



**THE LEVEL OF QUESTIONS
USED BY ENGLISH TEACHER OF SMA 2 BAE KUDUS
IN CLASSROOM INTERACTION IN ACADEMIC YEAR 2012/2013**

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2013**



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SKRIPSI

**Presented to the University of Muria Kudus
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UNIVERSITY OF MURIA KUDUS

2013

MOTTO AND DEDICATION

MOTTO

- ∞ Live is about choise.
- ∞ Seorang pemenang adalah seseorang yang mempunyai tujuan pasti dalam hidupnya.



This skripsi is dedicated to:

- Allah SWT the almighty
- Sarwono and Tumiyem, her beloved parent
- Sartika Juniningrum, Suriyanah Hikmah, Nur Aini Diah Sari ,and Aisyah, her beloved sisters
- Guntoro, her beloved fiance
- Sri Rahayu Ningsih, her soulmate

ADVISORS' APPROVAL

This is to certify that the sarjanaskripsi of **Anjar Sari Putri (NIM 2009-32-033)** has been approved by the skripsi advisors for further approval by the Examining Committee.

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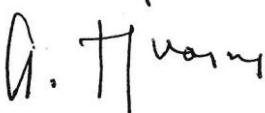
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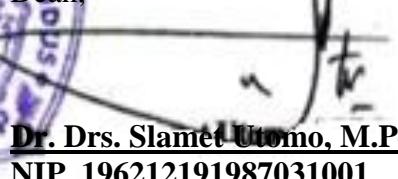

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Thanks you very much.

Kudus, September 2013

The writer

ABSTRACT

Putri, Anjar Sari. *The Level of Questions Used by English Teacher of SMA 2 Bae Kudus in Classroom Interaction in Academic Year 2012/2013.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) TitisSulistiyowati, SS, M.Pd. ii) Rismiyanto, S.S, M.Pd.

Key words: Levels of Questions, Classroom Interaction, English Teachers of Tenth Grade Students

Question are essential parts in conducting a teaching and learning process which up hold the spirit of meaningful or constructive learning. They lead the students construct meaning or knowledge by themselves instead of obtaining that from the teacher. The knowledge is constructed through the systematic use of levels of the questions which comprise remember, understand, apply, analyze, evaluate, and create. With regard to question, she analyzes what levels of questions which are reflected in questions asked by the teacher in English classroom interaction.

This study was aim at two objectives. First analyzing the levels questions reflected in questions asked by the teacher in English classroom interaction and decsribing the implication of the effectiveness of interaction related to the levels questions reflected in questions asked by the teacher in English classroom interaction.

In order to attain those objectives the writer used a qualitative approach and simple quantification to support the findings. Furthermore, the revised Bloom's Taxonomy (2001) was used to analyze the levels of questions. This research is conduct in SMA 2 Bae Kudus. The writer uses two classes which teach in one of English teacher. There are X-7 and X-9.

Finding is indicated that the levels of questions spoken by the teacher in English classroom interaction in X-7consist of knowledge 14 (22%), comprehension 28(44%), application 1 (1%), analysis 10 (16%), syntactics 1 (1%), and evaluation 1 (1%). She counts that the lower level 67%, higher level 18% and other 15%. Whereas in class X-9 consist of knowledge is 19 (30%), comprehension 19 (30%), no application, analysis 15 (24%), syntactics 6 (11%), and evaluation 2 (3%). I count that the lower level 60%, higher level 38% and other 2%. This finding shows that both of class have different results. Related to Gall's theory, interaction in X-9 is more good than X-7. In Gall theory, to get the good interaction the proportion is low level maximum 60%, high level minimum 20% and other 20%. In class X-7 shows that proportion of lower level is higher than the standart and the higher level is less. It means that if lower levels is more than standart, questions made by teacher just trying the memories of student do not to increase the students thinking, student just have the close answer and will be passive. In the other hand, resulst of X-9 shows the good interaction between the teacher and students.

The writer suggests that teachers should be aware with their question during in the classroom. It is impacts to the critical thinking of student. If students are just given the low level question, student can not develop their critical thinking. But the fact something different because the teacher assumption that that teacher should ask a question at higher levels only after they are sure that his students have understood and can perform at lower level.



ABSTRAK

Putri, Anjar Sari. *Tingkatan Pertanyaan yang Digunakan oleh Guru Bahasa Inggris SMA 2 Bae Kudus pada Interaksi Kelas Tahun Ajaran 2012/2013.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (i) Titis Sulistyowati, SS, M.Pd. ii) Rismiyanto, S.S, M.Pd.

Kata kunci: Tingkatan pertanyaan, Interaksi kelas, guru bahasa Inggris kelas sepuluh.

Pertanyaan merupakan bagian dasar dari pelaksanaan proses belajar mengajar pertanyaan mengarahkayang menjunjung semangat pembelajaran yang berarti dan membangun. Pertanyaan mengarahkan siswa dalam penelaahan suatu artu ataupun pengetahuan dari diri mereka sendiri ataupun yang diperoleh dari guru. Pengetahuan dibangun melalui tingkatang pertanyaan yang sistematis yang terdiri dari mengingat, memahami, mengaplikasikan, menganalisa, mengevaluasi serta memproduksi. Pertanyaan yang diperhatikan untuk dianalisa adalah pertanyaan yang guru berikan pada waktu interaksi di kelas bahasa inggris.

Disamping itu, penelitian ini memiliki 2 tujuan. Pertama menganila tingkatan pertanyaan yang diajukan oleh guru pada interaksi kelas Bahasa Inggris dan memaparkan hubungan efektivitas interaksi ynag terjadi do dalam kelas dengan tingkatan pertanyaan yang diajukan oleh guru.

Untuk dapat mencapai tujuan dari penelitian ini penulis menggunakan pendekatan kualitative dengan hitungan yang sederhana untuk menunjang hasil dari penelitian. Kemudian penulis menggunakan revisi terakhir dari teori Bloom (2001) untuk menganalisa tingkat pertanyaan. Penelitian ini dilakukan di SMA 2 Bae Kudus. Penulis menggunakan 2 sample kelas untuk memdapatkan data. Kelas tersebut adalah X-7 dan X-9.

Hasil penelitian tersebut menyatakan bahwa tingkatan pertanyaan yang ada pada interaksi kelas yang terjadi pada kelas X-7 adalah sebagai berikut: pengetahuan 14 (22%), pemahaman 28 (44%), pengaplikasian 10 (16%), produksi 1 (1%), pengevaluasian 1 (1%). Penulis juga memaparkan bahwa tingkatan pertanyaan rendah 67 %, tingkatan tinggi 18% dan pertanyaan prosedural 15%. Sedangkan pada kelas X-9 terdiri dari pengetahuan 19 (30%), pemahaman 19 (30%), tidak terdapat peertanyaan pengaplikasian, produksi 6 (11%), pengevaluasian 2 (3%). Untuk tingkatan pertanyaan adalah 60 % untuk pertayaan tingkat rendah. 38 % untuk pertanyaan tingkat tinggi, lainnya 2%. Temuan ini terlihat bahwa terdapat perbedaan dari hasil. Sesuai dengan teori Gall, interaksi yang terdapat pada kelas X-9 lebih baik daripada kelas X-7. Tepri Gall mengatakan bahwa untuk dapat mendapatkan interaksi yang bagus dengan perbandingan sebagai berikut pertanyaan tingkat rendah maksimal 60%, tingkat tinggi minimal 20% dan prosedural 20%. Pada kelas X-7 menunjukkan bahwa perbandingan pertanyaan tingkat rendah terlalu tinggi sedangkan pertanyaan tinggi lebih rendah dari standart yang ada pada teori Gall, pertanyaan guru hanya

berkutat pada pengasahan memori siswa dan tidak bertujuan untuk meningkatkan kemampuan berpikir siswa. Di sisi lain kelas X-9 menunjukkan enteraksi yang effective terjadi pada interaksi pada guru dan siswa.

Penulis menyarankan bahwa guru harus memperhatikan tingkatan pertanyaan yang diajukan selama kelas berlangsung. Karena hal tersebut berdampak dengan kemampuan siswa untuk berpikir lebih kritis. Jika siswa hanya diajukan pertanyaan dengan tingkatan yang rendah siswa tidak dapat mengembangkan kemampuan berpikirnya. Namun kadang kenyataan berkata lain karena guru berpendapat bahwa guru seharusnya mengajukan pertanyaan tingkat tinggi setelah siswa dapat menyelesaikan pertanyaan tingkat rendahnya.



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