QUESTIONS AND INSTRUCTIONS DELIVERED BY SENIOR AND JUNIOR ENGLISH TEACHERS AT A PRIVATE SENIOR HIGH SCHOOL IN SIDOARJO

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ABSTRACT
This study is related to a study of classroom discourse about delivering questions and instructions based on the cognitive domains done by senior and junior English teachers in secondary level. The study was conducted in the first grade of Senior High School which was facilitated by different English teacher, It was revealed that all the questions and instructions delivered by both English teachers were mostly applied in the lowest level of cognitive domain ('remembering' and 'understanding') because those teachers considered the level of students because in this level, the first grade students were still needed to retrieve their memory, knowledge, and understanding of what they learned during the class time. However, those two teachers were still applied another domain. The number of cognitive domains applied were different. The senior teacher applied five of six cognitive domains while the junior teacher only applied four of six cognitive domains.

Keywords: Questions, Instructions, Bloom's Taxonomy

In life, questions and instructions cannot be separated from daily activities. Almost every day,people will ask questions to get information that they want to know, or they give instructions to ask someone to do something. It also happens in education world. Kerry (2002, p.65) said, "Questions play an important role in the processes of teaching and learning because students achievement and level of engagement depends on the types of questions which are formulated and used by the teachers in a classroom". Questions help the students to increase their understanding about the lessons that they are studying because questions are always used as an instrument in gaining the student's knowledge and building a process of thinking. Many teachers believe that using questions is an effective way in developing communication between teacher and students.

Besides delivering questions, teachers may also give instructions to the students in order to know the student's knowledge and comprehension. Acoording to Anderson and Krathwohl (2001), instructions are given to the students to make them easier to catch up what they are learning about. Usually, instructions are given to students as the media to apply what they have learned.

According to Marzano, Pickering, and Pollock (2001), teachers can be said to be successful if they can handle classes by delivering questions and instructions as much as possible in order to make their students succeed academically, especially in understanding the learning material presented by the teacher during one semester. More questions and instructions delivered by the teachers, more students can explore their brain capacity in understanding and applying what they have learned.

The study would like to observe the questions and instructions that focused only in grammar delivered by senior and junior English teacher in Senior High School level. This school has two different English teacher. The first teacher, abbreviated as Mr. FR, is categorized as the senior teacher while the second teacher, abbreviated as Ms. MM, is categorized as the junior teacher. Both of them are teaching in the first grade in different classes and using the same national curriculum in teaching English.

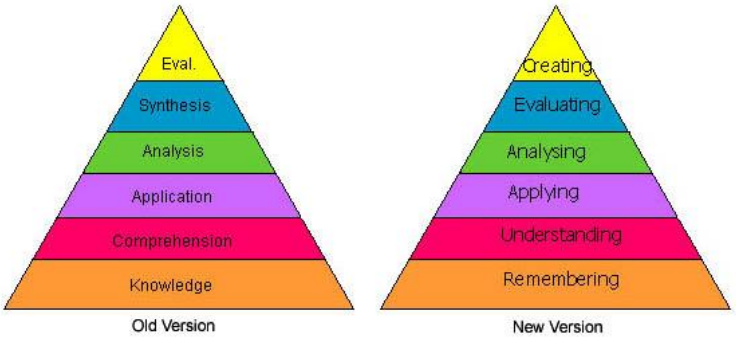
In order to find out what cognitive domains that were applied in delivering questions and instructions by senior and junior English teacher, the study would be conducted based on the

theory of Bloom's Revised Taxonomy. In conducting the study, there were three following research questions which could help to find the purpose of the study: 1) what cognitive domains were used in delivering questions and instructions by Mr. FR?, 2) what cognitive domains were used in delivering questions and instructions by Ms.MM?, and 3) what were the similarities and differences in delivering questions and instructions based on the cognitive domains delivered by both senior and junior English teachers?

The study used a theory from Bloom about 'Taxonomy of Cognitive Domain'. In 2001, the Bloom's Taxonomy had published after revised in 1990s. a researcher named Lorin Anderson revised the previous taxonomy (Original Taxonomy) because the Original Taxonomy has a weakness. Krathwohl (2002 p.215) stated, "Like the original taxonomy, the revision is a hierarchy in the sense that the six major categories of the Cognitive Process dimension are believed to differ in their complexity, with *remember* being less complex than *understand*, which is less complex than *apply*, etc." The Revised Taxonomy gave much greater weight to teachers' usage; so, the requirement of a strict hierarchy has been relaxed to allow the categories to overlap one another.

This Revised Taxonomy is relative different from the original one. Amer (2004, p.217) noted, "In the Revised Taxonomy, there are several significant changes. The most significant changes happened is the terminology change." Forehand (2005, p.42) stated "Changes in terminology between the two versions are perhaps the most obvious differences and can also cause confusion". Seeing from the changes, this confusion can be resolved by paying attention to the diagram below.

Figure 1: Hierarchy of Original (Old Version) and Revised (New Version) Taxonomy (Forehand, 2005, p. 42)



According to Anderson and Krathwohl (2001, pp.4-6), the new structure of the cognitive process dimension in the Revised Taxonomy (RT) was defined as: *Remembering, Understanding, Applying, Analyzing, Evaluating*, and *Creating*.

METHODS

This study was conducted in a secondary level classes in a private Senior High School in Sidoarjo which is becomes one of the quite famous private school since 2006 because this school has been winning some competitions in academic and non-academic fields and in 2009, this school got an 'A' for the accreditation.

The participants of the study was two English teachers who have different teaching experience. As stated in the introduction, one English teacher is categorized as the senior teacher and another English teacher is categorized as the jenior teacher. Those participant was chosen because each teacher has different standard in teaching English because of the experiences that they have.

The data were taken from the classroom observation done in 1 hour and 30 minutes using the video recording of teacher-students interaction, especially in delivering questions and instructions done by each English teacher. During the observation in each class facilitated by different English teacher, those two teachers delivered some kinds of questions and instructions related to grammar in order to make the students understand the function, the formula, and how the students apply it in making sentences as the examples.

FINDINGS AND DISCUSSIONS

Cognitive Domains Used by Mr. FR

Based on the observation done in the classroom facilitated by the senior teacher, there were five of six cognitive domains that were applied in delivering questions and instructions. The number of each cognitive domain applied in his class would be shown in the table below.

Table 1: The sum of the number of cognitive domains that were used in delivering questions and instructions by the senior English teacher

Remembering	Understanding	Analyzing	Applying	Evaluating	Creating
6	12	3	0	8	4
18,18%	36,36%	9,1%	0%	24,24%	12,12%

The table showed there are five of six cognitive domains applied by the senior English teacher in delivering questions and instructions in grammar class. All questions and instructions delivered by this senior teacher were mostly categorized in the cognitive domain of 'understanding' because most of the questions and instructions delivered by this teacher was aimed to test the students' knowledge and understanding about some terms in grammar, such as the function, the formula, and how they give the example in a sentence.

Mr. FR: "..... **What is superlative adjective?(A.1.1)** and do you remember what is the function of superlative adjective?"

(Melanie raised her hand)

Mr. FR: "Yes, Melanie..... What is superlative adjective?"

Student 3: "*Untuk itu, sir..... Untuk perbandingan ter-*" [For that, sir..... For comparing ter-]

Mr. FR: "**What does it mean by *perbandingan ter-?***"(A.1.3)[Comparisom of ter-]

Student 3: "For example like this, sir.... Brino is the cutest dog. *Jadi, kalimat ini mempunyai arti kalau anjing saya yang bernama Brino adalah anjing yang ter-cute*" So, this sentences has a meaning if my dog named Brino is the cutest dog]

Mr. FR: "Good..... *Bagus*.... [Great....] Thank you, Melanie.... So, from Melanie's explanation, we can know that the function of superlative adjective is to.... to what?"

Students: "*Membandingkan*, sir" [Comparing, sir]

Mr. FR: "***Membandingkan apa*?(A.1.5)[Comparing what?]** Bayu..... Stop playing with your gadegt.... Answer my question.....**What is the function of superlative adjective?**(A.1.6) *Apa gunanya superlative adjective?* [What is the function of superlative adjective?]

Student 4: "*Buat perbandingan*, sir" [For comparison, sir]

Mr. FR: "***Perbandingan apa*?**"(A.1.7) [Comparison of what?]

Student 4: "*Perbandingan ter- , paling*, sir" [Comparison of ter-, most-, sir]

Mr. FR: "***Coba beri satu contoh kalimat*!**"(A.1.8) [Try to give one example in sentence!]

Student 4: "I am the most dilligent student"

Students: "Huuuuuuu....."

Mr. FR: "Ssssttt..... <u>*Ayo diam semua!*</u>[Come on keep silent, all] Good.... Thank you, Bayu! So, suerlative adjective is for comparing things, persons, countries, etc that are most... *Yang'paling'*.....[The most....] *Lalu kalau begitu,* ***apa bedanyasuperlative adjective dengan comparative adjective?***(A.1.9) <u>*Ayo, siapa yang bisa jawab?*</u>" [So, what is the - difference between superlative adjective and compa-rative adjective? Come on, who can answer?]

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The data above (A.1.1, A.1.3, A.1.5, A.1.6, A.1.7, A.1.8 and A.1.9) show that the teacher delivered this question is to test students' understanding about the superlative adjective. When Melanie answered '*untuk perbandingan ter*', teacher asked again to make it clear by asking 'what does it mean by *perbandingan ter-*?' At the same time, one student named Bayu was playing with his gadget while the teacher was asking this question to the other students. Bayu is one of the

students who never paid attention when the teacher was teaching. He was always busy with his own business, such as playing gadget, or even sleeping. As the consequence, teacher was angry and asked by his teacher to repeat what his friends' answer of the question. To make sure that Bayu really knew about superlative adjective, teacher also gave an instruction to give an example in sentence.

Besides categorized in the cognitive domain of 'understanding', all questions and instructions delivered by this senior teacher were also categorized into another domain, such as: 'remembering', 'analyzing', 'evaluating', and 'creating' because those questions and instructions were also delivered in order to enable their students in that class to remember the formula of superlative adjective, analyze and evaluate the grammatical errors made by some other students in doing exercises or just giving examples, and also create the sentences related to the superlative adjective.

Cognitive Domains Used by Ms. MM

Based on the observation done in the classroom facilitated by the junior teacher, there were only four of six cognitive domains that were applied in delivering questions and instructions. The number of each cognitive domain applied in his class would be shown in the table below.

Table 2: The sum of the number of cognitive domains that were used in delivering questions and instructions by the junior English teacher

Remembering	Understanding	Analyzing	Applying	Evaluating	Creating
3	5	2	1	0	0
27.27%	45,45%	18.18%	9,1%	0%	0%

The table showed there are only four of six cognitive domains applied by the junior teacher in delivering questions and instructions in grammar class. The same as the results of the data found in the cognitive domains applied by the senior teacher, all questions and instructions delivered by this junior teacher were mostly also categorized in the cognitive domain of 'understanding'. All questions and instructions delivered by this junior teacher were mostly asked to the students to mention the function of a certain form in grammar, for instance:

Ms. MM: "Okay..... Now..... We are going to learn about action verb..... **What is an action verb?**(B.1.1). *Yovan..... Apa itu action Verb, Yovan?*" [Yovan, what is action verb, Yovan?]

Student 1: "*Kata kerja, miss*" [Verb, miss]

Ms. MM: "*Itu kalau verb..... Verb means kata kerja..... Kalau action verb? Ada yang tau? Ya, Katherine?*" [That is verb..... Verbs means 'kata kerja'..... If action verb? Anyone knows? Yes, Katherine?]

Student 2: "*Kata kerja yang menunjukkan action, miss*" [Verb that shows action, miss]

Ms. MM: "Iya.... Good..... *Action verb itu adalah kata kerja yang berorientasi sebagai suatu action.... **Apa itu action, Redo?***"(B.1.2) Yeah.... Good.... Action verb is a verb that oriented as an action..... What is action, Redo?]

Student 3: "*Aksi, miss*" [Action, miss]

Ms. MM: "*Nah..... Ini.....* Can your differ.... *Differ is membedakan.....* [Nah... This.... Can you differ... Differ is 'membedakan'.....] **Can you differ these threesentences?**(B.1.3) *Apa yang beda pada kalimat-kalimat disana?* [Which are the different among those sentence sentence?] Sammy, please find the difference!"

The data B.1.1, B.1.2, and B.1.3 show that teacher delivered these three questions in order to test the students' understanding about the meaning of action verb and finding the difference among those three sentences. In that situation, teacher gave three sentences which in each sentence was categorized as positive sentence, negative sentence, and interrogative sentence. Students were asked to find the difference by seeing the form that was used in a sentence. Sammy, one of the students in the class, tried to explain the difference. He knew and could find the difference correctly.

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Ms. MM:	"..... Nah, my question now is..... ***Kapan harus pakai suffix –s dan kapan harus pakai suffix –es dibelakang verb?*** (B.1.6) *Ada yang tau?*" [When should use suffix –s and when should use suffix –es behind verb? Anyone knows?]
Student 5:	"*Saya tau, miss*" [I know, miss]
Ms. MM:	"Yes.... Novena?"
Student 5:	"*Kalau pakai suffix –s itu saat verb nya tidak ada akhiran –y, misalnya, eat jadi eats, bring jadi brings.... Kalau yang pakai suffix –es itu saat verb nya berakhiran huruf vokal... Misalnya go jadi goes, do jadi does*" [The suffix –s will be used when the verb does not have the suffix –y, for example, eat becomes eats, bring becomes brings..... The suffix –es will be used when the verb has 'vocal letters' as the suffix..... For example, go becomes goes, do becomes does]
Ms. MM:	"Good.... Thank you, Novena...."

The data B.1.6 above shows that teacher delivered the question in order to test students' understanding about using the suffix –s and –es. In this case, after they discussed about the form of positive sentence, negative sentence, and interrogative sentence, the teacher delivered that question to the students. She hoped her students could use these two suffixes correctly. Novena, one of her students, could explain clearly when they should use suffix –s and when they should use suffix –es.

Besides categorized into the cognitive domain of 'understandoing', all questions and instructions delivered by this junior teacher were also categorized into the other domains, such as: 'remembering, 'analyzing', and 'applying' because the teacher also delivered some questions and instructions that asked the students to remember the formula in using suffixes in positive, negative, or interrogative sentences, analyze the differences among the three sentences given, and applying what they have learnt into activity.

The Similarities and Differences between Senior Teacher and Junior Teacher in Delivering Questions and Instructions

According to the data found above, there were similarity and differences between those two English teachers in delivering questions and instructions. The similarity and the differences could be seen from the table below.

Table 3: The percentage of occurrence of each cognitive domain applied by each teacher in delivering questions and instructions

Cognitive Domain	Mr. FR (%)	Ms. MM (%)
Remembering	18,18%	27,27%
Understanding	36,36%	45,45%
Applying	9,1%	18,18%
Analyzing	0%	9,1%
Evaluating	24,24%	0%
Creating	12,12%	0%
TOTAL	**100%**	**100%**

The table above shows that all questions and instructions delivered by both English teachers were mostly categorized in the two lowest cognitive domain ('remembering' and 'understanding') because both teachers always delivered questions and instructions in order to: 1). retrieve students' memory about what they had learnt, for example: both teachers delivered some questions such as, 'do you remember what is the formula of…..?". From this kind of question, can be seen clearly that the aim why teacher delivered this kind of question is to retrieve students' knowledge about the formula of making/creating sentence in a certain form, and 2). To test students' understanding of what they were studying at that time. Besides delivering those two lowest cognitive domains ('remembering' and 'understanding'), both of senior and junior teacher were also applied another cognitive domain, namely: 'applying'.

From the findings above, I also found some differences between the senior and junior English teacher in delivering questions and instructions. The first difference that I found was the cognitive domains of 'remembering', 'understanding', and 'applying' that were mostly applied by the junior teacher than the senior teacher. This condition happened because the junior teacher still considered the level of the students' proficiency. The junior teacher still wanted the students to remember, understand, and apply what they have learnt about grammar.

The second difference that I found was the cognitive domain of 'analyzing' that did not applied by the senior teacher which applied by the junior teacher. In this case, the senior teacher only asked the students to apply what the teacher had taught in making sentences. He never asked the students to analyze the grammatical errors during the teaching-learning activity while in the classroom facilitated by the junior teacher, she still asked the students to analyze the differences between the positive sentence, negative sentence, and interrogative sentence by paying attention on the formula. In other case, the junior teacher did not apply the cognitive domain of 'evaluating' and 'creating' which applied by the senior teacher because the junior teacher did not give exercises during the teaching-learning process at that time because of the limited of time. Hence, the teacher did not get an opportunity to ask the students to evaluate the other students' grammar mistakes and did not have an opportunity to ask students to create sentences or some kinds of activities in order to develop the students' knowledge while in the classroom facilitated by the senior teacher, he still asked the students to evaluate other students' mistakes in making sentences related to superlative adjective. Also, he gave exercises taken from the book and also asked them to make some sentences in order to give example of superlative adjective.

In this data, I found some of questions and instructions that are overlapped because the questions and/or instructions delivered by those two teachers could be categorized in more than one cognitive domain. Some questions and/or instructions were categorized into 'remembering' and 'understanding'while another questions and/.or instructions were categorized into 'understanding' and 'applying', also in 'applying' and 'creating'.

CONCLUSION AND SUGGESTIONS

From the classroom observation that I conducted during two months, I found that not all of the six cognitive domains were applied. In the classroom facilitated by the senior English teacher, there was one cognitive domain that not used: 'applying' because at that time, the senior teacher just focused them only on grammar and always asked them to give examples and made it into sentences and. It was different from the classroom facilitated by the junior teacher. During her class time, onlyfour of these six cognitive domains were applied. In her way of teaching, she delivered questions and instructions not only for retriving students' memory and testing students' understanding, but she also delivered questions and instructions for applying what they have learnt by analyzing the difference between sentences.

In conclusion, the questions and instructions delivered by those two English teachers were mostly applied in the low cognitive domains ('remembering' and 'understanding') because those teachers should consider the level of their students. Because both of those English teachers teach in the first grade of senior high school; as the consequence, they delivered simpler questions and instructions to their students in order to make students not to get confused in studying in classroom. From the data also, I found a similarity between those two teachers. Those two lowest cognitive domains were mostly applied in delivering questions and instructions by those two English teachers while the difference that I found from the data was the frequency of both teachers in delivering questions and instructions. In delivering questions and instructions done by the senior teacher, he applied only five of six cognitive domains: 'remembering', 'understanding', 'analyzing', evaluating', and 'creating'. In delivering questions and instructions done by the junior teacher, she applied only four of six cognitive domains that were: 'remembering', 'understanding', 'analyzing', and 'applying'.

This study was a small scale one, which involved two classes and two teachers. Further srudy could be conducted on a larger scale with more respondents, such as both teachers and students, could be involved. Then, from those respondents, researcher can analyze whether teachers can apply all the cognitive domains in delivering questions and instructions in grammar or reading class. Furthernore, this study was conducted to see the similarities and differences between

two different teachers in the same levels. Further study could be conducted to see the similarities and differences of different classes in different level. Hopefully, this study can help the other researchers who want to do the similar research on delivering questions and instructions in the grammar or reading classes.

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