



QUESTIONNAIRE SHEET

NAME :

CLASS :

Please answer the Questions below based on your true opinion!

(Jawablah pertanyaan dibawah ini berdasarkan pendapatmu yang sesungguhnya!)

1. Do you like the English subject?
(Apakah kamu suka mata pelajaran Bahasa Inggris?)
a. Yes b. No
2. Do you like the Questioning Strategy that is applied in your English classroom?
(Apakah kamu suka Strategi Tanya-Jawab yang diterapkan dikelasmu?)
a. Yes b. No
3. Do you think that practice speaking English in asking questions and giving answers is difficult?
(Apakah menurutmu praktek berbahasa Inggris ketika bertanya dan menjawab pertanyaan itu sulit?)
a. Yes b. No
4. Have you ever heard about the Questioning Strategy before entering this school?
(Pernahkah kamu mendengar tentang Strategi Tanya-Jawab sebelum masuk ke sekolah ini?)
a. Yes b. No
5. Do you think that practice speaking English is easy?
(Apakah menurutmu berbicara bahasa Inggris itu mudah?)
a. Yes b. No
6. Do you think that Junior High students like you need to practice the Questioning Strategy using English in the classroom?
(Apakah menurutmu siswa SMP sepertimu perlu mempraktekkan Strategi Tanya-Jawab menggunakan bahasa Inggris dikelas?)
a. Yes b. No
7. Do you think that this Questioning Strategy is better than another method (if there is another more) that is applied in the classroom?
(Apakah menurutmu Strategi Tanya-Jawab itu lebih baik dibandingkan metode lain (jika ada) yang diterapkan dikelas?)
a. Yes b. No

APPENDIX 2



Research Pictures











INTERVIEW BETWEEN TEACHER AND RESEARCHER

Q :When applying the teaching learning process in the class, have you ever applied some leaning models? If it's Yes, what kind of studying models that you apply?.

A :We use some learning models in the teaching learning process. Some learning strategies involve changes to the design of instruction. For example, the use of questions before, during or after instruction has been shown to increase the degree of learning. A typical study that we usually use is consist 5 steps: (1) survey the material to be learned, (2) develop questions about the material, (3) read the material, (4) recall the key ideas, and (5) review the material.

Q :How long have you been applied this

A :We use questioning strategy from the first time I teach here.

According to the result of the interviewed question 2, the data showed that the teacher used teachers' questioning strategy in English classroom learning activity start from the first they do teaching. Not only in English subject but in all subject.

Q :The third question, how is the students' response after this

A :From the first time I become a teacher, I use questioning strategy. So my students don't fell anything but usually.

Q :Is there any kinds of Questioning Strategy that you do when you apply it in teaching learning? The teacher said:

A :I use factual questions, divergent questions and convergent questions.

Q :What are the difficulties that you found along with this questioning strategy in the teaching learning process?

A :The difficulties that I face in asking question to my students are my pronunciation. It caused by age factors. So, there are some vocabularies that difficult I say and my students did not understand what Iam asking about

Q :How is the students' progress after the questioning strategy is applied?.

A :The progress was good enough. Although, not so many student has a greet result. But, we believe that questioning strategy is the best strategy we ever use. And we will still use it.

Q :Looking at your explanation, it seems that this strategy is definitely awesome. So have the students ever complained even if it's only once, about this questioning strategy that is applied by all the teachers here?

A :Sometimes the student complains about the strategy that I use, but it is nothing serious. Basically, this strategy gives benefit to the student.

Q : For the eight questions, what's your future plan to motivate the students more and increasing their prestige through this questioning strategy? For instance, are you, Sir, going to innovate in the application of the strategy?. The teacher said:

A : Of course, my strategy can will be their motivation to study and can helped students to interaction in the class. For example, my students are enthusiasm in following teaching and learning process

According to the all explanation above, the result of interview showed that every teacher believe that the questioning strategy in leaning give more benefit.



Observation

Date :February 04th, 2019
Place :SMPN 2 Ngadirojo
Subject of Observing :Students of 7th Grade D
Subject of Interview :Mrs. Ernawati Lindarwati S.pd
Position :English Teacher

On February 4, 2019 around 08.00 Monday morning, I visited SMP 2 Ngadirojo, until there I was welcomed and accompanied by the headmaster to the VIID class to take pictures and videos to be used as material for my research documentation.

I took pictures and video using a cellphone to make it easier and more practical. starting from the beginning the teacher opens the lesson, and during the teaching and learning process the teacher guides students to understand the material by applying question and answer strategies ,.

Of each question posed by the teacher, many students or most students immediately respond or answer questions from the teacher, there is an answer by going forward writing on the blackboard, and some are answering by raising their hands first. but there are also students who are still shy or lack the courage to answer questions so the teacher has to repeat the question over and over again even a little to force students to be more active in class during the learning process and not feel ashamed anymore.

When the lesson is almost over, do not forget the teacher asks if there is material that has not been understood, then students answer not simultaneously. then the English lesson was closed that afternoon with greetings. Researcher find that there were two classes (A and D) that have different level i.e.; High (Class A) and Average (Class D) in which both of the classes are active. The researcher then presumes that the situation maybe because of the questioning strategies that the teachers use on all classes in English class. The students became more active because the teachers actively in asking the question to check the students understanding. Questions raise by teachers and the students reply, this is an important component of the teaching learning process which enables teachers and students to communicate. Asking and answering questions create an interaction in the classroom and this interaction has been considered a significant means of teaching and learning. Good questions are directed toward learning and evaluative thinking rather than determining what has been learned in a narrow sense.

This is what one of the teachers had said if all classes with any level, they are all being though by the same strategy, that is Questioning Strategy. In here the teachers

don't make any difference to the student even though they are from different levels. But lastly it all take good effect since all the students become active and positive in teaching learning process in the classroom.

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. That is why in achieving the goal of teaching, teacher's questioning strategies should be views and applies because teacher's questioning strategies in interaction is one of the factors that should be consider by the teachers to make an effective process of teaching and learning. It should be apply in a good way as a teaching device in teaching learning interaction. It requires knowledge of type's questions, strategies, and the art of questioning skill. And then the researcher interest to formulate the research questioning strategy in SMP N 2 Ngadirojo.



APPENDIX 5



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 2 Ngadirojo Pacitan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII/2

Alokasi Waktu : 2 x 35

Standar kompetensi :

2.2. Mengetahui karakteristik manusia dan hewan

Kompetensi Dasar :

2.2.1. Memahami karakteristik antara manusia dan hewan.

Indikator :

1. Menyebutkan dan menjelaskan nama-nama dan karakteristik hewan
2. Menyebutkan dan menjelaskan nama-nama dan karakteristik manusia
3. Melafalkan ulang menggunakan bahasa Inggris

Materi Pokok : Karakteristik Manusia dan Hewan

Metode Pembelajaran : penerapan strategi *giving question and getting answer*

Langkah-langkah Pembelajaran:

Pertemuan Pertama : (2 x 35 menit)

1. Kegiatan Awal : (10 Menit)

- a. Guru menyapa siswa dan menanyakan keadaan siswa

2. Kegiatan Inti : (50 Menit)

- a. Guru menjelaskan tentang pengertian strategi *giving question and getting answer*
- b. Guru menanyakan siswa beberapa pertanyaan tentang tugas terakhir siswa secara
- c. Guru meminta di pertemuan ini siswa harus menuliskan satu pertanyaan
- d. Guru meminta siswa menuliskan apa yang ditulis di papan tulis

- e. Guru mengajarkan beberapa kata kepada siswa tentang karakteristik manusia dan hewan
- f. Guru memberikan latihan soal kepada siswa

3. Kegiatan Akhir : (10 Menit)

- a. Guru bertanya kepada siswa tentang kesulitan apa yang dihadapi siswa saat proses pembelajaran berlangsung
- b. Guru menutup proses pembelajaran dengan salam

Alat dan sumber

Buku, alat tulis dan white board

Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
Mampu menjelaskan tentang karakteristik manusia dan hewan	Tes tulis	Unjuk kerja	Describe animals / someone with your own words orally in front of the class!





PEMERINTAH KABUPATEN PACITAN
DINAS PENDIDIKAN
SMP NEGERI 2 NGADIROJO
Desa Wonokarto, Kec.Ngadirojo, Kab.Pacitan (63572)
Email:smpn2ngadirojo@gmail.com

SURAT KETERANGAN

Nomor : 070/ 040/408.37.15.24/2018

Yang bertanda tangan di bawah ini :

- | | |
|---------------------|-------------------------|
| 1. Nama | : AGUS GUNARTO,S.Pd |
| 2. NIP | : 19700825 199703 1 008 |
| 3. Pangkat/Golongan | : Pembina Tk I (IV/b) |
| 4. Jabatan | : Kepala Sekolah |

Dengan ini menerangkan bahwa :

- | | |
|--------------------------|-------------------------|
| 1. Nama | : NELLY ANGGRAENI |
| 2. NIM | : 14331882 |
| 3. Program Studi/Jurusan | : Bahasa Inggris / FKIP |

Yang bersangkutan benar-benar telah melakukan penelitian di sekolah kami pada tanggal **7 Februari 2019**, dalam rangka melaksanakan penelitian penyusunan skripsi UNMUH PONOROGO dengan judul **an analysis of teachers' questioning strategy in english teaching learning**.

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Pacitan, 7 Februari 2019
Kepala Sekolah,

AGUS GUNARTO,S.Pd
Pembina Tk I
NIP.19700825 199703 1 008

APPENDIX 7





UNIVERSITAS MUHAMMADIYAH PONOROGO
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BERITA ACARA PERSETUJUAN JUDUL


Telah disetujui tiga judul skripsi oleh prodi atas nama :

1. Nama : Nelly Anggroeni
2. NIM : 14331882
3. Program Studi : Bahasa Inggris
4. Judul Skripsi :
 1. AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGY
IN ENGLISH TEACHING LEARNING AT SMP N 2
NGADIROSO ACADEMIC YEAR 2017
 2.
 3.

Demikian judul skripsi ini disetujui dengan maksud agar dapat dijadikan sebagai bahan pertimbangan bagi Bapak/Ibu pembimbing untuk menetapkan satu judul bagi mahasiswa yang bersangkutan.

Apabila dipandang perlu Bapak/Ibu pembimbing dapat memerlukan penyempurnaan bahkan perubahan total atas sejumlah judul yang telah disetujui diatas.

Ponorogo, 20-10-2018
a.n. Dekan
Kaprodidi Bahasa Inggris


Riscy Ekanti, M.Pd
NIK.19880214 201211 13



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BERITA ACARA CATATAN BIMBINGAN SKRIPSI

Form 2

1. Nama : Nelly Anggraeni
2. NIM : 14331882
3. Program Studi : Bahasa Inggris
4. Judul Skripsi :

AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGY
IN ENGLISH TEACHING LEARNING

AT SMP N 2 NGADIROSO IN ACADEMIC YEAR 2017

TAHUN/SMT :

PEMBIMBING (II) Diyah Afek

Tanggal	Materi	Catatan	Paraf Pembimbing
31-10-2018	Title	acc.	
	Revise chapter 1	Revised	
19-02-2019	Chapter I	ACC	
28-02-2019	Chapter II	ACC	
13-03-2019	Chapter III	ACC	
01-04-2019	Chapter IV	ACC	
18-04-2019	Chapter V	ACC	
25-04-2019	Abstract Bibliography	ACC	
27-05-2019	General	acc Revised	
08-07-2019	General	ACC	

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

Ponorogo,
Pembimbing

(Diyah Afek)



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Website : www.umpo.ac.id

BERITA ACARA PERSETUJUAN JUDUL

Telah disetujui tiga judul skripsi oleh prodi atas nama :

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3. Program Studi : Bahasa Inggris
4. Judul Skripsi :

1. AN ANALYSIS TEACHERS' QUESTIONING STRATEGY
IN ENGLISH TEACHING LEARNING AT SMPN 2
NGABEROJO ACADEMIC YEAR 2017

2.
3.

Demikian judul skripsi ini disetujui dengan maksud agar dapat dijadikan sebagai bahan pertimbangan bagi Bapak/Ibu pembimbing untuk menetapkan satu judul bagi mahasiswa yang bersangkutan.

Apabila dipandang perlu Bapak/Ibu pembimbing dapat memerlukan penyempurnaan bahkan perubahan total atas sejumlah judul yang telah disetujui diatas.

Ponorogo,
a.n. Dekan
Kaprodidi Bahasa Inggris

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3. Program Studi : Bahasa Inggris
4. Judul Skripsi : AN ANALYSIS OF TEACHERS' QUESTIONING
STRATEGIES DURING INTERACTION
IN THE CLASSROOM

TAHUN/SMT :

PEMBIMBING (I) Niken Reti

Tanggal	Materi	Catatan	Paraf Pembimbing
23/0	Title	acc	
1/11	Chp I	Revisi	
27/12	Chp II	Revisi	
3/1/19	Chp I	Revisi	
10/1	Chp I	Revisi	
22/1	Chp I	acc	
"	Chp II → penulisan, tambah sub bab penelitian	Revisi	
28/1	Chp II terkait	Revisi Revisi	
29/1	Chp III Inst	Revisi	
31/2	Chp III Analysis of Data Interview format	Revisi	
11/2	Chp II A	acc	
13/2	Chp III Chp IV → masih blm jelas	acc Revisi	

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

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(.....)



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BERITA ACARA CATATAN BIMBINGAN SKRIPSI

Form 2

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3. Program Studi : Bahasa Inggris
4. Judul Skripsi : AN ANALYSIS OF TEACHERS' QUESTIONING
STRATEGIES DURING INTERACTION
IN THE CLASSROOM

TAHUN/SMT :

PEMBIMBING (I) Niken Reti

Tanggal	Materi	Catatan	Paraf Pembimbing
18/2	chp w	Revisi	
19/2	chp w	Revisi	
20/2	chp w	Revisi	
25/2	chp w	Revisi	
25/4	chp w	Revisi	
29/4	IV & V	IV Revisi	
2/5	✓ Abstract	Revisi	
9/5	Abstract	Revisi	
12/5	Total	Revisi	
15/5	Total	Revisi	

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

Ponorogo, 15 Mei 2019.
Pembimbing

(Niken Reti I.)