

**TEACHER QUESTIONING BEHAVIOR ON CLASSROOM
INTERACTION IN TEACHING READING OF
ENGLISH CLASSES**

UNDERGRADUATE THESIS

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JUNE 2015**

ABSTRACT

Mas'ud, Azura Prameswara. 2015. **Teacher Questioning Behavior on Classroom Interaction in Teaching Reading of English Classes**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Ive Emaliana, M.Pd.

Keywords : teacher questioning, teaching reading, classroom interaction, type of questions

This research is about the types of questions used by the teacher in teaching English particularly in reading section and how the contributions of that questions to classroom interaction. There are two types of questions in teaching reading; they are text dependent questions and text independent questions. The interactions can be seen through the students' responses in answering teacher questioning.

This research uses mixed method. The data sources are two eleventh grades English classes. The both class are XI IS-2 from MAN Pasuruan and XI MIA-1 from SMAN 1 Pasuruan, which conduct the teaching reading, and two professional English teachers of both classes. The instruments that are used in data collection are video recording, classroom observation, collecting documents, and interviews. In analyzing the data, the researcher uses symbols on the classroom interaction transcriptions in dividing the questions types. Concluding and interpretation are used to analyze the result of interview.

The finding shows that text independent questions encourage the students to produce 6.8 words longer compare to text dependent questions that only encourage 6.4 words in every one question that is asked by the teacher. For the question structure, wh-questions type creates 55.9% of all questions, it is followed by yes/no question by creating 22.7% and other questions with only create 19.5%. In addition, both of the teachers acknowledge that asking questions is an important activity. Based on both of the teachers' opinions, they have different perspective to the importance of the two types of questions.

The conclusion of this study for the students who are passive, then the teacher should give more text dependent questions. In contrary, for the students who always fast in responding the teacher talk and are always confident in saying their opinion, then the teacher should give more text independent questions. Some suggestion are also offered related to the finding. First, teacher has to understand the students behavior before decide on which types of questions s/he want to use often. Second, teacher has to keep using yes/no questions to encourage the weak learners to keep responding to the teacher's questions. Third, the use of other questions, which are created as incomplete sentence and used only to confirm the statement may be decreased.

ABSTRAK

Mas'ud, Azura Prameswara. 2015. **Perilaku Bertanya Guru pada Interaksi dalam Kelas pada saat Pengajaran Membaca di Kelas-Kelas Bahasa Inggris**. Program Studi Pendidikan Bahasa Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya.
Pembimbing: Ive Emaliana, M.Pd

Kata kunci : pertanyaan guru, pengajaran membaca, interaksi dalam kelas, jenis pertanyaan

Penelitian ini mengenai jenis pertanyaan yang digunakan oleh guru dalam pengajaran Bahasa Inggris khususnya pada pengajaran membaca dan bagaimana kontribusi dari pertanyaan tersebut pada interaksi dalam kelas. Ada dua jenis pertanyaan pada pengajaran membaca; pertanyaan berdasarkan teks dan pertanyaan tidak berdasarkan teks. Interaksi dalam kelas dapat dilihat dari respon siswa pada saat menjawab pertanyaan guru.

Penelitian ini menggunakan metode campuran. Sumber data penelitian ini adalah dua kelas XI. Kedua kelas tersebut adalah XI-IS-2 dari MAN Pasuruan dan XI MIA-4 dari SMAN 1 Pasuruan, yang melakukan pengajaran membaca mata pelajaran Bahasa Inggris, dan dua guru profesional dari kedua kelas tersebut. Instrumen yang digunakan pada pengambilan data adalah rekaman video, observasi, wawancara, mengumpulkan dokumen. Dalam menganalisis data, peneliti menggunakan pemberian simbol pada hasil rekaman tertulis untuk membedakan jenis pertanyaan. Membuat kesimpulan dan membuat interpretasi digunakan untuk menganalisis hasil wawancara.

Temuan menunjukkan bahwa pertanyaan tidak berdasarkan teks mendorong siswa untuk memproduksi 6,8 kata lebih panjang dibandingkan pertanyaan berdasarkan teks yang hanya mendorong 6,4 kata pada tiap satu pertanyaan yang diajukan oleh guru. Untuk struktur pertanyaan, *wh-questions* dilontarkan 55,9% dari semua pertanyaan, diikuti oleh *yes/no questions* dengan 22,7, dan pertanyaan lain yang hanya dilontarkan 19,5%. Dan kedua guru telah mengetahui bahwa bertanya merupakan aktivitas penting. Berdasarkan pendapat kedua guru tersebut, keduanya mempunyai pandangan berbeda mengenai peran penting dari kedua jenis pertanyaan tersebut.

Kesimpulan penelitian ini adalah untuk murid yang pasif, maka guru harus memberikan pertanyaan berdasarkan teks lebih banyak. Sebaliknya, untuk murid yang selalu cepat dalam merespon apa yang guru katakan dan percaya diri dalam mengatakan pendapatnya, maka guru harus memberikan pertanyaan tidak berdasarkan teks lebih banyak. Beberapa saran diberikan berdasarkan temuan. Pertama, guru harus memahami perilaku siswa sebelum memutuskan jenis pertanyaan mana yang akan sering digunakan. Kedua, guru harus tetap menggunakan *yes/no questions* untuk mendorong siswa yang lemah untuk tetap merespon pada pertanyaan guru. Ketiga, penggunaan jenis pertanyaan lain yang dilontarkan dengan kalimat tak lengkap dan hanya digunakan untuk mengkonfirmasi pernyataan dapat dikurangi.

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