

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGY
IN ENGLISH TEACHING LEARNING
AT SMP N 2 NGADIROJO IN ACADEMIC YEAR 2017**

Presented to Teacher Training and Education Faculty in Partial
Fulfillment of the Requirement for Degree of Strata One



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THESIS STATEMENT

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MOTTO

“IF HE CAN DO IT, SO I CAN ”

“Jika orang lain bisa, Saya juga BISA!!”



DEDICATION

This thesis are special dedicated to:

1. My beloved Father Mr. Harmanto
2. My beloved Mother Mrs. Misini
3. My beloved Sister Lucky Prasetyorini S.pd
4. My beloved Brother Chandra Adam Pamungkas
5. My beloved Uncle Mr.Wagirin
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13. All of my students I have taught who always gave their cheerfulness

14. And all those who can not be mentioned one by one.



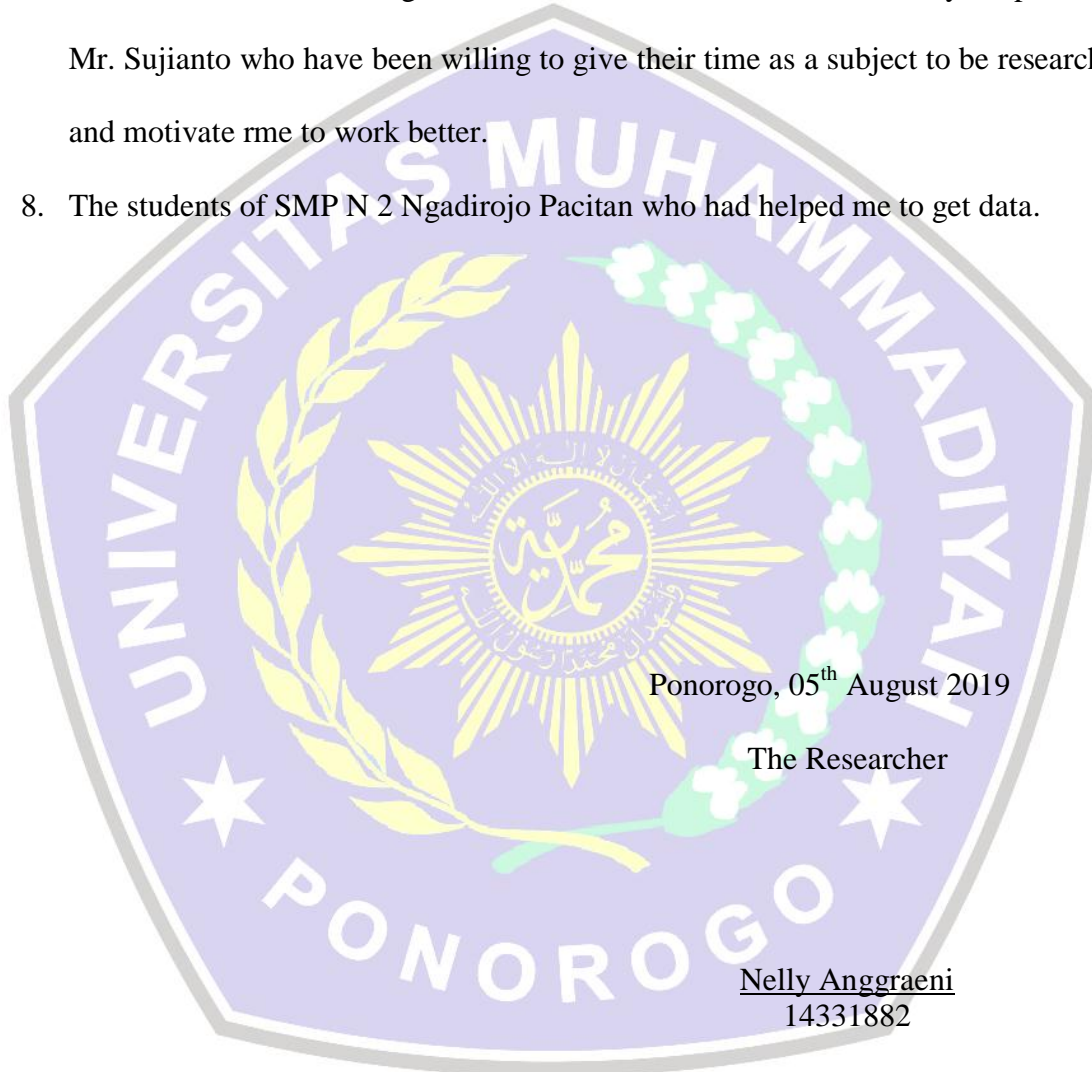
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ABSTRACT

Anggraeni, Nelly. 2019. *“An Analysis Of Teachers’ Questioning Strategy In English Teaching Learning At SMP N 2 Ngadirojo Academic Year 2017”*. Thesis. English Department Faculty of Teacher Training and Education Universitas Muhammadiyah Ponorogo. Lecturer: I. Niken Reti Indriastuti M.Pd. II. Diah Atiek Mustikawati M.Hum.

Keyword: Teachers’ Questioning Strategy and English Teaching Learning.

One of the most important activities in the classroom is asking question and giving answers. Asking and answering questions create an interaction in the classroom and this interaction has been considered a significant means of teaching and learning. One thing that teachers should not ignore and pay attention is the role of teachers’ questions and strategy in English teaching process because questioning strategies are very important in order to affect the students’ learning process.

The objective of this research is (1) to find out the teachers’ reason in using questioning strategy in English Classes at SMP Negeri 2 Ngadirojo Pacitan Academic Year 2017, (2) to describe the implementation to know the response of the students after questioning strategy is used by teachers, (3) to know whether there are same effects toward the students’ activeness and (4) to know what obstacles faced by students in the questioning strategies. The study used qualitative method research that is developed by Creswell (2009). The research took 2 subjects of participants; there were 2 English teachers and 74 students of Class A and Class D of SMP Negeri 2 Ngadirojo Pacitan. Data collection of this research was conducted through field note, non-participatory observation, interview, video and questionnaire.

The result of data analysis showed that the English teachers in SMPN 2 Ngadirojo, Pacitan used questioning strategy in English classroom learning activity. The questioning strategies that the teacher used were factual question and convergent question. Although, they also used divergent and higher order questions or evaluative it depend on the material that they taught at the day. The Teacher thought that indeed this questioning strategy is needed by them. The teachers faced the problem in implemented high order question during in English classroom learning activity. The research finding also showed the positive effects from the use of questioning strategies which were applied by the teachers in English classroom learning activity ,helped students to interaction in the classroom with their friends, and also give students’ motivation in learning English. It means teachers’ questioning strategy are accepted by them, both teachers and students. Finally, it can be concluded that

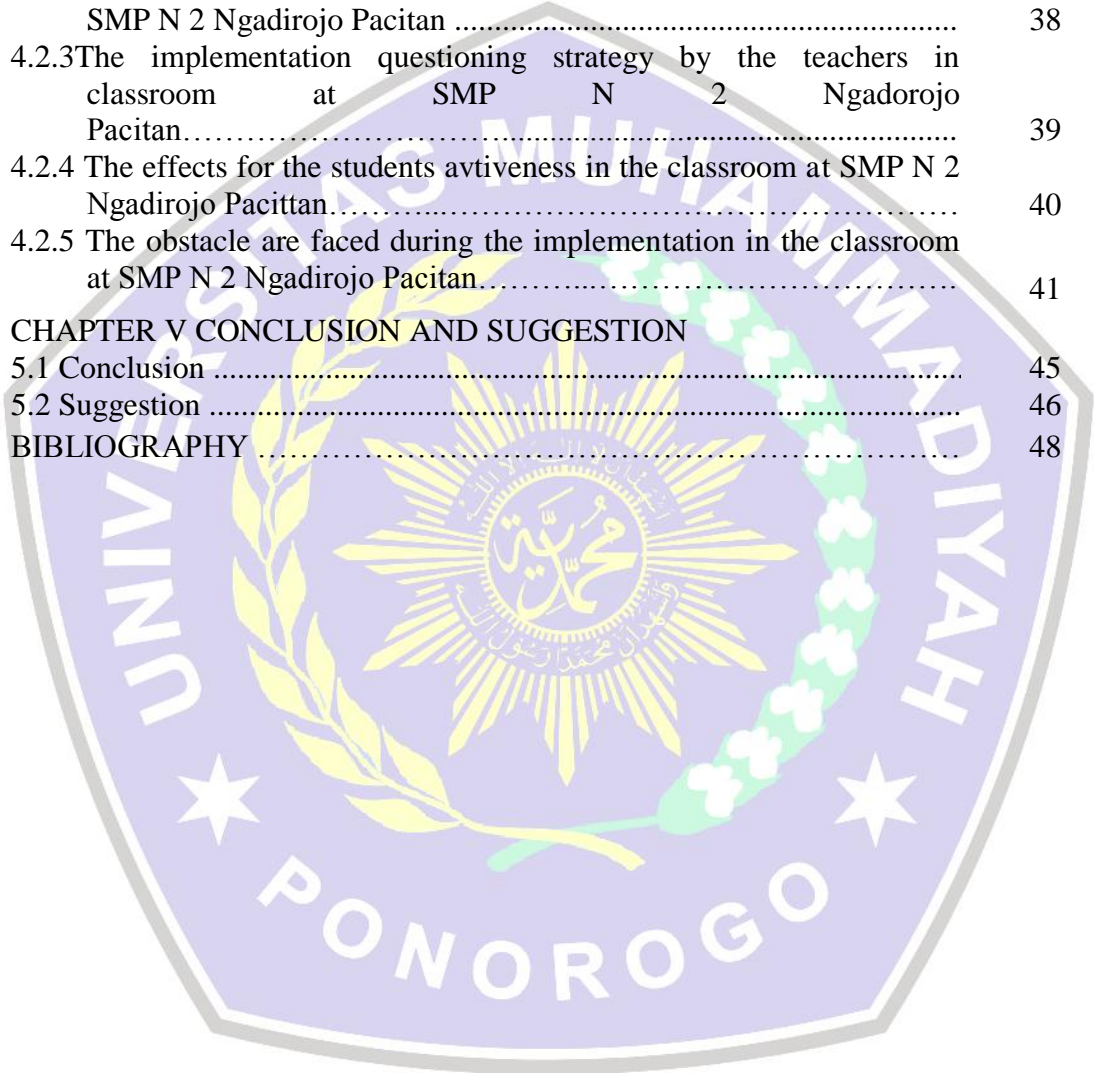
teacher's questioning strategy is to help students' interaction between teacher and other students, also give student's motivation in English classroom learning activities. Based on the findings of the research, the writer gave some suggestions. She hopes this research will be useful for the success of learning education in Indonesia.



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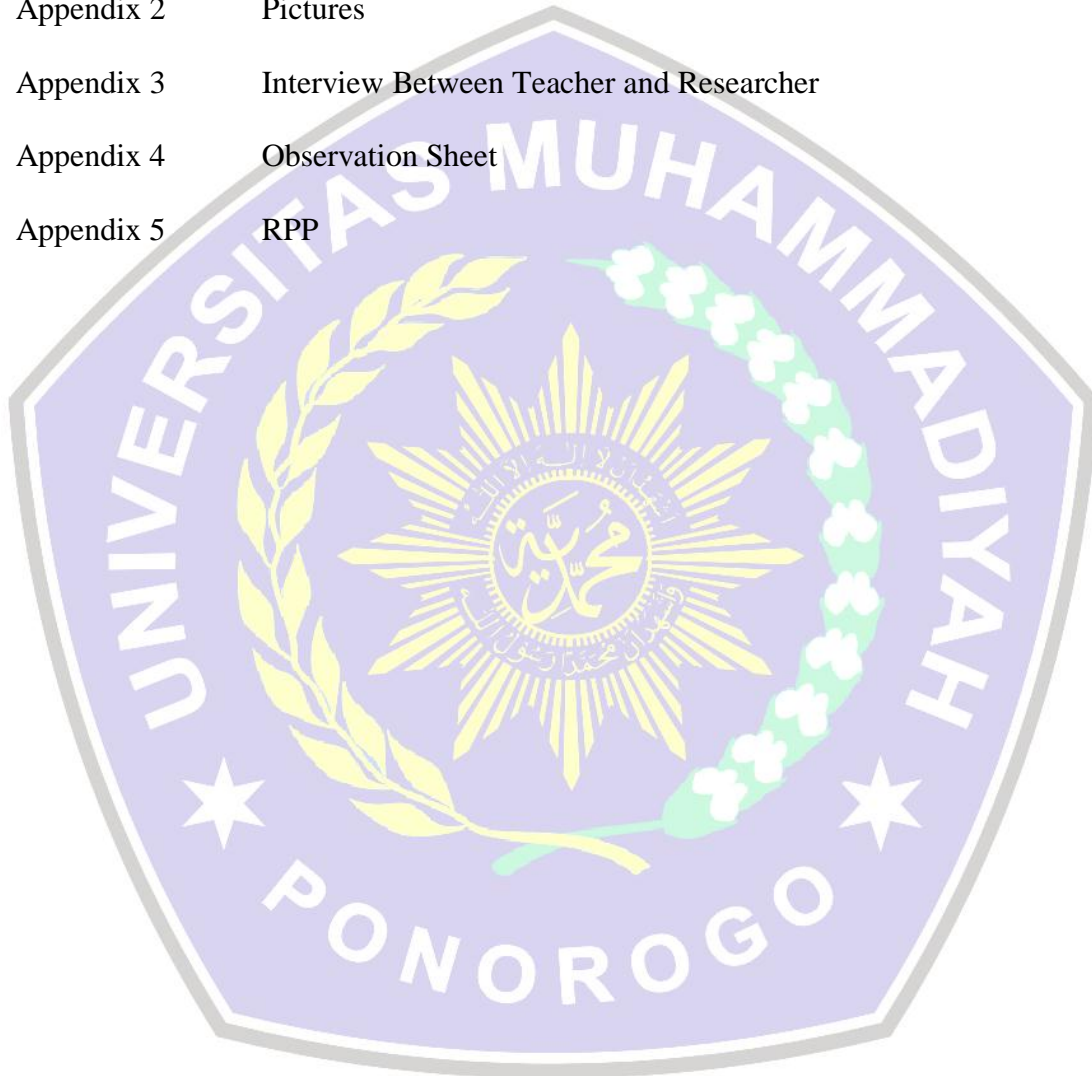
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