

CHAPTER I

INTRODUCTION

1.1 Background of Study

What goes on in the English language classroom has been the concern of teachers and scholar in recent time. Most of researchers on English language classroom focused on the language used by the teacher and learners as well as structures and patterns of classroom interaction in English to a second language (ESL) classroom.

Classroom interaction refers to communicative process involving at least two people who share ideas or feelings. The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” (Wagner, 1994:8). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

An important aspect of classroom interaction in ESL classroom which has received a great deal of attention is teachers’ question. Teachers’ question may serve different function, including focusing attention, exercising disciplinary control in the course or an instruction, encouraging the students’ participation and moving the lesson forward among others. Relates to asking questions, educators and researchers have suggested different categories and classifications for teacher questioning. Concerning question on cognitive levels, Bloom’s taxonomy (1956) indicates that

level of learning outcomes is determined by lower level questions (knowledge and comprehension) and higher level questions which encourage students to apply to analyze, synthesize and evaluate.

Based on the aforementioned categories and approaches of teacher questioning, teachers are required to sequence the act of questioning by asking questions that recall information at the beginning of the class, followed by questions requiring students to manipulate that information by comparing, classifying, or explaining, and then asking high level questions to make students use what they are learning to create inventive thought and powerful learning environment.

But in fact, there are still many teachers that do not concern about the level of questions which they ask to the students. Sometimes they also do not concern the order in level of questions. Teacher questions could be a way to establish the interaction within the classroom. Brown (2007: 169) suggested that one of the best ways of teacher being an initiator and sustainer of interaction is by employing questioning strategy.

Based on the discussion above, the writer would like to carry out a study under the title: **A STUDY ON LEVEL OF COGNITIVE QUESTIONS USED BY AN ENGLISH TEACHER IN CLASSROOM INTERACTION IN THE ELEVENTH GRADE STUDENTS OF SMAN 1 BAJAWA IN SCHOOL YEAR 2014/2015.**

1.2 Statement of the Problems

This study attempts specifically to answer the following questions:

- a) What are the levels of cognitive questions employed by the eleventh grade's English teacher of SMAN 1 Bajawa during English teaching learning process?
- b) What levels of cognitive questions are frequently used by the eleventh grade's English teacher of SMAN 1 Bajawa during English teaching learning process?

1.3 Objectives of the Study

The following are the objectives of the study;

- a) To know the level cognitive questions employed by the eleventh grade's English teacher of SMAN 1 Bajawa during English teaching learning process.
- b) To know levels of cognitive questions are frequently used by the eleventh grade's English teacher of SMAN 1 Bajawa during English teaching learning process.

1.4 Significance of the Study

Significance of the study is benefit gained from doing the study. The significances in details are as follows.

- a) The result of this study may encourage English teachers to employ certain level of questions that help students to engage in mutual interaction within classroom, which in turn can lead to the progress of students' language learning.
- b) The results of this study can add the stock of classroom action research, especially in asking cognitive questions.

1.5 Scope and limitation

In this study the writer analyzed classroom interaction during the English teaching and learning activity in the eleventh grade students of SMA Negeri 1 Bajawa. The writer focused on the teacher questions in that process. In classifying teacher questions the writer uses cognitive question taxonomy proposed by Bloom. The taxonomy classifies question in some levels. They are knowledge, comprehension, application, analysis, synthesis, and evaluation.

1.6 Definition of Term

There are some terms that should be defined dealing with the study to make everything clear for the reader.

1. Level

It is the amount of something that exists in a particular situation at a particular time Hornby, (1995). In this study, level refers to the extent of questions which are used by the English teacher during English teaching learning process.

2. Question

It is a sentence, phrase, or word that asks for information or expresses doubt about something Hornby, (1995). Question in this study, refers to the sentences, phrase, and words which are used by English teacher in order to gain information from the students about the learning material.

3. SMAN 1 Bajawa

It is a public senior high school in Bajawa. It is located in Walter Monginsidi Street.