THE ANALYSIS OF QUESTIONS DESIGNED BY ENGLISH TEACHER IN DAILY QUIZ

(The Descriptive Research at Eight Grade of SMPN 3 Solok in 2022/2023 Academic Year)

THESIS

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By:
INDIRA SWITA SYARMA
NPM.201000488203010

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MAHAPUTERA MUHAMMAD YAMIN
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ABSTRAK

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Pertanyaan adalah suatu proses merencanakan atau menentukan suatu gagasan, membuat objek baru untuk menginginkan informasi sehingga mendapatkan jawaban atas hasil yang akan diterima. Salah satu bentuk pertanyaan yang dirancang oleh guru adalah kuis. Kuis adalah penilaian cepat dan informal tentang pengetahuan siswa. Pemberian kuis menjadi tolak ukur berhasil tidaknya murid dan guru dalam proses pembelajaran. Hal ini terkait dengan bagaimana cara guru merancang pertanyaan yang baik. Bentuk pertanyaan yang baik adalah soal yang sesuai dengan Taksonomi Bloom agar tujuan pembelajaran tercapai maksimal.Penelitian ini bertujuan untuk menganalisis pertanyaan yang dirancang oleh guru bahasa Inggris dalam kuis harian di kelas delapan SMPN 3 Solok tahun pelajaran 2022/2023.

Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian ini adalah guru bahasa Inggris kelas VIII SMPN 3 Solok, sedangkan objek penelitian ini adalah kuis bahasa Inggris harian kelas VIII SMPN 3 Solok tahun ajaran 2022/2023 yang sudah digunakan oleh guru. Dalam mengumpulkan data, peneliti menggunakan telaah dokumen. Dalam telaah dokumen ini, peneliti mengumpulkan silabus, RPP dan kuis harian yang sudah digunakan guru.Data yang dikumpulkan kemudian dianalisis untuk menjawab pertanyaan penelitian.

Dalam soal kuis harian terdapat 10 soal, 5 soal pilihan ganda dan 5 soal esai. Hasil penelitian menunjukkan bahwa soal-soal ulangan harian kelas VIII yang dibuat oleh guru Bahasa Inggris SMPN 3 Solok mengikuti Kompetensi Dasar yang telah dipelajari, namun soal-soal ulangan harian yang dirancang tidak mengikuti tingkatan kata kerja operasional Taksonomi Bloom pada aplikasi (C3). Selain itu, untuk jenis soal dan tingkatan Taksonomi Bloom, guru cenderung menggunakan soal pemahaman (C2). Hal ini terlihat dari 10 soal, 5 diantaranya menggunakan jenis soal pemahaman (C2) pada tingkat taksonomi Bloom, sedangkan untuk pengetahuan (C1) terdapat 4 soal dan sintesa (C5) dalam 1 soal. Melalui penelitian ini, guru disarankan untuk merancang atau membuat soal kuis sesuai dengan apa yang sudah dirancang dalam RPP sehingga lebih mengklasifikasikan setiap jenis soal menurut Taksonomi Bloom.

CHAPTER I
INTRODUCTION

A. Background of the Problem

The teaching and learning process is an important activity to transfer the knowledge given by the teacher to the students. There will be interaction between teachers and students. The teaching and learning process is said to be effective if students actively participate directly in organizing and discovering information, so that they do not passively accept the knowledge provided by the teacher.

In the teaching and learning process the teacher's task is to develop and provide condition so that students can develop their talents and potential. The teacher should determine teaching method that is suitable with the material, and also use suitable media to teach the material. A good class management will help the teacher control class situation. In teaching and learning process the teacher will see the progress of the students so that they can test each student.

Especially in English, teachers have an important role to give and deliver the knowledge. The teacher also plays an active role in asking questions to students, so that students will respond to these questions and then create an atmosphere of conducive spirit in the teaching and learning process. Therefore, from the questions given by the teacher in the classroom it can be seen clearly how well students understand the material being taught. So, in

designing questions the teacher uses the operational verbs of Bloom's Taxonomy compiled by Benjamin S. Bloom. Bloom's Taxonomy operational verbs can identify the level of understanding of students from low to high levels.

One form of questions designed by the teacher is a quiz. Quiz is quick and informal assessments of student knowledge. Quiz refers to a short knowledge test with a question format often including multiple choices, filling in the blanks, true or false and short answers. Quiz can usually be done before or after explaining all the material. Giving quiz is one way to train students to reflect on the material being taught, thus helping students build the ability to conduct self-assessment at the level of understanding in achievement.

During pre-research observations, the researcher noticed that there several types of questions that teacher could apply in the teaching and learning process: open, closed, specific, reflective, directing, and asking questions about behavior. After that, from these types of question the teacher can analyze what types are appropriate and suitable to give to the students. Especially in SMP N 3 Solok, the teacher designed question in daily quiz according to the basic competencies in curriculum that used in SMP N 3 Solok, which is the K13 curriculum.

Based on the researcher observations in SMPN 3 Solok on August 6th 2021, it was found that several obstacles faced by teachers in designing English questions in daily quiz. First, the teacher's found it the difficulties to make questions as daily quiz. This is because the teachers only relied on existing handbooks such as the Erlangga book published by Bupena which is used as a draft of questions by English teachers in daily quiz.

The second problem was that the teacher had difficulty in determining whether the measurement aspect is cognitive, affective, or psychomotor. This caused the teacher to emphasize the cognitive aspect in the assessment because in the cognitive aspect the teacher could know the intelligence and ability of a student in the teaching and learning process to build an idea or solve a problem.

The third problem was the low score of students in collecting daily task given by the teacher to students. Teachers only used books as a medium so that students felt bored, less motivated and they were lazy to do assignments during the teaching and learning process. Many students did not collect the daily school assignments given by the teacher so that teachers found it difficult to analyze the questions that will be designed for daily quiz.

Based on the problems above, this research was focused on the analysis of questions designed by the English teacher in the daily quiz at eighth grade of SMPN 3 Solok in 2022/2023 academic year.

B. Identification of the Problem

Based on the background of the problem above, it was identified that there are some problems faced by teachers in designing English questions in daily quiz. The first was the teacher's found it is difficult to make questions as daily quiz. Second, the teacher had difficulty in determining whether the aspect of measurement was cognitive, affective, or psychomotor. Third, the low score of students in collected daily task given by the teacher to students.

Based on the explanation above, this research was conducted to analyze the questions designed by the English teacher in the daily quiz at eighth grade of SMPN 3Solok in 2022/2023 academic year.

C. Limitation of the Problem

Based on the identification of the problem above, this research was limited to questions designed by English teacher in daily quiz at eighth grade of SMPN 3Solok in 2022/2023 academic year.

D. Research Questions

Based on limitation of the problems above, there were several research questions that can be clarified:

1. Were the questions given in quiz related to basic competencies in curriculum used at eighth grade of SMPN 3Solok in 2022/2023 academic year?

2. What types of questions did English teacher use in making daily quiz questions at eighth grade of SMPN 3 Solok in 2022/2023 academic year?

3. What was Bloom's Taxonomy level category on the daily English quiz questions at eighth grade of SMPN 3 Solok in 2022/2023 academic year?

E. Purpose of the Research

Based on the research questions above, the purposes of the research were to find out about:

1. The questions designed by the teacher are related to basic competencies in curriculum used at eighth grade of SMPN 3 Solok in 2022/2023 academic year.

2. The types of questions used by English teacher in making daily quiz questions at eighth grade of SMPN 3 Solok in 2022/2023 academic year.

3. Bloom's Taxonomy level categories on daily English quiz questions at eighth grade of SMPN 3 Solok in 2022/2023 academic year.

F. Significance of the Research

Based on the results of this study, there weretwo kinds of theoretical and practical significance. The first theoretical, this research was expected to provide benefits for teachers in designing types or methods of questions in English so that students can answer these

questions well and can be used as material for further research. Secondly practically significance, this research was expected to be useful in improving the teacher to design good and effective questions in the teaching and learning process.

G. Definition of Key Terms

There were some key terms used in this research to give definition or to avoid misunderstanding about this research, the following key term were defined as follow:

1. Question is a process of planning or specifying an idea, creating a new object to want information so as to get answers to the results that will be accepted. This method was applied by an English teacher at eighth grade of SMPN 3 Solok in 2022/2023 academic year.

2. Daily quiz is a test given by the teacher to students by giving questions about the material that has been taught in the learning process aimed at measuring the level of understanding and how well students understand the material that has been studied. This method was applied by an English teacher at eighth grade of SMPN 3 Solok in 2022/2023 academic year.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher collected the data and analyzed it, it was found that questions designed by the English teacher in daily quiz at eight grade of SMPN 3 Solok in 2022/2023 academic year after completing one or more basic competencies. After that, with regard to all the research questions posed at the beginning of this study, then the researcher answered them with the data that has been analyzed, it can beconcluded that:

1. The questions designed by the teacher English in daily quiz follow the basic competencies 3.1 and 3.2 which have been studied with the students. This can be seen from the attached syllabus and lesson plans. However, the questions designed by the teacher did not test what should have been tested because they did not match the Bloom Taxonomy level in the application (C3).

2. The types of questions that teachers often use in making daily quiz questions are comprehension questions. This can be seen from the 10 questions, 5 of which use comprehension questions.

3. The Bloom Taxonomy level used by the teacher in daily quiz is knowledge, understanding and synthesis. This can be seen from the 10 questions 5 of which use comprehension (C2) found in question no. 1, 2, 3, 4, 5. While questions on the synthesis level (C5) are in question

no 6. Even for the knowledge level (C1) the teacher use snumbers 7, 8, 9 and 10. However, the level of the types of questions used by the teacher does not correspond to the verbs of Bloom's Taxonomy which are for basic competencies 3.1 and 3.2 at the C3 application levels.

B. Suggestions

Based on the conclusions above, the researcher would offer the following suggestions for :

1. The teachers, it is expected that in designing eighth grade English daily quiz questions, the teacher can classify each type of question according to the levels of Bloom Taxonomy such as knowledge (C1), comprehension (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6). So that, the daily quiz questions given can function as their purpose is to find out the results of student learning abilities. In other words, the questions from the daily quiz serve as a guide for making semester exam questions.

2. The next researchers, it is expected to beable to conduct research on the analysis of daily English quiz questions by conducting research in various other schools. Several other studies thatcan be carried out such as: researching in SMP, SMA, SMK in the city of Solok or outside the region. In other word, itisexpected to beable to findout the various differences and problems that often arise which can be used as material for consideration in overcoming existing problems.

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