

**THESIS**

**A STUDY ON LEVELS OF COGNITIVE QUESTIONS DSED  
BY AN ENGLISH TEACHER IN CLASSROOM  
INTERACTION IN THE ELEVENTH GRADE STUDENTS OF  
SMAN 1 BAJAWA IN SCHOOL YEAR 2013/2014**



**KRISTOFORUS YORDANI NONGGO**

**TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY  
WIDYA MANDIRA CATHOLIC UNIVERSITY  
KUPANG  
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LANGUAGE AND ART DEPARTMENT  
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**Presented in Partial Fulfillment of the Requirements  
for Sarjana Pendidikan Degree in English Language Education**

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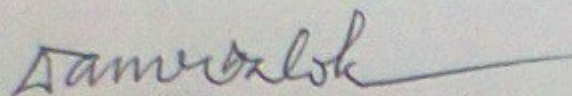
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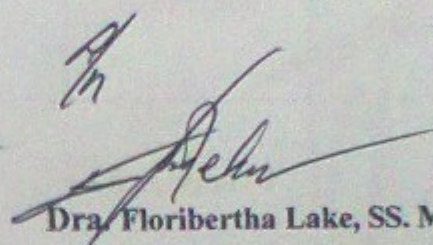
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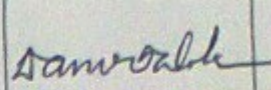
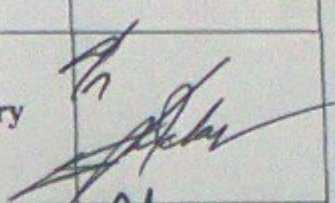
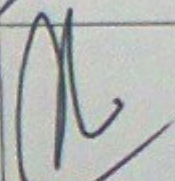
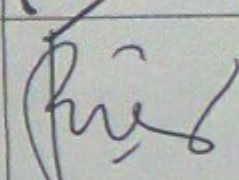
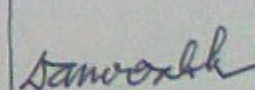


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This Thesis was defended on November, 22<sup>th</sup> 2014

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## **MOTTO**

**“Life is a game. Play it!”**

**(Mother Theresa)**

## **DEDICATION**

This thesis is especially dedicated to:

- My beloved parents
- My beloved brothers and sisters.
- Almamater Widya Mandira Catholic  
University

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The researcher is fully aware that the thesis is still far from perfections. Therefore, all constructive criticism would kindly be accepted to make this thesis would be beneficial for the readers.

Kupang, November 2014

The Writer

## ABSTRACT

The title of this study is "A STUDY ON LEVEL OF COGNITIVE QUESTIONS USED BY AN ENGLISH TEACHER IN CLASROOM INTERACTION IN THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BAJAWA IN THE SCHOOL YEAR 2014/2015". This study was conducted in order to answer the following questions: 1) what are the levels of cognitive questions employed by the eleventh grade's English teacher of SMAN 1 Bajawa during teaching learning process? 2) what levels of cognitive questions are frequently used by the eleventh grade's English teacher of SMAN 1 Bajawa during teaching learning process? So, the objectives of this study are: 1) to know the levels of cognitive questions employed by the eleventh grade's English teacher of SMAN 1 Bajawa during teaching learning process. 2) to know levels of cognitive questions are frequently used by the eleventh grade's English teacher of SMAN 1 Bajawa during teaching learning process. In order to answer the research objectives the writer observed two meetings of English teaching learning process. The subject of this study was an English teacher who teaches the eleventh grade students. The teaching learning process was observed and recorded. After that, the data was transcribed and coded. The codification was done by using Bloom's questions taxonomy. The result of codification was tabulated and calculated to know the frequency of each level. Based on the data analysis, there were 29 cognitive questions in the first meeting and 50 cognitive questions in the second meeting. Totally there were 79 cognitive questions. Based on the data analysis the level of cognitive questions used by the teacher in these two meetings are knowledge, comprehension, application, analysis, and synthesis. The questions which were used in two meetings are derived in the following level: 37 (46.84%) knowledge questions, 17 (21.52%) comprehension questions, 15 (18.99%) application questions, 9 (11.39%) analysis questions, and 1 (1.27%) synthesis level. So, the cognitive question which was frequently used by the teacher is knowledge questions (46.84%). There are some suggestions offered by the writer regarding this study. They are: 1) during teaching learning process, English teacher should use all level of cognitive questions as possible. 2) Teacher can use comprehension questions in asking about the learning topic, not only to ask students comprehension level on a reading text.

***Keywords: Teaching learning process, levels of cognitive questions.***

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