

**TEACHER'S QUESTIONING STRATEGIES IN CLASSROOM
INTERACTION**



A THESIS

**Submitted to the English Departement as a Partial
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By :

**LUSI MUSLIATIN
1201050065**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO
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APPROVAL

Title : Teachers Questioning strategies in classroom interaction

Faculty : Teacher Training and Education Faculty

Name : Lusi musliatin

Nim : 1201050065

Department : English Education

Supervisor : Saefurrohman, Ph.D

Approved by:

Supervisor



Saefurrohman, Ph.D

SKRIPSI BERJUDUL

TEACHER'S QUESTIONING STRATEGIES IN CLASSROOM INTERACTION

Dipersiapkan dan disusun oleh

LUSI MUSLIATIN

1201050065

Telah dipertahankan di depan Dewan Penguji pada tanggal 21 Januari 2017 dan dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan persyaratan untuk mendapatkan gelar Sarjana Pendidikan Program Studi Pendidikan Bahasa Inggris

Pembimbing


Saeffurrohman, Ph.D
NIK. 2160372




.....

Penguji

1. Aulia Nisa khusnia, S.S, M.A
NIK. 2160505

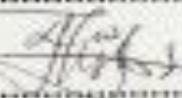


.....



.....

2. Lutfi Istikhharoh, M.Pd
NIK. 2160428



.....

3. Listiani, M. Pd
NIK. 2160448

Purwokerto, 21 Januari 2017
Universitas Muhammadiyah Purwokerto
Fakultas Keguruan dan Ilmu Pendidikan

Dean Pujiyono, M.Hum
NIP. 19560508 198603 1 003



SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : LUSI MUSLIATIN

Nim : 1201050065

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

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Menyatakan dengan sungguh-sungguh bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan buatan orang lain atau jiplakan atau modifikasi karya orang lain.

Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar kesarjanaan yang sudah saya peroleh

Purwokerto, 24 Januari 2017

Yang Menyatakan



LUSI MUSLIATIN

NIM. 1201050065

MOTTO

Think big and act now

Success is not measured by wealth, success is an achievement that we want

The formula of a success are a hard work and never give up



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Therefore, the writer would welcome any criticism and suggestion

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Purwokerto,

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Lusi musliatin



DEDICATION

In the name of Allah SWT the beneficent and the Merciful, the final project is dedication to :

1. Allah SWT , Thank you for all the blessing and mercy.
2. My dear parents, love and respect are always for them. Thank you for the valuable efforts and contributions in making my success.
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TEACHERS QUESTIONING STRATEGIES IN CLASSROOM

INTERACTION

ABSTRACT

This research was aimed to investigate the questioning strategies used by the English teacher in the class. It used case study. The participants of this research were 3 teachers of junior high school 3 Sokaraja and 2 teachers of junior high school 1 Kembaran. The technique of data collection used were observation and interview. This study concluded that all teachers used 6 types of questioning strategies i.e knowledge question, comprehension question, inference question, analysis question, synthesis question and evaluation question. Knowledge questions was the most dominantly used by the teacher with 54.41%. Both synthesis and comprehension were posed with 17.64% and 22.05%, respectively. The rare question gave by the teacher with 2,94% was analysis question. Meanwhile, both inference and evaluation question belong to the teacher types of question with 1 question only (1.47%). The last result also shows that application question was never used by the teacher.

Keyword: questioning strategies, classroom interaction