

PROFILE OF INDONESIAN TEACHER QUESTIONS TO DEVELOP STUDENT'S HIGH LEVEL THINKING ABILITY

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Abstract: The purpose of this study is to describe the profile of teacher's questions in teaching Indonesian language to develop students' high-level thinking skills. The research method used was descriptive qualitative, and the research was carried out in class VII of Bengkulu City 15 Middle School. Data was collected using observation techniques, and analyzed qualitatively. The results showed that the teacher's question 1} in the preliminary activities, was used to check the attendance of students, students' understanding of the previous lesson, and check students' understanding of learning objectives, the question form used was how, who, and what, the attitude developed was attitude caring, and curiosity, levels of questions C-1 and C-2; 2} at the core activities of learning, used to provoke attention, stimulate thinking, and provide motivation, the question words used what, who, which, how, why, attitude developed curiosity, responsibility, and courage, level C question -1, 2 and 4; 3} in the closing activity, it is used to assess students' understanding, provide motivation, what question words are used and question intonations, levels of questions C-1 and C-2. Teacher's questions in the learning process are still dominated by questions of understanding, and questions that stimulate students to think high are still limited.

Keywords: *Profile, Teacher's Questions, High-Level Thinking*

One of the goals of education is that education participants can develop their potential and thinking skills, in addition to gaining good knowledge, skills and attitudes. The thinking skills developed are very dependent not only on the curriculum and teaching plan developed by the teacher, but also strongly influenced by the learning atmosphere.

Creating a comfortable and exciting learning atmosphere is not easy. Learning in a person occurs if there is positive and supportive pressure, known as eustress, so that the brain can engage emotionally and allow the nerves to work optimally. Pressure like this can bring up a state of flow, which is a situation where a person is very involved in an activity so that other things seem meaningless (Csikszentmihalyi in dePorter, 2010: 53). If the material learned is too easy students will feel bored and if it is too difficult they will be stressed.

Learning atmosphere can also be built through questions. Not only is the subject matter to be chosen, which is no less important but often ignored by teachers is a question that will be given to students during the learning process. Teacher's questions given orally during the learning process are still lacking in frequency. Usually, the teacher asks to know the students' understanding of the material or activities that have just been carried out. And, the teacher's questions during the learning process are rarely even designed before by the teachers. The questions appear to be adjusted to the conditions or raised at the end of the teacher explaining the material. This paper will discuss the teacher's questions that arise during learning.

The purpose of this study was to describe the profile of teacher's questions during the teaching and learning process that can develop students' high-level thinking skills. Asking is one of the eight basic skills that a teacher must possess. Questioning skills are divided into two, namely basic questioning skills and advanced questioning skills. Basic questioning skills are skills that are carried out when opening a lesson, while further questioning skills are the skills to ask questions that prioritize the development of thinking skills, increase participation, and encourage them to be able to take the initiative themselves. Questioning skills are effective stimuli that encourage students' thinking skills (Hasibuan and Moedjiono, 1993: 62).

According to Brookhart (2010: 3) high-level thinking is defined in three terms, namely transfer, critical thinking, and problem solving. According to Norris and Ennis (1989: 3) in Brookhart (2010: 3) critical thinking is "reasonable, reflecting thinking that is focused on deciding what to believe or do". Barahal (2008) also added that critical thinking includes "reasoning,

questioning and investigating, observing and describing, comparing and connecting finding complexity, and exploring viewpoints".

For learning purposes, questions are made referring to Bloom's taxonomy. According to Bloom there are six levels of cognitive processes, namely "knowledge, comprehension, application, analysis, synthesis, evaluation". Bloom's opinion was criticized and revised by Anderson et al. (Marzano and Kendall, 2007: 5-10) which states that knowledge is divided into two dimensions, namely the domain of knowledge and the domain of cognitive processes. Knowledge domains are divided into four types of knowledge, namely: factual, conceptual, procedural, and metacognitive. Furthermore Anderson et al. explain factual knowledge with regard to "... the basic elements students must know to be painted with a discipline or solve a problem in it," conceptual knowledge relates to "... interrelationships among basic elements within a larger structure that enables them to function together, "procedural knowledge is related to" ... how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods, "metacognitive knowledge related to" ... knowledge of cognition in general as well as awareness and knowledge of one's own cognition. Whereas, the cognitive process domain has six types of thinking, namely remembering relating to "... retrieving relevant knowledge from long-term memory", understanding relating to "... constructing meaning from instructional messages, including oral, written, and graphic communication" , applying in relation to "carrying out a procedure in a given situation", analyzing relating to "... breaking the core material of constituent parts and determining how to relate to one another and to overall structure or purpose, assessing related to "... making judgments based on criteria and standards", creating something related to "... putting elements together to form a coherent or functional whole, and reorganizing elements into a new pattern or structure".

Research Methods

The research method used for this research is descriptive method with a qualitative approach. The study was carried out in class VII B and C of SMP 15 Kota Bengkulu. Data collection techniques used are nonparticipant observation techniques that are conducted as many as five face-to-face meetings. The research data is in the form of sentences of questions that the teacher asks orally during the learning process. Data were analyzed qualitatively, with steps to reduce data, display data, and draw conclusions and verification (Nasution, 1988: 129-130).

Research Results

The results of the research on the teacher's questions will be presented in three groups of learning activities, namely the initial activities, core activities, and closing activities, and the aspects discussed are the form of question words, question categories, and the accompanying impact on the attitudes of students.

1) Preliminary Activities

Teacher's questions on this activity relate to the news and physical and mental conditions of students, student attendance, and flashbacks of previous material.

- a. The purpose of the question, the question asked aims to find out the news and physical and mental conditions of students, readiness for learning, student attendance, and flashbacks of previous material.

"How are you children today?"

This question is proposed at the beginning of learning after the teacher and students greet each other to find out the news and condition of students both physically and mentally. Of the five observations this question appears twice.

"Are you ready to study today?"

This question is asked by the teacher to find out the readiness of students to accept and carry out activities in learning. This question appears once.

"Who is not present today?"

"Why didn't enter?"

"Are there others who don't present?"

This question was asked by the teacher to check students who were unable to attend, and appeared once.

"Who still remembers our material last week?"

This question was asked to find out students' understanding of the learning material given earlier, appeared twice.

- b. The form of the question, the question asked uses the question how, what, and who.
- c. Question categories based on Bloom's taxonomy, the teacher's questions on this activity do not require higher thinking skills and are in the category of remembering and understanding.
- d. The attitude that arises from the teacher's question is caring, responsibility, and curiosity.

Table 1 Teacher Questions in Preliminary Activities

Sample Question	Purpose	The Form	Category	Attitude
<i>How are you today kids?</i>	Knowing the physical and mental condition of students	How	C-1	Curiosity
<i>Are you ready to study today?</i>	Knowing students' readiness to learn	What	C-1	Curiosity and responsibility
<i>Who is not present today?</i>	Check student attendance	Who	C-1	Pay attention
<i>Who still remembers our material last week?</i>	Knowing students' understanding of the material that has been learned	Who	C-2	Curiosity

The initial learning activities usually contain activities to say hello, check attendance, ask for previous material, apperception, provide initial motivation, convey learning objectives, and inform learning procedures. Almost all of these activities can be carried out through questioning between teachers and students. Based on the results of the study, the questions posed by the teacher have not been able to stimulate high-level thinking of students. In fact, at this early stage the teacher gives questions in the form of presuppositions so that students are given the opportunity to think creatively. For example, when the material of elements of fiction and nonfiction books, the questions posed by the teacher can be "Who aspires to be a writer?" This question seems simple and light but the impact can arouse children's curiosity about the writing profession. Or, in writing a personal letter, the teacher can ask the question "Who wants to write a letter to Mr. President?" Or "Have you ever written a letter of apology to your parents when you made a mistake or to say thank you?" Questions asked teachers not only make students think but also build motivation, and instill good attitudes so that good characters form students.

In this initial activity the questions posed by the teacher are routine questions that are always conveyed by each lesson. Teachers should do a variety of questions to prevent boredom in students and to attract students' attention. The question posed by the teacher in this activity is not related to apperception. From the five observations the question of apperception never appears, nor is the apperception in other forms done by the teacher.

2) Core Activities

This is the most important activity of the three stages of face-to-face learning activities. All activities are directed specifically to achieve learning goals. Many activities carried out by the teacher let alone students, among others, the teacher explained, the teacher asked students to answer, students asked other students or the teacher answered, students learned in groups or individuals, students worked on tasks. Therefore, it is important to know what teachers and students are doing during this stage.

In this activity, the teacher's questions are more about questions that aim to involve students actively in learning.

- a. The purpose of the question, in this activity the purpose of the questions given by the teacher is
 - (a) knowing the students' initial knowledge about the topic or material being discussed

"Well, children today we will learn about the elements of fiction books and nonfiction books. You are asked to find the elements. Who knows the difference between fiction books

and non-fiction books? "
 "What is the purpose of people making letters for?".

(b) explore students' knowledge about the material discussed

"Come on, who can answer, what books do you have?"
 "... yeah besides what else?"
 "Well, what is an example of a book?"
 "Why do we have to send letters?"

(c) charge

"Anyone carrying a novel book?"

(d) herding

"In my hands, there are two types of books, both books but are they the same?"
 "....."
 "Why?"

(e) confirmation

"So, which books are fiction and which books are nonfiction?"
 "So what is communicative?" Communicating using communicative language. "

(f) reprimand

"What is the book? Broken book or claw book? "

- b. In the form of questions, the questions posed by the teacher in this activity vary because they are very dependent on the material to be conveyed and the competencies that must be achieved by students. The question word used is who, for what, intonation asks, why, why, how, where.
- c. Question categories, categories of questions asked by the teacher to remember [C-1], understand [C-2], analyze [C-4]
- d. The attitude developed from the teacher's question is the attitude of responsibility, courage, and curiosity.

Table 2 Teacher Questions in Core Activities

Sample Questions	Purpose	The Form	Category	Attitude
Who knows the difference between fiction books and non-fiction books? "	Knowing the students' initial knowledge	Who, what	C-2	Curiosity
"... yeah besides what else?"	Explore student knowledge	Intonation asks, who, what, why	C-2, C-4	Curiosity
"Anyone carrying a novel book?"	Collecting assignments that have been given	Intonation asks	C-1	Responsibility
"In my hands, there are two types of books, both books but are they the same?" "....." "Why?"	Bring students to understand the message	What, why	C-1, C-4	Curiosity and courage to submit opinions
"So, which books are fiction and which books are nonfiction?"	Affirmation	Which, how	C-2	Courage to submit opinions
"What is the book? Broken book or claw book? "	Warning	What, intonation asks	C-1	Cleanliness and neatness

Teacher questions on core activities are more varied, tailored to the material and basic competencies discussed. In this activity the teacher's question aims to explore and check students' understanding. In this activity is the right time for teachers to ask questions that stimulate students to think high because actually the core activities are not only aimed at getting students to gain knowledge but also to develop their thinking skills to a higher level, one way is to submit higher level questions, namely application, analysis, assessment, and creation. The results of the study showed that from the five times the teacher's observations used the word 'why' three times, only two 'why' questions were answered directly by the teacher without giving help to students to answer the question.

3) Closing Activities

This closing activity aims to ensure that what the teacher and students have taught are well received by students. In this activity if students have not been able to conclude the teacher can guide students to get conclusions through questions that can be answered by students. There are not many variations of questions that appear in this.

- a. The purpose of the question, in this activity the purpose of the teacher's question is to find out the students' understanding of the material they have just learned and to provide opportunities for students to ask if there is still material that is not yet understood.
"Do you understand?"
"Is it clear?"
"Any questions?"
- b. Forms of questions, questions asked by the teacher using the intonation asks, and what
- c. In the question category, the teacher's questions in this activity remember and understand.
- d. The attitude developed from the questions posed by the teacher is responsibility.

Table 3 Teacher Questions in Closing Activities

Sample Questions	Purpose	The Form	Category	Attitude
<i>"Do you understand?"</i>	knowing students' understanding of the material just learned	intonation asks	C-2	Responsibility
<i>"Does anyone want to ask?"</i>	provide opportunities for students to ask if there is still material that is not yet understood	What	C-2	Responsibility, curiosity

There are several activities that can be carried out in the closing activities by the teacher and students, namely concluding, reflecting, or giving follow-up in the form of homework. In this study, the activities that arise are checking students' understanding and giving students the opportunity to ask questions if they are still poorly understood or the material presented by the teacher still confuses them.

Discussion

Asking questions is as difficult as answering questions. This is seen during the learning process in class. Both teachers and students rarely ask questions. Though the question is an effective tool to stimulate the brain to think. Many factors cause this to occur, one of which is culture, both at home, in the community, and in school because not all teachers also like to receive questions from their students.

In this study the question posed by the teacher seemed like a routine and monotonous question, so it was less able to stimulate students to think of a higher level. This is in line with the results of Ariesta's research (2017) that students who have Maish teacher candidates are not yet skilled in asking questions. When students are asked to compile questions, the questions are more in the level of understanding (C-2).

Questions at a higher level appear three pieces, one question can be answered by students, and two questions answered by the teacher. This is contrary to the principle of asking questions, namely the teacher is not justified in answering his own questions. If there are a few difficult questions and students are not able to answer, the teacher should change the difficulty level of the questions or give guidance questions, not answer them directly for whatever reason.

It is a good idea for teachers to carry out learning in class starting to plan high-level questions for each part of the material to be discussed with students. This is to avoid teachers answering their own questions because continuous behavior like this will be recorded by students unconsciously so that in the future if there is a question from the teacher even though students know the answer, they will never want to answer it.

The teacher's planned questions must of course be based on learning objectives. The learning objectives are formulated by the teacher by considering the taxonomic level, starting from a lower level to a higher level. Therefore, the teacher's question must also pay attention to the taxonomic level.

Conclusion

The profile of teacher's questions in Indonesian language learning is still dominated by questions of understanding, and questions that stimulate students to think high-level are still limited, even if there is usually answered by the teacher himself.

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