

A Descriptive Analysis Of Teachers' Questions On English Online Learning At Senior High School Sint Carolus Bengkulu

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ABSTRACT

The objectives of this research were to investigate the levels and functions of questions asked by English teachers in English Online Classes at SMP Sint Carolus Bengkulu. A descriptive qualitative design was applied in this current research. Three English teachers in that school were chosen as the participants. Video recording, observation checklists, and interviews were employed as the instruments. The observations were done in 9 meetings. The result showed that there were 520 questions, with 363 content-related questions indeed. The result revealed two points: (1) English teachers asked 363 content-related questions out of 520 questions and applied all levels of Bloom's revised taxonomy. The levels from the highest to the lowest frequency were understanding, remembering, evaluating, applying, analyzing, and creating. (2) English teachers asked 520 questions during the online class and applied all functions of questions. The functions from the highest to the lowest frequency were class management, checking understanding, developing vocabularies, factual elicitation, building on thinking, practicing skill, developing reflection, cued elicitation, building on content, checking prior knowledge, and recapping. Based on the data, it can be concluded that all levels and all functions of questions were applied by the three English teachers at SMP Sint. Carolus Bengkulu, yet it is suggested to teachers to improve their questioning skills, so that they can facilitate students to create their critical and creative thinking.

Keywords: teacher's questions, online learning, level and function of questions

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui tingkat dan fungsi pertanyaan yang ditanyakan oleh guru bahasa Inggris secara lisan pada Kelas Online Bahasa Inggris di SMP Sint Carolus Bengkulu. Desain yang diterapkan dalam penelitian ini adalah deskriptif kualitatif. Tiga guru bahasa Inggris di sekolah tersebut dipilih sebagai subyek penelitian. Rekaman video, ceklis observasi, dan wawancara digunakan sebagai instrumen. Observasi dilakukan sebanyak 9 kali pertemuan. Berdasarkan hasil penelitian, ditemukan bahwa 520 pertanyaan dengan 363 pertanyaan terkait konten atau materi yang diajarkan. Hasil pada penelitian ini mengungkapkan dua poin: (1) Guru bahasa Inggris menanyakan total 363 pertanyaan terkait konten atau materi ajar dari total 520 pertanyaan dan menerapkan semua level dalam Taksonomi Bloom yang direvisi. Hasilnya jika diurutkan dari yang tertinggi sampai yang terendah adalah memahami, mengingat, mengevaluasi, menerapkan, menganalisis, dan mencipta. (2) Guru bahasa Inggris menanyakan total 520 pertanyaan selama kelas online dan menerapkan semua fungsi pertanyaan. Hasilnya, fungsi pertanyaan jika diurutkan dari yang tertinggi sampai yang terendah adalah manajemen kelas, pengecekan pemahaman, pengembangan kosakata, elisitasi faktual, membangun pemikiran, melatih keterampilan, mengembangkan refleksi, elisitasi isyarat, membangun konten, memeriksa pengetahuan awal, dan rekap. Berdasarkan data tersebut, dapat disimpulkan bahwa semua level dan fungsi pertanyaan telah diterapkan oleh semua guru Bahasa Inggris di SMP Sint Carolus Bengkulu, namun tetap disarankan kepada guru untuk meningkatkan keterampilan bertanya, sehingga dapat memfasilitasi siswa untuk berpikir kritis dan kreatif.

Kata kunci: Pertanyaan Guru, Pembelajaran Online, Level dan Fungsi Pertanyaan

INTRODUCTION

In a classroom environment, teachers' questions are the vital elements that can build interaction to be more active. Teacher's questions serve several essential purposes, such as giving immediate feedback on the listener's understanding, helping people to develop their thinking, helping the speaker to collect any information needed, helping the speaker to get the focus of attention of the listener, and many more. As stated by Scales (2008). In conclusion, it can be said that teacher's questions give lots of benefits in motivating and in engaging the students' participation in the teaching and learning process in order to create a good environment in offline or online class. Since the end of 2019, the world has been rocked by a coronavirus disease or COVID-19. As a result, the entire system, with no exception to education in Indonesia is disrupted. As of March 11, 2020, the president of the Indonesian Republic adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses. This decision is based on the circular letter of the Minister of Education and Culture on 24 March 2020 Number 4 of 2020 on Implementation of Education Policy amidst COVID-19 Outbreak.

Teaching is an activities is implemented by teacher, giving knowledge and skill to students. The activity of teaching must be accurate in the process. That is a process of students' learning and a process of teacher in demonstrating a lesson material (Herlina & Melati, 2018) Despite all the positive impacts of online learning, there are some troubles faced by the teacher in using it. This brings a challenge for the teachers, especially English teachers because language is a study that requires mastery of four skills. According to Richard & Schmidt (2002), skills in language teaching are how the language is used. As a consequence of the adaptation of technology or online learning, the teacher will not only focus on maintaining the students' attention, motivation, engagement, and understanding, but also consider the students' connectivity. The researcher found several studies regarding the teacher's question in teaching and learning English which will be described as follow:

Andriyadi (2018) conducted research entitled teacher's questions in English classrooms at Senior High Schools in Rejang Lebong Regency. The result showed that teacher's questions were only in the level of remembering, comprehending, applying, and analyzing of Bloom's Taxonomy and there were only five functions of questions such as: practicing skills, checking prior knowledge, recapping, and checking understanding. Therefore, it can be concluded that the teacher's questions were at a lower-order cognitive level and not all functions of questions were applied by the teacher. Another study is from FangidaE (2015) who conducted research entitled "Teacher's Questions Technique in Developing Students' Critical Thinking". The result revealed that the six types of questions were applied in CCU Class. Ten functions of questions were found in the observations as well. This research was expected to be useful for teachers to keep themselves abreast of their questioning skills and to create their awareness of the importance of types and functions of questions in helping students to develop critical thinking. Last, Nevtria (2020) conducted a study entitled of An Analysis of Professional Teachers' Questions in EFL Classroom. The findings revealed that both teachers the English teachers only applied three types from the six types, such as remembering, understanding, and analyzing questions, in which the dominant type is remembering type. While, the types that did not appear were applying, evaluating, and creating questions.

Based on the previous studies regarding teachers' questions by those three researchers, it can be seen that they only focus on the English classroom or English course in the school. However, none of them investigate teachers' questions in English online courses or learning during the Covid-19 pandemic. This gap motivates the researcher to investigate the level and the function of the teachers' questions during the English Online Learning during the Covid-19 pandemic. The research will take place at SMP Sint Carolus Bengkulu, because

based on the preliminary research on March 2021, the researcher found that English Teachers at SMP Sint Carolus Bengkulu use Interactive Online Learning apps, such as Zoom meeting, Whatsapp Group, Google Classroom, and many more which can create teacher and students' interaction during the English Online Learning. Therefore, the title of this current research is A Descriptive Analysis of Teachers' Questions on English Online Learning at SMP Sint Carolus Bengkulu.

SMP Sint Carolus Bengkulu is a good place to undergo this research because the learning system is good and has a characteristic which differs from other schools. Besides applying the 2013 Curriculum, this school is also applying the Tarakanita Curriculum (Compassion). This curriculum focuses on building the students' competence, conviction, creativity, community, and celebration. Due to the fact that this school is applying the Tarakanita Curriculum (Compassion), therefore the learning process should follow the rule of the Tarakanita foundation. The teachers there are being supervised by the supervisors from Tarakanita Foundation Jakarta every once a week, therefore they should create interactive online learning which is in line with the 2013 Curriculum, Tarakanita Curriculum, the English syllabus, as well as the teachers' lesson plan.

METHODOLOGY

A descriptive qualitative design was applied to this study. As stated by Arikunto (2010) that at the end, a descriptive study should be described in words or sentences, not in a number or formula. Therefore, the description in qualitative descriptive research entailed the presentation of the facts of the case in everyday language. Hence, the qualitative research approach was used to collect data through observations, interviews, and document analysis. After all, the summary of the findings should be primarily described verbally (Lodico et al., 2006).

The subjects were three professional English teachers in that school who taught English through the internet called Online Learning in the era of Covid-19 pandemic. Total sampling technique was used to decide the participants. As Sugiyono (2009) stated that if the number of population and sample were equal, then the technique used is total sampling. The instruments used were observation checklists, video recording from zoom app, and interview.

After collecting the data, the researcher analyzed the questions from the nine observations based on cognitive processes of LOTS, MOTS, and HOTS according to Bloom's revised taxonomy to answer the research question 1 and analyzed the function of each question based on Mhyll's theory to answer the research question 2. The data was analyzed and categorized by using indicators based on the theory. After finding the types and functions of questions, the researcher put them in the table and described each criterion along with examples of questions that fulfill the criteria.

FINDINGS AND DISCUSSION

Findings

Inter-rater Reliability of the Level and Function of Questions asked by English Teachers on English Online Learning at SMP Sint Carolus Bengkulu

The researcher found that the data was reliable. The reliability was calculated also based on the data from co-researcher. The coefficient agreement for the level and function of questions asked by English teachers on English online learning at SMP Sint Carolus

Bengkulu was categorized as 'very good' with the criteria of $KK=0,81$. It can be described that the researcher and co-researcher have a very good agreement.

Level of questions asked by English teachers on English online learning at SMP Sint Carolus Bengkulu

There were 363 content-related questions out of 520 questions from the nine observations. The data was described as follow:

Table 1. Level of questions

No	Level of Questions	Total of Questions Per-Meeting										
		M-1	M-2	M-3	M-4	M-5	M-6	M-7	M-8	M-9		
1	LOTS Remembering (C1)	9	3	3	7	8	5	1	13	6	55	
2	MOTS Understanding (C2)	28	18	8	45	48	14	18	36	27	242	
3		Applying (C3)	8	15	0	0	0	0	0	0	0	23
		Analyzing(C4)	0	0	0	7	3	0	0	0	0	10
5	Evaluating (C5)	3	4	2	1	0	4	2	7	2	25	
6	Creating (C6)	4	0	2	0	0	2	0	0	0	8	
	Total	52	40	15	60	59	25	21	56	35	363	

Based on the table above, it can be seen that the prominent level of questions is 'C2' or 'Understanding' with the total questions reach to 242 questions out of 363 questions. From the nine observations, it is found that teachers asked questions mostly to encourage students, so that they can engage well in the learning process. For instance, "Can you answer, what is the meaning of the sentence, Bryan? Kevin?", this question indicates that the teacher was asking for sentence translation which means that this question belong to C2 and can be categorized as 'MOTS'. Mostly the teachers ask questions for word translation and definition of object.

Then, 'Remembering' questions or 'C1' is the second most frequent asked by teachers in total 55 questions. In this level, the teachers mostly ask questions for reviewing students' basic knowledge, so that they can relate and engage to the topic given. For example, "what is adjective? Do you still remember?", the word "remember" indicates that the question belongs to C1 (remembering), therefore this kind of questions can be categorized as 'LOTS'.

The next is C5. 'Evaluating' or 'C5' level is on the third most frequent used questions with the total questions reach to 25 questions. In this part, teachers ask questions for evaluating or communicating the topic given and for making sure that the material was understood by the students. For example, "Juven, since the beginning of the lesson, you look so active. Can you conclude our lesson today, Juven? What did you get from today's lesson?", the word 'conclude' indicates that this question belongs to C5 (evaluating), therefore this question can be categorized as 'HOTS'.

On the other hand, there are three levels of questions which have less frequency of being asked, they are 'applying', 'analyzing', and 'creating'. 23 questions are categorized in 'Applying' or 'C3'. For example "Can you construct this following example "Maam Nelly sama besar dengan Bu Susan"?", the word 'construct' indicates that this question belongs to C3 (applying), so that it can be categorized as 'MOTS'. Then, 10

questions are put in 'analyzing' or 'C4' level. For instance, "In your opinion, what is the message of this song? who wants to share the opinion, please? Andrew?". The question indicates that it belongs to C4 (analyzing), due that the teacher asked students to build their opinion or thinking about the song they have been discussed, therefore the question can be categorized as 'HOTS'. Last, there were 8 questions categorized as 'Creating' or 'C6' level of Bloom's Revised Taxonomy. For instance, "Can you create one sentence related to this picture?", the word 'create' indicates that this question belongs to C6 (creating), so that it can be categorized as 'HOTS'.

In other words, teachers at SMP Sint Carolus Bengkulu rarely asked questions in the purpose of giving students' opportunities to explore, experiment, and associate the topic. Therefore, teachers asked several levels of questions more frequent than the others.

The interview also revealed that three English teachers at that school are having difficulties in applying some levels of Bloom's taxonomy, moreover, in levels categorized as Hots questions, so that the frequency of these questions are less compare to LOTS and MOTs. The transcript below shows the teacher's perspective of applying hots.

"But sometimes, in some situations, it is difficult to apply HOTS questions, due to the fact that the students' response is not as we expected. At some cases, they find it difficult to answer the question, moreover when teacher ask them to analyze a text or something, they will not be active and responsive to the questions" (P1).

The transcript above tells us that students were having difficulties in answering or responding to questions related to Hots, therefore, the teacher tends to question in the level of Lots and Mots. This way is chosen due to the fact that teacher wants to create a good interaction during the learning process. This idea was also in line with the other teacher's opinion, as follow:

"hots questions are rarely appeared on my class. I use hots, sometimes, just to ask conclusion or asking opinion about the current material from my students" (P2). "Hots questions are difficult to be asked, because most of students can not follow the learning process properly. Even for mots level, I do not really often use the questions on the mots level. Especially in class 7, the students have less vocabularies in English" (P3)

The statement above proves that teacher there applied C1 and C2 more often than the rest. Based on the transcript, the teacher stated that she did not apply hots in her questions due to the students' ability. Moreover, for class 7, it was very hard to apply such questions. Students were not ready yet to create critical thinking, therefore, the teacher in class 7 were mostly asking for meaning of vocabularies.

All of the data gathered from recording, observation checklist, and interview showed that three English teachers in SMP Sint Carolus Bengkulu consider about Bloom's Taxonomy in asking questions. However, they are not able yet to apply all levels indeed, because as teachers, they should consider classroom condition. Moreover, as observed in the classes, teachers' activities were mostly in the purpose of recalling students' basic knowledge and asking for meaning or translating a word as well as sentences. As a consequence, the levels of teachers' questions found in English online learning at SMP Sint Carolus Bengkulu from the highest frequency to the lowest one were C2 (understanding), C1 (remembering), C5 (Evaluating), C3 (Applying), C4 (Analyzing), and C6 (Creating).

Function of questions asked by English teachers on English online learning at SMP Sint Carolus Bengkulu

There were 520 questions found from the nine observations. The data was described in the following table:

Table 2. Functions Of Questions

No	Function of Questions	Total of Questions Per-Meeting									Total
		M-1	M-2	M-3	M-4	M-5	M-6	M-7	M-8	M-9	
1	Factual elicitation	4	3	1	2	7	3	1	8	6	35
2	Class management	14	9	30	13	18	8	33	23	9	157
3	Practicing skill	8	15	0	0	0	2	0	0	0	25
4	Checking prior knowledge	0	0	1	5	1	0	0	0	0	7
5	Cued elicitation	1	1	0	7	2	3	0	1	0	15
6	Developing vocabularies	22	9	1	24	24	0	3	6	2	91
7	Recapping	0	0	0	0	1	1	0	0	0	2
8	Checking understanding	9	8	8	8	11	9	13	33	25	124
9	Building on content	0	0	0	7	3	0	1	1	0	12
10	Building on thinking	5	0	2	6	10	3	1	0	0	27
11	Developing reflection	3	4	2	1	0	4	2	7	2	25
Total		66	49	45	73	77	33	54	79	44	520

Based on the table above, it can be seen that the three prominent functions of questions that occurs in the nine observations are 'class management', 'checking understanding', and 'developing vocabularies'. The first is 'class management' with the total questions reach to 157 questions out of 520 questions. Then, followed by 'checking understanding' as the second most frequently asked by teachers in total 124 questions. 'Developing vocabularies' is on the third most frequent questions with the total questions reach to 91 questions. Then, followed by 'factual elicitation' with total of 35 questions. The next is 'building on thinking' with total 27 questions. After that, there are 'practicing skills' and 'developing reflection' with total 25 questions for each function. After that, there are 'cued elicitation' with total 15 questions 'building on content' with total 12 questions, and 'checking prior knowledge' with total 7 questions. The last frequent function is 'recapping' with the total of 2 questions. From the data, it can be concluded that, all of the functions occurred in the English online learning at SMP Sint Carolus Bengkulu. However, teachers cannot apply all of the functions to every meeting, because teachers' questions occur based on the class condition.

The result of the function of teachers' questions above is also confirmed in the result of interview with three English teachers at SMP Sint. Carolus Bengkulu. The interview underwent on July 2021 through online. Based on the interview, it can be concluded that teachers there consider about the functions of the questions. They ask questions mostly in purpose of managing the class condition during the English Online learning due to Covid-19 Pandemic. moreover, they also ask for knowing students' understanding and students' engagement during the lesson. But sometimes they also try to stimulate students' opinion or

thinking about the topic given. It can be seen from the example of the interview transcript below:

“hmm yes, miss. Before we ask question, we must have a consideration to the question we ask, so that the students' answer will be match to the question in order to create a good communication. As teachers, we should also make sure that students can follow the lesson well”

From the transcript, it can be seen that teacher asked questions in the purpose of making sure that the students can follow the teaching and learning, so that they can be active and can engage more to the lesson. Based on the teacher's perspective, it can be concluded that the teacher focused on the students' knowledge and class interaction. The interview also revealed that three English teachers at that school did not apply all functions stated by Myhill (2006) in every meeting. The transcript below shows the teacher's perspective of asking questions.

“No, tidak semua fungsi bisa diterapkan miss. We cannot apply them all. We must consider the class condition and the lesson that we discuss. Moreover, in this system of learning, PJJ, we have plenty of tasks as teachers, one of them is making sure that the students are in the zoom and they can follow the lesson. We need to check their connectivity, such as signal or noise which are not stabil” (P1)

The transcript above tells us that students were having difficulties in applying all functions of questions. Teachers ask question mostly to manage the class, so that the students can hear to teacher's voice, can see the screen shared by teacher, and many more. Therefore, the teachers figure out that they mostly focused on some functions such as managing class, asking students' knowledge and understanding, asking students to practice skills, and others.

Discussion

Level of Questions Asked by English teachers on English Online Learning at SMP Sint Carolus Bengkulu

Based on the finding, this section purposed to discuss the level of teachers' questions asked by English teachers on English online learning at SMP Sint Carolus Bengkulu found in the nine observations. In observing the English online class, the researcher used the indicator table of Bloom Revised Taxonomy by Anderson and Krathwohl (2001) as the guidance. This theory was used to answer research question 1 which is about the level of teachers' questions.

Based on the result before, it can be concluded that all levels of thinking skills, namely LOTS (remember), MOTS (understand and apply), and HOTS (analyze, evaluate, and create) were found in teachers' questions asked by English teachers on English online learning at SMP Sint Carolus Bengkulu. However, the levels are found in the different amounts of questions (frequency of questions). The result showed that teachers' questions in the level of the higher-order thinking skills (HOTS) obtained lower distribution than the middle order thinking skills (MOTS) and lower-order thinking skills (LOTS).

This research finding shows the difference from Nevtria (2020). In her study, it was found that teachers at SMAN 5 Bengkulu applied only three out of the six levels, namely 'remembering', 'understanding', and 'analyzing'. This is in line with the previous research Andriyadi (2018). In his study, he found that there were only four levels found based on his observations at Senior High School in Rejang Lebong. The levels were 'remembering', 'comprehending', 'applying' and 'analyzing'. His finding makes a difference from this current research finding. In this current research, teachers there asked in the six levels as mentioned in Bloom's revised taxonomy. However, 'applying' and 'creating' appeared in the very low frequency. For instance, HOTS questions were only found as the function of

evaluating the lesson, therefore the questions can be categorized as 'C5' or 'evaluating'. Yet, this level was only appeared in low frequency out of the total questions. Meanwhile, questions in C6 (Creating) level only appeared in the supervision class where the teacher was being supervised by the supervisors from Tarakanita Foundation. This condition motivates teachers to be more creative and variative in giving questions. Therefore, this research finding is similar to FangidaE (2016). In her result, she figured out that all the six levels occurred in CCU Class. Teachers asked questions to analyze and evaluate the topic or lesson.

The data revealed that the most prominent question that occurs in all observation is 'understanding' or 'C2', then followed by 'remembering' or 'C1' at the second position. Teachers used most questions to recall students' memory, check students' understanding, develop vocabulary, ask for examples, and many more related to students' understanding. This finding is in line with Novtria (2020) which stated that teachers in SMAN 5 Bengkulu asked questions for the purpose of knowing students' understanding.

This result was also confirmed by the result of the interview which was conducted in July 2021. From the interview, it can be seen that teachers were asking questions in order to know students' comprehending about the lesson, so that students can follow the lesson. In other words, it can be concluded that the teachers agree that they asked questions mostly for checking students' understanding in order to maintain the class interaction. The teachers should also make sure whether the students can follow the lesson or not.

The data collected from recording, observation checklist, and interview showed that three English teachers in SMP Sint Carolus Bengkulu consider about Bloom's Taxonomy in asking questions. However, they are not able yet to apply all levels in every meeting, because as teachers, they should consider classroom condition and should make sure that students can engage to the lesson. Moreover, as observed in the classes, teachers' activities were mostly in the purpose of recalling students' basic knowledge and asking for meaning or translating a word as well as sentences. As a consequence, the level of teachers' questions found in English online learning at SMP Sint Carolus Bengkulu from the highest to the lowest frequency were C2 (understanding), C1 (remembering), C5 (Evaluating), C3 (Applying), C4 (Analyzing), and C6 (Creating).

Some questions can be categorized in the five steps of the scientific approach based on Kemdikbud (2013) and Hosnan (2014). In the 'observing' step, the teachers asked the students to analyze a picture given on the screen and to mention the name of things from the picture. In the 'questioning' step, the teachers asked the students to ask questions if they did not understand about the lesson being discussed. In the 'experimenting' step, the teachers asked the students to work in group and done the task given. In the 'associating' step, the teachers asked the students to recall their memory and associate their experience about the topic being taught. In the 'communicating' step, the teachers asked the students to deliver their work in the online class.

Function of questions asked by English teachers on English online learning at SMP Sint Carolus Bengkulu

Based on the finding above, this section is purposed to discuss about the function of teachers' questions asked by English teachers on English online learning at SMP Sint Carolus Bengkulu found in the nine observations. In observing the English online class, the researcher used indicator table of function of questions by Myhill (2006) as the guidance for checking the function of questions. This theory was used to answer research question 2 which is about the function of teachers' questions. Based on the theory, there are eleven function of questions, namely factual elicitation, class management, practicing skill, checking

prior knowledge, cued elicitation, developing vocabularies, recapping, checking understanding, building on content, building on thinking, and developing reflection.

The findings revealed that all functions were found in questions asked by English teachers on English online learning at SMP Sint Carolus Bengkulu. However, the functions of questions are found in the different amounts of questions. This research finding shows the difference from Andriyadi (2018). On his study, it was found that teachers at Senior High School at Rejang Lebong applied only five functions out of the eleven functions of questions, namely factual elicitation, practicing skills, checking prior knowledge, recapping and checking understanding.

In this research, the most prominent function occurred during the observations is 'class management'. Then followed by 'checking understanding' in the second most frequent questions. The third position was 'developing vocabularies'. Those three functions are categorized as basic functions. Three lowest functions occurred in the observations were 'building on content', 'checking prior knowledge', and 'recapping', where 'recapping' appeared as the lowest.

In this recent condition, online learning was applied in schools, therefore teachers mostly asked question to make sure that the students can connect or linked to the online class, so that the lesson can run well. Because by asking these questions, teacher can create a conducive class.

This result was also confirmed by the result of interview. From the interview, it can be seen that teachers were asking questions in order to manage the class condition and check students' understanding about the lesson as well as developing students' vocabularies, so that students can follow the lesson. In other words, it can be concluded that the teachers agree that they asked questions mostly for managing the class condition in order to maintain the class interaction and checking students' understanding in order to make sure that students get the material given. The teachers should also make sure whether the students can follow the lesson or not.

The data gathered from recording, observation checklist, and interview showed that three English teachers in SMP Sint Carolus Bengkulu consider about the function in asking questions. However, they are not able yet to apply all functions indeed, because as teachers, they should consider classroom condition. As a consequence, the function of teachers' questions found in English online learning at SMP Sint Carolus Bengkulu from the highest to the lowest were class management, checking understanding, developing vocabularies, factual elicitation, building on thinking, practicing skill, developing reflection, cued elicitation, building on content, checking prior knowledge, and recapping.

CONCLUSION AND SUGGESTION

This recent study investigated levels and functions of questions asked by English teachers at SMP Sint Carolus Bengkulu. From the findings and discussion section, it can be concluded that teachers asked mostly in the level of LOTS and MOTS, while HOTS questions were mostly appeared when teachers asked for conclusion. They were asking for checking students' understanding and memories related to the topic discussed. This happens due that teachers should make sure that students get knowledge from the material and can follow the lesson well. As a consequence, the level of teachers' questions found in English online learning at SMP Sint Carolus Bengkulu from the highest to the lowest frequency were C2 (understanding), C1 (remembering), C5 (Evaluating), C3 (Applying), C4 (Analyzing), and C6 (Creating).

Furthermore, the result reveals that teachers could not apply all of the functions in every meeting. They consider the function, yet they could not apply all of those, due that they must consider the class condition and the material or topic being discussed. In online

learning class, it is found that teachers asked in the purpose of managing the class more often compare to the rest, because they have to make sure that the online class can run well. Teachers mostly asked whether the students' connectivity or signal is good or not, whether the teacher' voice or the screen shared was clear or not, and many more. Therefore, the function of teachers' questions found in English online learning at SMP Sint Carolus Bengkulu from the highest to the lowest frequency were class management, checking understanding, developing vocabularies, factual elicitation, building on thinking, practicing skill, developing reflection, cued elicitation, building on content, checking prior knowledge, and recapping.

Teacher should apply all the levels mentioned in Bloom's Taxonomy, at least at one or two questions in every meeting, so that it can help students to build their critical and creative thinking. Teacher should balance the functions of the questions. Teacher is expected to create a communicative and conducive class condition, so that the students can be motivated and facilitated to acquire new knowledge and skill. This can lead students to build their critical thinking as well. Headmasters or stakeholders should consider this condition. It is expected to give more trainings or workshop related to HOTS levels, as well as function of questions, in order to help teacher to build their ability of asking questions.

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