

CHAPTER I

INTRODUCTION

A. Background of the Study

Questions play a vital role in social interaction, facilitating effective communication between individuals or groups. According to Ellis (2008), questions serve as a way to require the conversation partner to contribute to the interaction. Because questions socially demand responses, they force participants to take an active role. By asking questions of their conversation partner, a person can express curiosity, seek clarification regarding the intent or purpose of the conversation, and obtain feedback and responses from others. Asking questions allows a person to gain a deeper understanding of others' desires, needs, and opinions, thereby strengthening social bonds. This phenomenon is also clearly evident in interactions between teachers and students in the classroom.

To achieve learning objectives, teachers employ several methods during class. For example, teachers may ask questions to assess students' understanding and distribute worksheets during class. Richards et al. (2014) also note that "questions are most frequently used as a teaching technique to initiate classroom conversations." When teachers ask questions, students provide various responses and participate more actively in discussions, especially if teachers frequently pose questions to them throughout the learning process. Thus, the function of questions can be to check students' understanding, stimulate their thinking, or enhance classroom interaction. However, asking good questions is a skill that requires proper technique and a solid understanding of the art of questioning.

The questions teachers ask during classroom interactions can significantly influence students' thinking processes, particularly their higher-order thinking skills (Ermasari et. all, 2014). One effective approach for teachers to develop students' thinking skills is through the use of thought-provoking questions that spark curiosity (Soysal & Soysal, 2023). Such questions can encourage students to delve deeper into the subject matter, reconstruct knowledge to solve problems, and establish logical connections between ideas, thereby increasing their interest and enthusiasm for learning. Additionally, questions designed to hone thinking skills can empower students to formulate solutions to the problems presented. To formulate such questions effectively, teachers need not only extensive knowledge but also a deep understanding of their subject matter, to ensure that the questions they ask can guide the learning process toward the intended goals.

The questions teachers use in the learning process can be adapted to align with cognitive levels and cover all aspects of those levels. Cognitive levels are an important concept in education, designed to identify and distinguish students' thinking abilities. Bloom's Taxonomy provides a valuable framework for understanding and classifying these levels, ranging from the basic to the more complex. Bloom's Taxonomy, as revised by Anderson and Krathwohl (2001), categorizes the dimensions of cognitive processes into six distinct levels: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6).

Several studies have examined teachers' questioning and provided valuable insights for language learning. Yuliawati, Mahmud, & Muliati (2016), in

their study *“Teacher’s Questioning and Students’ Critical Thinking in EFL Classroom Interaction,”* found that teachers used only four of Bloom’s six levels, namely; Knowledge, Comprehension, Application, and to a lesser extent Analysis. While questions at the Synthesis and Evaluation levels were not observed. In addition, teachers used all of Turney’s questioning techniques; one additional technique; joking was also identified. Nur Aeni & Amra Ariyani (2025), in their study *“Strategic Questioning in EFL Classrooms: A Closer Look at Higher-Order, Factual, Probing, and Divergent Questions,”* found that teachers used various types of questions, such as higher-order questions, factual questions, probing questions, and divergent questions. The research findings indicate that teachers used various types of questions, such as higher-order questions, factual questions, probing questions, and divergent questions. Shafeei et al. (2017), in *“Incorporating Higher-Order Thinking Skills (HOTS) Questions in ESL Classroom Contexts,”* found that teachers used display questions (LOTS) more frequently than referential questions (HOTS). This situation is influenced by students’ low English proficiency and teachers’ lack of understanding regarding the formulation of HOTS questions.

Although previous studies, have similarly examined teachers’ questions in the learning process, this study distinguishes itself by focusing specifically on the question levels based on the cognitive level of the questions used in classroom interaction, as well as the teacher’s questioning strategies in Goodwin et al (1983) theory, namely wait time and handling student responses. This study explores the forms of higher-order thinking questions (HOTS) and lower-order thinking

questions (LOTS) used by teachers in classrooms interaction within the context English as Foreign Language. This focus on questioning strategies based on Goodwin et al theory fills a gap in the existing literature and provides valuable insights into how teachers can effectively foster active discussions and interaction with students through questioning strategies.

Therefore, the researcher is interested in examining the levels of questions teachers use in EFL classroom practice based on Bloom's revised cognitive taxonomy and the teacher's questioning strategies are in activates of classroom interaction in EFL contex. To that end, the researcher is interested in conducting a study titled, **"ANALYSIS TEACHER'S QUESTIONS IN EFL CLASSROOM INTERACTION AT MAN 3 PADANG"**. From this study, the researcher expected to get an idea of how questions should be shaped in English learning and how to maintain classroom interaction always active. This result will be a useful example for researcher as a future English teacher.

B. Focus of the Study

The main focus of this study is to examine the questions asked by teacher in EFL classroom interaction. Specifically, this study examines the level of the questions given by teacher during the English language learning process. The level of questions refers to the cognitive domain proposed by Anderson and Krathwohl (2001), which identifies six levels of cognition, consisting of Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Furthermore, this study also examines questioning strategies posed by teacher in classroom interactions: Wait Time, Handling Student Responses, (Goodwin et al.,

1983). This study was conducted on a teacher who were actively teaching English at XII grade of MAN 3 Padang during the 2026/2027 academic year.

C. Formulation of the Problem

Base on the background above, the problems of this research are formulated as follows:

1. What levels of questions are used by English teacher in EFL classroom interaction at XII grade of MAN 3 Padang?
2. What questioning strategies are used by English Teacher to encourage students to answer the teachers question at XII grade of MAN 3 Padang?

D. Objective of the Study

Based on the problem formulation described above, the research objectives in this study are:

1. To identify the levels of questions are used by the teacher during EFL classroom interaction based on cognitive domain of Bloom's Revised Taxonomy at XII grade of MAN 3 Padang.
2. To identify the questioning strategies are used by the English Teacher based on Goodwin interaction skills theory at XII grade of MAN 3 Padang.

E. Significant of the Study

1. For English Teachers

This study is expected to help English teachers reflect on their questioning practices during the classroom learning process. The findings of this study can raise teachers' awareness of the cognitive levels of the questions they ask and encourage them to design more balanced questions to stimulate

students' critical thinking skills, including analyzing, evaluating, and creating. In addition, identifying the strategy of questions can help teachers select appropriate questioning techniques to enhance student participation, critical thinking, and meaningful interaction in the classroom.

2. For the students or the prospective teachers

This study provides valuable insights for students, particularly those majoring in English Language Education who are preparing to become teachers. These findings can enhance their understanding of effective questioning strategies, classroom interactions, and the application of the cognitive taxonomy in teaching practice. As future teachers, they can use the results of this study as a guide in planning lessons that not only employ students in lower-level thinking but also support them in critical thinking such as analyzing, evaluating, and creating.

F. Definitions of Key Terms

1. Teacher's Questions

Teachers' question refers to interrogative utterance used by the English teacher during classroom discourse to initiate interaction, check students' understanding, elicit responses, and supporting the learning process. Questions based on content consist of six levels which basically are classified from low level questions to high level questions, this is in line with the cognitive dimension theory in Bloom's taxonomy (Deborah, 2009). Anderson & Krathwohl (2001) state that the categories of the cognitive process dimension consist of the following: Remembering, understanding, applying, analyzing,

evaluating, and creating. While C1 to C3 fall under Lower-Order Thinking Skills (LOTS), C4 to C6 are classified as Higher-Order Thinking Skills (HOTS).

2. Teacher's Questioning Strategies

Guest (1985) stated that Questioning strategy is one of the important tools to extending students' learning which can help teachers to develop their own strategies to enhance the students work and thinking. It means that teachers' questioning strategies is very important for both teachers and students. Because questioning provides a large amount of benefit and function for classroom interaction. So, the teachers should know how well and effective their questioning strategies are. Because the ways of the teachers deliver the question will influence the students' understanding and responding.

3. EFL Classroom Interaction

Classroom Interaction in an EFL context is defined as all communication which refers not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course or formal drilling (Ellis, 1990). Thus, classroom interaction is about the students having an active discussion during the class. Interaction occurs both between students with teachers present, and with teachers who probes students thinking among the whole group.