, comprehension, application, analysis, synthesis and evaluation.

4. **Classroom interaction**

   Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. It aims at probing into the learner's prior learning ability and his way of conceptualizing facts and ideas.

Chapter II

REVIEW OF RELATED LITERATURE

A. The Definition of Question

Questioning is an integral part of scientific inquiry and the learning process. Students' questions can reveal much about the quality of students' thinking and conceptual understanding (Watts & Alsop, 1995; White & Gunstone, 1992; Woodward, 1992), their alternative frameworks and confusion about various concepts (Maskill & Pedrosa de Jesus, 1997), their reasoning (Donaldson, 1978), and what they want to know (Elstgeest, 1985). Student questioning, particularly at the higher cognitive levels, is also an essential aspect of problem-solving (Pizzini & Shepardson, 1991; Zoller, 1987). questions are commonly raised to meet several pedagogical purposes such as to see if learners have acquired the imparted knowledge; to stimulate logical, reflective or imaginative thinking into issues being discussed; to direct attention and to keep students involved in the lesson; to give space for self-expression; and to increase motivation and participation (Tsui, 1995, Ur, 1996, Richards & Lockhart, 1996, & Ralph,1999).

B. Question types

There are some types of questions, such us question based on purpose, question based on forms, question based on function and question based on content.

Questions based on form can be distinguished into *convergent* and *divergent* questions. Convergent questions generate one answer that is clearly right or wrong (Burden &Byrd, 2003, p. 174). For example, questions that can be answered by 'yes' or 'no' and questions that have no possible alternative answers or interpretations (Gary, 2000, p. 22).

Question based on purpose dimension, based on Long and Sato's findings (Long & Sato, 1983), is related to the purpose of questioning: referential and display questions. The purpose of using a referential question is to seek information, while the purpose of using a display question is to elicit language practice (Richards & Schmidt, 2002).

Question based on function there are three subtypes of questioning based on the function, namely comprehension checks, confirmation checks, and clarification requests. The first subtype, Comprehension checks, is defined as "any expressions by a speaker to establish whether that speaker's previous utterance has been understood by the interlocutor" (Long & Sato, 1983, p.275).

The last, Question types is based on content of question that often explained in Bloom's Taxonomy theory.

C. Question Bloom's taxonomy

Questions based on Content consist of five types which basically are classified from low-level questions to high-level questions. Based on Bloom's taxonomy of questions the five types of questions are (pp. 111-120), as follows:

1. Knowledge (memory) Questions.

   The first level of taxonomy is knowledge or memory question. This question requires students to identify or recollect information. The students just need to count on their memory to remember knowledge that they have learnt before, for example, “What is the capital of Indonesia?” “Who wrote Hamlet?”

2. Comprehension Questions

   To answer this kind of question, the students are required not merely to recollect information but also to show their mastery of the material. Their mastery can be seen through their ability in reformulating and in illustrating the material in his or her words. For instance, instead of asking students, “What is the quotation?” the teacher can ask, “What do you think Hamlet means when he asks,

   ’To be or not to be: that is the question’?”

3. Analysis Questions

   This kind of question is a higher order of question that requires students to think critically and comprehensively. To answer this type of question, students need to identify reasons, analyze available information or facts, and then arrive at conclusions, conjectures or generalizations (pp. 116-117). For example, to identify motives for the government to give severe punishment to Hester Prynne in Hawthorne’s The Scarlet Letter, teachers can ask “How does the setting of the story tell you the reasons why the government gives such severe punishment?”

4. Synthesis Questions

Synthesis question is also a higher-order type of question that requires students to express their opinion to perform their imaginative and creative thinking. With this kind of question, students can use their imaginative and creative thinking to create imaginative communication, to make predictions, or to solve problems. This technique is believed to develop students' creative abilities (p. 118). For students to produce an imaginative communication, for example, teacherscan ask a question like, "If you were a journalist, what questions would you ask to a very dangerous criminal?" To ask students to make predictions, teachers can ask," How would students react if attendance is not required?" As for problem solving, teachers can also give this activity: "You were in the situation of being stranded in a remote island. Choose three tools available in the sheet (consisting ofvarious tools) and discuss with your group how you could escape from the island."

5. Evaluation Questions

Evaluation questions belong to a higher-order type of question. Similar to analysis and synthesis questions, this kind of question does not have one correct answer, either. To answer this kind of question, students are provided with sets of ideas, problems or situations. Then, they are asked to state their opinion to make a judgment on the ideas, problems or situations (pp. 119-120). The example of this question is "Why do you think people should or should not be allowed to do an abortion?

Table I:

Bloom's Taxonomy of Educational Objectives (Traditional)

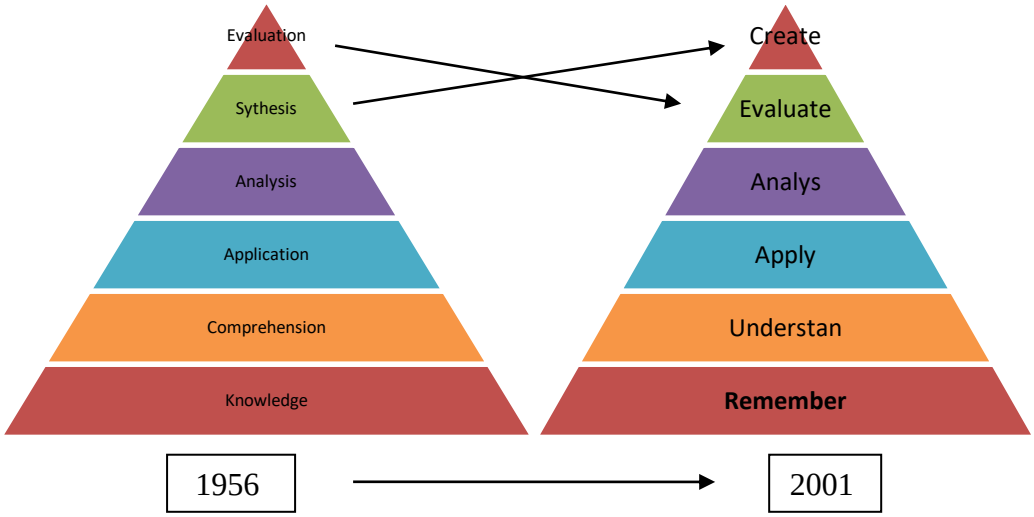
Skill	**Definition**	**Key Word**
Knowledge	Recall information	Identify, describe, name, label,recognize, reproduce, follow
Comprehension	Understand the meaning, paraphrase a concept	Summarize, convert, defend, paraphrase, interpret, give examples
Analysis	Break information or concepts into parts to understand it more fully	Compare/contrast, break down, distinguish, select, separate
Synthesis	Put ideas together to form something new	Categorize, generalize, reconstruct
Evaluation	Make judgments about value	Appraise, critique, judge, justify, argue, support

Anderson, Krathwohl and some colleagues then published are vision of the Bloom's taxonomy in 2001. The revision result named as Bloom's revised taxonomy. The revised taxonomy improves the original by adding a two-dimensional framework, that is, cognitive process dimension and knowledge dimension. The cognitive dimension is very much like the Bloom's original

taxonomy. There are only few significant changes. One of the main changes is the uses of verbs which describe actions (Stanley & Moore, 2013). The other change is that the position of cognitive levels, evaluating (C5), comes before creating(C6). There are two points revised such as the following (Anderson &Krathwohl, 2001):

Figure I: A Revised Bloom Taxonomy

Krathwohl and Anderson (2001)



The Cognitive dimensions are:

1. Remembering is recognizing or recalling knowledge from memory.
2. Understanding is determining the meaning of graphic messages, including oral, and written.
3. Applying is carrying out or using a procedure in particular situation.
4. Analyzing is breaking material into parts and determining how the parts relate to one another
5. Evaluating is making judgments based on criteria or standard.

6. Creating is putting elements together to form a coherent or functional whole, reorganizing elements into anew pattern, and synthesize parts into something new.

a. Remember (C1)

Remember question is a lowest level cognitive process. To control in order to "remember" can to be part of useful learning, knowledge assignment always related with the larger knowledge and do not as a something that liberated and resolute. This question consist 2 kind of cognitive process mainly recognizing and remembering (Widodo, 2006). The operational word of knowledge is copying, naming, describing, identifying, labeling, reproducing, following, realize, repeating, giving code etc.

b. Understanding (C2)

This question asks to show that he has understood or understood something. He is said to understand something means he has been able to organize and reiterate what he learned using his own sentence. Questions of understanding require students to show that they have sufficient understanding to organize and arrange known material. Students must choose suitable facts to answer questions. Students' answers are not just to recall information, but must show understanding of the material they know (Widodo, 2006). Some operational words understand that is estimating, explaining, categorizing, characterizing, detailing, associating, comparing, counting, contrasting, changing, maintaining, parse, interweave, distinguish, discuss, explore, exemplify, explain, express, expand, conclude, predict, summarize, describe.

c. Application questions (C3)

Application is defined by applying the concept to a certain scenario (Starr et al., 2008). The questions for programming in this category have the following criteria: understand the concept and use it to a new algorithm and modifying controls. A student achieves a deeper understanding when she is able to assemble the facts learned in class and apply them to a new, unfamiliar problem. These questions would probably be similar in difficulty to routine homework exercises, and require a deeper level of assimilation of the material that simply recalling what has already been demonstrated. In this question, the student must apply what has been taught about data values, reserved words, library functions, output and loop syntax, and loop iterations without being directed to use or even consider these issues. The operational word of application questions are Display, simulate, apply, demonstrate, practice, operate, compute, present, sketch, use.

d. Analysis question (C4)

This kind of question is requires students to think critically and comprehensively. To answer this type of question, students need to identify reasons, analyze available information or facts, and then arrive at conclusions, conjectures or generalizations. The operational word that usually used in application word are Analyze, appraise, make a distinction calculate, categorize, differentiate, discriminate, distinguish, examine, list.

e. Evaluation question (C5)

This kind of question does not have one correct answer, either. To answer this kind of question, students are provided with sets of ideas, problems or

situations. Then, they are asked to state their opinion to make a judgment on the idea, problem or situations. The operational word of evaluation question are Debate, Decide, Defend, Deduct, Determine, Disprove, Determine, Dispute, Editorialize, Estimate, Evaluate, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Prioritize, Perceive, Prove, Rate, Recommend, Select, Support, Verify.

f. Create (C6)

The last category of cognitive domain is creating. This process is the highest level among the other previous cognitive level. The process of creating usually requires high creativity and relating with the other five cognitive process. Creating means putting elements together to a form and the whole form is coherent and functional (Anderson and Krathwohl, 2001). It can be also defined as making an original product. It means reorganized some elements into a particular pattern or structure that never exists before and requires creativities and in line with the previous learning experiences.

From the cognitive domain of Bloom's revised taxonomy above, three up levels are named higher order thinking skills (HOTS). HOTS is the process of thinking which involves cognitive domain and met cognitive. It includes analyzing, synthesizing, and evaluating. Mc Davitt (1999) says that "Higher Order Thinking Skills includes analysis, synthesis, and evaluation and require mastery of previous levels, such as applying routine rules to familiar or novel problems". Students with HOTS take new information from the text and interrelates or rearranges it and then extends this information to achieve a purpose. According to

Lopez and Whittington (2001) HOTS occurs when a person takes a new information and information stored in memory and interrelates and or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situation.

Table II:

Bloom's Critical Thinking Cue Question

Cue Question Based on Blooms' Taxonomy Revised Critical Thinking adapted by C. Allen (January 2003)

Skill	Definition	Key Word	The Questions Example
Remember	Recalling facts and information	copying, naming, describing, identifying, labeling, reproducing, following, realize, repeating, giving code etc.	• *What is …?* • *How is …?* • *Where is …?* • *When did _____ happen?* • *How would you describe …?* • *What do you recall …?* • *Who (what) were the main …?* • *What are three …?* • *What is the definition of...?*
Understand	Explaining the meaning of information	estimating, explaining, categorizing, characterizing, detailing, comparing,	• *How would you classify the type of..?* • *How would you rephrase the meaning …?* • *What is the main idea of …?*

		discuss, explain, express, conclude, predict, summarize, describe.	• *How can you explain what is meant …?* • *What can you say about …?* • *How would you summarize …?*
Apply	Using learned knowledge in new situations or to solve a real problem.	Display, simulate, apply, demonstrate, practice, operate, compute, present, sketch, use.	• *How would you use …?* • *How would you solve _____ using what you have learned …?* • *How would you organize _____ to show …?* • *How would you show your understanding of …?* • *How would you apply what you learned to develop …?* • *What other way would you plan to …?* • *What would result if …?* • *How can you make use of the facts to …?* • *What elements would you choose to change …?* • *What facts would you select to show …?*
Analyze	Breaking down a	Compare/contrast, break	• *What are the parts or features of …?*

	whole into component part; examining critical.	down, distinguish, select, separate	• *How is _____ related to …?* • *Why do you think …?* • *What is the theme …?* • *What motive is there …?* • *What conclusions can you draw …?* • *How would you classify …?* • *How can you identify the different parts …?* • *What evidence can you find …?* • *What is the relationship between …?* • *How can you make a distinction between …?* • *What is the function of …?* • *What ideas justify …?*
Evaluate	Making judgment about the merits of ideas, materiel and phenomena based on criteria.	Debate, Decide, Defend, Deduct, Determine, Disprove, Determine, Estimate, Evaluate, Importance, Influence,	• *Why do you agree with the actions? The outcomes?* • *What is your opinion of …? (Must explain why)* • *How would you prove …? disprove …?* • *How can you assess the value or importance of …?* • *What would you recommend …?*

		Interpret, Judge, Justify, Mark, Measure, Prioritize, Recommend, Select, etc.	• *How would you rate or evaluate the …?* • *What choice would you have made …?* • *How would you prioritize …?* • *What details would you use to support the view …?* • *Why was it better than …?*
Create	Putting ideas together to form a new and different whole.	Appraise, critique, judge, justify, argue, support	• *What changes would you make to solve …?* • *How would you improve …?* • *What would happen if …?* • *How can you elaborate on the reason …?* • *What alternative can you propose …?* • *How can you invent …?* • *How would you adapt _____ to create a different …?* • *How could you change (modify) the plot (plan) …?* • *What could be done to minimize (maximize) …?* • *What way would you design …?*

			• *What could be combined to improve (change) …?* • *How would you test or formulate a theory for …?* • *What would you predict as the outcome of...?* • *How can a model be constructed that would change …?* • *What is an original way for the …?*

D. Principle of designing question techniques

A major goal for developing effective questioning techniques is to increase the amount of student participation (Jacobsen et al., 1999, p.155). There are three teachers' techniques in questioning: Nominating Volunteering Students, Pre-Arranged Format and Random Nomination, and Wait-time/Waiting Time.

Nominating Volunteering Students is a technique to ask questions by calling for any volunteer to bid for the opportunity to answer the question. Hall (2002, p. 90) argues that this kind of question may help engage a number of students in the discussion in an efficient way. In terms of efficiency, Sizerin Sadker and Sadker (1999, p. 109) believes that this technique is efficient to make the teacher's lesson moves at a good pace and to make the main points of the lesson are covered

Pre-Arranged Format and Random Nomination is nominating students' names using pre-arranged format nomination and random nomination. The first technique can be done by calling on students' name sitting in the first row (this is based on the seat position). Then, the next selection goes to those sitting in the second row, etcetera. Another way is by calling on students' names based on the name order in the attendance list.

The second technique of nomination is selecting students' names at random. A motive underpinning this technique is that a prearranged format can produce boredom and troubling behavior for those who have already had their turn to answer the questions. For that reason, random selection is used to keep students' attention to teacher's questions as well as teacher' talk (Burden & Byrd, 2003, p. 175).

Despite the usefulness of this random selection technique, Burden and Byrd demonstrate the shortcomings of this technique in practice. Teachers have an inclination to nominate more competent students than the less competent ones. Considering the pitfall, they suggest giving chances to all students to be successful in learning by answering the questions.

Wait-time/Waiting Time is a technique to facilitate students to answer teacher's question by giving wait-time, the amount of time teachers wait after asking a question until they intervene by prompting or redirecting the question to another student (Jacobsen et al., 1999, p. 163).

Theoretically speaking, wait-time is helpful for students. As what Sadker and Sadker (1999, pp. 127-128) observed, when teachers increased the wait time from one second or less into approximately three or five seconds or longer, students gave longer answers. Besides, the quality of students' responses improved and they showed more confidence in their answers. This can illustrate the positive influence of wait-time on the learning process and students' participation.

E. Classroom Question Activity

A question is any sentence which has an interrogative form or function (Catton, 2001). 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 they are to do and how they are to do it.

The present review focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with methods used to impart study skills, including questioning strategies, to students.

According to Cathleen Catton (2002) the purposes of teachers' classroom questions from analysis of the literature, including:

a. To develop interest and motivate students to become actively involvedin lessons
b. To evaluate students' preparation and check on homework or seatworkcompletion
c. To develop critical thinking skills and inquiring attitudes
d. To review and summarize previous lessons
e. To nurture insights by exposing new relationships
f. To assess achievement of instructional goals and objectives
1. To stimulate students to pursue knowledge on their own

These purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and sometimes a teacher reaction to that response. Within these recitations, students follow a series of steps (consciously or unconsciously) in order to produce responses to the questions posed. These steps include:

a. Attending to the question
b. Deciphering the meaning of the question
c. Generating a covert response (i.e., formulating a response in one's mind)
d. Generating an overt response; and often
e. Revising the response (based on teacher probing or other feedback)

Some researchers have conducted general investigations of the role of classroom questioning and have drawn the following conclusions:

a. Instruction which includes posing questions during lessons is more effective in producing achievement gains than instruction carried out without questioning students.
b. Students perform better on test items previously asked as recitation questions than on items they have not been exposed to before.
c. Oral questions posed during classroom recitations are more effective info stering learning than are written questions.
d. Questions which focus student attention on salient elements in the lesson result in better comprehension than questions which do not.

1. **Placement and Timing of Questions**
    a. Asking questions frequently during class discussions is positively related to learning facts.
    b. Increasing the frequency of classroom questions does not enhance the learning of more complex material. (Some researchers have found no relationship; others have found a negative relationship.)
    c. Posing questions before reading and studying material is effective for students who are older, high ability, and/or known to be interested in the subject matter.
    d. Very young children and poor readers tend to focus only on material that will help them answer questions if these are posed before the lesson is presented.

2. **Cognitive Level of Questions**

Should we be asking questions which require literal recall of text content and only very basic reasoning? Or ought we to be posing questions which call for speculative, inferential and evaluative thinking? Some researchers have designed experiments which examine the effects of questions framed at differing levels of Bloom's Taxonomy of School Learning. These levels, in ascending order of sophistication, are: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. There are other hierarchies, too, which are used as the basis for structuring comparative studies. The majority of researchers, however, have conducted more simple comparisons: they have looked at the relative effects on student outcomes produced by what they call higher and lower cognitive questions. Lower cognitive questions are those which ask the student merely to recall verbatim or in his/her own words material previously read or taught by the teacher. Lower cognitive questions are also referred to in the literature as fact, closed, direct, recall, and knowledge questions.

Higher cognitive questions are defined as those which ask the student to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. Higher cognitive questions are also called open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions.

Research on the relationship between the cognitive level of teachers' questions and the achievement of their students has proved frustrating to many in the field of education, because it has not produced definitive results. Quite a

number of research studies have found higher cognitive questions superior to lower ones, many have found the opposite, and still others have found no difference. The same is true of research examining the relationship between the cognitive level of teachers' questions and the cognitive level of students' responses. The conventional wisdom that says, "ask a higher level question, get a higher level answer," does not seem to hold. It is only when researchers look at the cognitive level of teachers' questions in relation to the subject matter, the students, and the teachers' intent that some meaningful conclusions can be drawn from this body of research. Findings include:

a. On the average, during classroom recitations, approximately 60 percent of the questions asked are lower cognitive questions, 20 percent are higher cognitive questions, and 20 percent are procedural.
b. Higher cognitive questions are not categorically better than lower cognitive questions in electing higher level responses or in promoting learning gains.
c. Lower cognitive questions are more effective than higher level questions with young (primary level) children, particularly the disadvantaged.
d. Lower cognitive questions are more effective when the teacher's purpose is to impart factual knowledge and assist students in committing this knowledge to memory.

e. In settings where a high incidence of lower level questions is appropriate, greater frequency of questions is positively related to student achievement.
f. When predominantly lower level questions are used, their level of difficulty should be such that most will elicit correct responses.
g. In most classes above the primary grades, a combination of higher and lower cognitive questions is superior to exclusive use of one or the other.
h. Students whom teachers perceive as slow or poor learners are asked fewer higher cognitive questions than students perceived as more capable learners.
i. Increasing the use of higher cognitive questions (to considerably above the
j. 20 percent incidence noted in most classes) produces superior learning gains for students above the primary grades and particularly for secondary students.
k. Simply asking higher cognitive questions does not necessarily lead students to produce higher cognitive responses.
l. Teaching students to draw inferences and giving them practice in doing so result in higher cognitive responses and greater learning gains.
m. Increases in the used of higher cognitive questions in recitations does not reduce student performance on lower cognitive questions on tests.

n. For older students, increases in the use of higher cognitive questions (to 50percent or more) are positively related to increases in:

a) On-task behavior

b) Length of student responses

c) The number of relevant contributions volunteered by students

d) The number of student-to-student interactions

e) Student use of complete sentences

f) Speculative thinking on the part of students

g) Relevant questions posed by students

Chapter III

RESEARCH METHOD

This chapter discusses dealing about the description of research methodology which intended to analysis student's question based on Bloom's taxonomy theory. They are research design, setting and subject of the study, research instrument and data collection method, and data analysis.

A. Research Design

Research design is a design of a research used as a guideline to carry out the research; this means that it keeps one headed in the right direction. Following a reflective approach, the purpose of this study is to an analysis the variety of student questions and to know the level of student questions in the reading classroom of fourth semester in IAIN Kediri. This study using a classroom observation with a qualitative data collection method, the data were obtained by using a video and then analyzed by using established linguistic references to classify questioning types.

B. Setting and Subject of the Study

The research focused on the student of English department IAIN Kediri. The subject of the study was five classes the fourth semester student of IAIN Kediri of 2017-2018 academic years. This force consists of 240 students.

Forty students from the reading classroom of fourth semester are the main subject of this research. They are having English reading class, especially when they are doing presentation activities. They are will be ask question to the presenter and teacher in the classroom

C. Research Instrument

In this research, the researcher uses some instruments to get the data, they are:

1. Observation

The first instrument used to collect data is observation form. It means the researcher come to the location of the research, that is fourth semester class at IAIN Kediri. The researcher observes the class learning action process when do presentation. The researcher will observe and collect the data about any aspects or events that had happened during the implementation of action in relation to the objectives of this study by using DVD-recorder and taking note. It is doing to get the data of varieties of questions that used in the classroom.

2. Documentation

The last instrument is documentation. The purpose is to collect the data. The documentation takes from the result of the student question action in English classroom process. It is to know the weakness and

goodness of the classroom question activity. The documentation includes some pictures dealt with the classroom process.

D. Data Collection Method

This research takes data from the teaching and learning process in the fourth semester at one of Islamic institute in Kediri. Data is taken by recording the learning process in the classroom. There are five Classes of data taken during the learning process. Participation in the data includes approximately thirty-five to forty students in each class.

In this study, the researchers collect the data from observation, interview, and documentation. The data is qualitative consist the information about the varieties of student question of fourth semester at IAIN Kediri.

In Observation, the researcher come in class and then observes the whole activity in there, what the varieties of student questions in the classroom based on Bloom's Taxonomy theory.

And the last, the data obtain from some documentation. The researcher take some picture related the classroom question activities in there.

E. The Data Analysis

Data analysis is a process of systematically searching and arranging the interview transcripts, field notes, and other materials that are accumulated to increase the own understanding of them to enable to

present what the researcher has discovered to others(Bogdan and Biklen, 1982).

In analyzing data, the researcher uses some steps. The first step is identifying the data utterance of student question. Because so many data collected, the researcher needs to decide which one of the data that is appropriate or not. The second step, the researcher categorize the data types one by one based on the theory that used, it is do to get the result of question varieties. The third steps is sum the whole data based on the type categorize. In the forth step, the researcher classifying the general data to specific based on the level of question based on the theory. Then, the researcher draws the data in table model. After that, the researcher describing and concludes the result of data based on main theory and supporting theory in the discussion. Which is in this study the researcher uses Bloom's taxonomy theory.

F. Triangulation

Triangulation In testing the validity of the data the researcher uses triangulation techniques, namely checking the validity of the data that uses something else outside the data for the purpose of checking or as a comparison of the data.

Lexi J Moleong (2004) said Triangulation is a technique of checking the validity of data that utilizes another, beyond that for the purposes of checking or a comparison of that data. The researcher tried to examine the

data by examining several sources and checking the results of the research with experts. Sugiyono (2008: 274) broadly speaking, triangulation is divided into 3, namely triangulation of sources, techniques, and time.

1. Triangulation of sources is a technique to test the credibility of data, this technique is done by checking data obtained from various sources.
2. Triangulation techniques are techniques for testing the credibility of data by checking on the same source but with different techniques.
3. Time triangulation is a technique to test the credibility of data that is done by collecting data at different times.

In this study data checking is done by means of triangulation sources. Check data from various sources such as interviews and observations.

Chapter V

CONCLUSION AND SUGGESTION

Conclusion and suggestion is the last part of this thesis. Conclusion relates to the problem of this research while the suggestion based on the research findings, discussion and conclusion of the research.

A. CONCLUSION

Based on exposure to data and discussion, some conclusions can be obtained as follows. There were 42 student questions found in the fourth semester reading class at IAIN Kediri which were very varied, there were 4 questions or 9.5% using C1 / remembering categories, there were 8 questions or 19.04% using C2 / comprehending categories, there were 7 reading questions or 16.67% using C3 / implementing categories, there were 12 questions or 28.6% using C4 / analyzing categories, there were 11 questions or 26.19% use the C5 category / rate, and there are 0 questions or 0% using C6 / creating categories.

The lowest number of question levels is category C1 / remember, which are 4 questions with a percentage of 9.5% of 42 questions. And the highest number of question levels is C5 / analyze categories, which are 12 reading questions with a percentage of 28.6% of 42 questions. This shows that Bloom's Taxonomy level category does not all often appear so that it can be said that the ability to think fourth semester students is at the fifth cognitive level, namely analysis.

B. SUGGESTION

Based on the above findings, I find it necessary to put forward my suggestions to those who are concerned.

1. The first for English teachers:
    a. The teacher should not only to teach their students English language skills, but also to develop their students' critical thinking skill.
    b. The teachers can apply some strategies and question technique to increase the amount of student participation. There are three teachers' techniques in questioning: Nominating Volunteering Students, Pre-Arranged Format and Random Nomination, and Wait-time/Waiting Time.
    c. In addition to strategies used, it is necessary for English teachers to create favorable classroom atmosphere so that students are at ease when posing their questions.
2. The second, important for the student:
    a. The student need to improve their ability to ask question, student should aware that active in practice to ask question will develop their critical thinking skill.
    b. The students have to improve their knowledge, especially in speaking English because they will need it for the communication in the global era and to express the idea by a lot of manner.
    c. They should not be afraid, embarassed, uncofident or nervous in expressing their speaking skill to ask question.

3. And the last for the researcher:

The researcher hopes that there will be many researchers who are interested in studying some question types that more clearly and useful in the future.For the next researcher, hopefully this research can be a motivation and also as a reference for them to can to apply in the learning process that makes the students active to ask a question and can to face the learning problem that has related with asking student skill in the future.