

TEACHER'S QUESTIONING STRATEGY IN CLASSROOM ACTIVITY



A THESIS

**Submitted to the English Education Department as a Partial Fulfillment of
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MOTTO

“Break the limits”

“Do not be sorry. Be better”



DEDICATIONS

I would like to dedicate my thesis to:

1. The most gracious and the most merciful, Allah SWT who always gives me health and all the best in my life.
2. My beloved parent, Adi Kurnianto and Chamsariaty who always supports, prays, love and your endless forgiveness. Thank you for all that you have given to me. I love you.
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Purwokerto, 20 Agustus 2019

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Finally, the researcher believes that this thesis still has weaknesses. Therefore, the researcher would appreciate to invite criticisms and suggestions from the readers. Hopefully, this thesis will be useful for English education especially for teachers and English learners.

Purwokerto, 20 Agustus 2019

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TEACHER'S QUESTIONING STRATEGY IN CLASSROOM ACTIVITY

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ABSTRACT

This research was aimed to investigate the questioning types used by English teacher in the classroom. The research used qualitative method. Observation and interview were used to collect the data. The participants of this research were 2 English teachers at SMP Negeri 1 Sokaraja, SMP Negeri 2 Sokaraja, and SMP Negeri 3 Sokaraja. The result found that knowledge question was the most dominant question given by teachers with 24 questions (53.3%). Then it was followed by application question with 9 questions (20%). After that, it was followed by comprehension questions with 5 questions (11,1%), and evaluation question with 4 questions (8,88%). Finally, analysis question was the least types of question given by English teacher with 3 questions (6,66%). Knowledge question was the dominant question since it has function to help students increase students' curiosity in learning new material and let students to think critically. Moreover, analysis question was the last type used since it has function to help students to get used to critical thinking so that later they can analyze a problem well.

Keyword: *questioning, strategy, classroom, interview, observation*

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