

Students' Questioning Ability Based on Anderson Taxonomy in Social Science Subject

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Abstract—This research aims to describe learning activity are students questioning ability based on Anderson's taxonomy in social science subject. This research method is descriptive qualitative. The instrument used include observation sheets and camcorders. The research was conducted in VIIA grade in junior high school Ngunut, Tulungagung. Data collection techniques through observation and documentation. Data analysis includes data reduction, data presentation, and conclusion. The result showed that learning activity in the form of student questioning skills in social studies which implemented in 3 meetings contained 26 student questions. Based on Anderson's taxonomy, the questions asked by students spread at a low cognitive level and also at a high cognitive level, there are 7 questions in category C1. 5 questions in category C2, 3 questions in category C3, 8 questions in category C4, 2 questions in category C5 and there is 1 question at the highest level, C6. While based on questioning ability indicator, in general students are able to ask questions well, it can be seen from the content of the students question which in accordance with sub-theme, the voices issued in the delivery of the questions are quite well heard by all students in the class, the performance and attitude in asking were quite calm and conveyed firmly.

Keywords—questioning ability, anderson taxonomy, social science

I. INTRODUCTION

Student learning activities in social studies learning can be seen in group discussion activities. Social studies learning is an integrated learning which includes history, economics, geography and sociology. As the opinion expressed by Trianto [1] "IPS is an integration of various branches of social science disciplines, such as sociology, history, geography, economics, politics, law, and culture." social science that is in contact with society that is theoretical and social symptoms, problems and events about people's life that are practical. Group discussion activities train students to explain which are then responded to

by questions that arise to other students. In addition, it also trains students to ask questions in understanding the relationship, relevance and conceptuality of these answers and questions. According to Tohirin [2] group discussion is a way in which students get the opportunity to solve problems together.

Questioning skills are needed by students in a discussion. Questions that involve deep thinking strategies will not appear if asking activities are not carried out, so that these questions play a very important role in engaging the students' minds more actively [3]. Therefore, asking is a key to active learning. and meaningful. *Asking is a high-level thinking process skill contained in various 21st century skills which include critical thinking, problem solving, decision making, creativity, evaluation, collaboration, scientific literacy* [4]. Zoller and Pushkin [5] argue that asking questions is identified as a higher order thinking skill which includes critical thinking, asking questions, systematic thinking, making decisions and solving problems. To raise questions, students can be stimulated through experiments, pictures, demonstrations, natural phenomena, and daily activities related to science [3]. According to Yamin [6] discussion is the interaction of students with fellow students, students and teachers to analyze, find solutions to problems, explore or debate a particular topic. Meanwhile, according to Bahri and Zain [7] discussion is a way of presenting learning where students are faced with problems to be discussed and solved together.

The characteristics of a good question are questions that have short and clear sentences, clear objectives, not too general and broad. The expected answer is not simply a "yes" or "no". The language in question is well known to students. Does not cause double interpretation. According to Hospan [8] the characteristics of good questions in 21st century learning are as follows: 1). Short and clear; 2). Have focus; 3). Is probing and divergent; 4). Have a clear intonation. Meanwhile, the indicator

of the ability to ask as a reference in Husen [9] is as follows: (a) content (question content); (b) non-verbal performance (gestures in spoken language); (c) vote; (d) verbal disclosure or sentence editing; (e) question category (question level); and (f) attitude.

Infact, student questioning skills is not optimal. The questions asked by students in group discussions tend to be monotonous, less varied and generally at a low cognitive level or level. Students have not asked many questions at a higher cognitive level. Besides, most of the reasons students ask questions is to maintain the existence of students. This is evidenced by research that has been done before, namely Faizah et al., [10] with the results of the research showing that the emergence of questions asked by students in classes VII-1, VII-3, and VII-4 in eight meetings totaling seven questions, and questions that often arise at level C-2 (understand). The difference with previous research is that the kinds of questions asked by students are according to method, whereas in this study the questioning skills were seen based on the indicators of the ability to ask as a reference.

Based on the explanation above, the problem formulation in this study is how the student's questioning skills in group discussions on the taxonomy of recall questions, comprehension questions, apply questions, analysis questions, evaluation questions, and create questions in social studies subject in class VIII A SMPN 1 Ngunut year 2019/2020. Meanwhile, the purpose of this study was to determine the students' questioning skills in group discussions on taxonomy of recall questions, comprehension questions, apply questions, analysis questions, evaluation questions, and create questions in social studies subject in class VIII A SMPN 1 Ngunut in 2019/2020.

II. METHODS

The method in this study is descriptive qualitative method. The data in this study were in the form of students' questioning skills in asking questions. This research data collection technique through 3 stages, namely observation, interviews and documentation (photos, records, and notes). The technique of collecting data by means of observation was carried out by researchers to find out the questions asked by students in group discussions in social studies subject in class VIII A with Basic Completendes: Analyzing the effect of social interaction in different spaces on socio-cultural life and the development of national life. The technique of collecting data by means of documentation is carried out by researchers to show events in group discussions in the form of photos, records, and notes which are then outlined in interview transcripts. While the interview technique was carried out by researchers to obtain in-depth information about the reasons students asked questions. This research was conducted at SMP Negeri 1 Ngunut which has the address at Jalan Raya Recobarong, Ngunut district. The subjects in this study were class VIII A, totaling 31 students. The beginning of this research was conducted on November 11, 2019 and ended on November 30, 2019.

III. RESEARCH RESULTS AND DISCUSSION

The research was conducted in three meetings where in each meeting there were two groups presenting with different sub-themes. One meeting for two hours @ 40 minutes. In the group discussion which was conducted in 3 meetings, there were 26 student questions that were included in the taxonomy of recall questions, completion questions, apply questions, analysis questions, evaluation questions, and create questions.

A. Descriptions of Asking Skills in Group Discussion Methods in Taxonomy Recall Questions in Social Studies Lessons in Class VIII A

TABLE I. TAXONOMY OF FACTUAL AND CONCEPTUAL RECALL QUESTIONS

Question	Description
What is the meaning of social mobility?	Recall Question conceptual
What is the difference between downward and upward social mobility?	Recall Question conceptual
What is meant by vertical and horizontal social mobility?	Recall Question conceptual
Give an example of social mobility in everyday life!	Recall Question Factual
What is the religion of the majority of Balinese?	Recall Question Factual
Who spread Islam and Christianity in Indonesia?	Recall Question Factual
Where are the Bedouins in?	Recall Question Factual

There are two types of recall questions posed by students (Table 1), namely conceptual recall questions and factual recall questions. This is in accordance with the theory Anderson et al., [11] regarding the translation of factual and conceptual knowledge. The words that are often used in preparing this recall question are: what, where, who, and what.

B. Descriptions of Skills in Group Discussion Methods in Taxonomy Comprehension Questions in Social Studies Lessons in Class VIII A

TABLE II. TAXONOMY COMPREHENSION QUESTION FACTUAL AND CONCEPTUAL

Questions	Description
Describe what factors affect social mobility?	Understand Question Concept
Describe the impact if someone experiences a demotion in work?	Understandl Question Factual
How is the history of the spread of Islam in Indonesia?	Understandl Question Factual
Explain what is meant by the term 'SARA' conflict?	Understandl Question Factual
What is the difference between assimilation and acculturation?	Understandl Question Conceptual

There are two types of comprehension questions asked by students, namely conceptual comprehension questions and factual comprehension questions (table 2). While the

conceptual Comprehension Question is a question that leads to students' understanding ability based on concepts that have been previously learned. The question word used is: Explain, and how ...

C. Descriptions of Asking Skills in Group Discussions on Taxonomy Application of Questions in Social Studies Lessons in Class VIII A

TABLE III. TAXONOMY OF FACTUAL AND CONCEPTUAL QUESTIONS

Questions	Description
Compare vertical and horizontal social mobility? Give examples of cases in everyday life!	<i>Aply Question Factual</i>
What should we do so that we can change our social status?	<i>Aply Question Konseptual</i>
How do you achieve social integration in the school environment?	<i>Aply Question Factual</i>

There are two types of Aply questions asked by students, namely the conceptual Aply question and the factual Aply question (Table 3). Aply questions Asked factual questions lead to the ability to apply information in real situations. Whereas the question of Aply Question Conceptual questions leads to students' application ability based on the concepts that have been learned.

D. Descriptions of Asking Skills in Group Discussions on Taxonomy Analysis Questions in Social Studies Lessons in Class VIII A

TABLE IV. TAXONOMY ANALYSIS QUESTION FACTUAL AND CONCEPTUAL

Questions	Description
What is the relationship between high levels of education and social mobility?	Analysis Question Cconceptual
With the zoning system in education, there is no discrimination in the field of education. What do you think about social mobility?	Analysis Question Factual
Why do many Balinese people embrace Hinduism?	Analysis Question Factual
What are examples of the culture of the Tulungagung people that are considered unique and characteristic of Tulungagung? Why ?	Analysis Question Factual
Why are there so many cultures in Indonesia?	Analysis Question Cconceptual
In your opinion, what fields of work are currently in demand by the Indonesian people, especially the people of Tulungagung?	Analysis Question Factual
How do you deal with brawl conflicts between students?	Analysis Question Factual
Is integration and integrity the same? If it's different, what's the difference?	Analysis Question Cconceptual

There are two types of analysis questions posed by students, namely conceptual analysis questions and factual analysis questions (table 4). Analysis Questions Factual questions are questions that lead to the ability to analyze information in real situations. Meanwhile, conceptual Question Analysis leads to the ability to analyze information based on

the concepts that have been learned. The question word used in question analysis is a high-level question type.

E. Descriptions of Asking Skills in Group Discussions on Taxonomy Evaluation Questions in Social Studies Lessons in Class VIII A

TABLE V. LIST OF EVALUATION QUESTION

Questions	Questioning Skills Description
In election activities, there were not a few casualties as well as damage to public facilities and infrastructure. If it is related to social mobility, what are the cases of casualties and destruction of public facilities and infrastructure?	Detect
In your opinion what is the best way to solve your problem if you have dispute with your classmate? Is it resolved by means of coercion or is it another way? Give your opinion!	What is your opinion...

Of the 26 questions asked by students, there were 2 evaluation questions (Table 5). Evaluation questions are questions with a high level category, this is because these questions include questions that provide an assessment of a problem.

F. Descriptions of Asking Skills in Group Discussions on Create Question Taxonomy in Social Studies Lessons in Class VIII A

TABLE VI. CREATE QUESTION LIST

Questions	Questioning Skills Description
Make a concept about how to handle conflict appropriately?	Design

Of the 26 questions asked by students, there is 1 question create question (table 6). The create question is a question with a high level category, because this question is in the realm of creating or designing a product or problem solving procedure

IV. CONCLUSIONS AND SUGGESTIONS

- Students' questioning skills in group discussions have developed evenly at all taxonomic levels at levels C1, C2, C3, C4, C5 and C6. The type of Recall Question (C1), Comprehension Question (C2) and Application Question (C3) is included in the low-level question category. While the questions of the type of Analysis Question, Evaluation Question and Create Question belong to the category of questions at a high level.
- Students' questioning skills in group discussions show that: the content (content of the question) leads to the material being discussed, the questions are delivered straightforwardly and can be understood by the presenter; voice in question presentation is quite clear;

questions are conveyed in good sentences and conveyed politely.

- The skills of asking students to high-level question types need to be improved.

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