

THESIS

**AN ANALYSIS OF TEACHER'S QUESTIONS IN TEACHING ENGLISH TO EFL
STUDENTS**



EUFRONIUS DATMAN

12119023

**TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY WIDYA
MANDIRA CATHOLIC UNIVERSITY**

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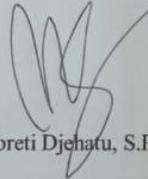
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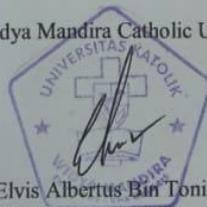


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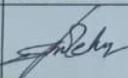
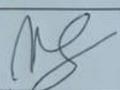
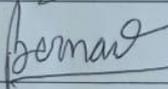
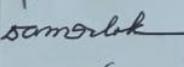
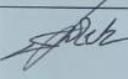
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MOTTO

‘‘Today Learner is Tomorrow Leader ‘’ (Plato)

DEDICATION

This thesis is particularly dedicated to my beloved:

1. Congregation of the Holy Family Brothers
2. Community of Holy Family Brothers in Kupang
3. Parents Stefanus Inta and Meliana Murti
4. My Brothers and Sisters
5. Almamater Widya Mandira Catholic University

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Kupang, 19 Juni 2023

The Writer

ABSTRACT

In a lesson, the teacher usually asks questions. This research is entitled "AN ANALYSIS OF TEACHER'S QUESTIONS IN TEACHING ENGLISH TO EFL STUDENTS". This research was conducted to identify the types of questions that teacher used in English lessons in seventh grade and what were the reasons teacher used these questions. This research was conducted at SMPK Rosamistika Liliba Kupang using qualitative methods. The research was conducted by observing a class with 14 students and interviewing 1 teacher. The results showed that the types of questions used by the teacher in class were display (42%), yes/no (27%), referential (21%), and procedural (8%), and the reason teachers generally used these types of questions were to check and measure students' abilities. From the four types of questions that arise from the observations, display questions appear more often than yes/no, referential, and procedural questions. Secondly, the reason of teacher uses four types of questions: a). To check students' understanding to what extent they understand the material that the teacher explained in class. b). to check students preparation before participating in learning, check class, conditions, and check students concentrations so that they focus on the material to be explained. c). to measure the ability of students. It would be nice if the teacher gave more questions in the class and then the questions given also had to be different, not just repeating the same questions so that students' abilities and knowledge about the topics being taught would be wider.

Keywords: question, teacher questions, class interaction, teacher's reasons for asking

ABSTRAK

Dalam suatu pembelajaran, guru biasanya mengajukan pertanyaan. Penelitian ini berjudul "ANALISIS PERTANYAAN GURU DALAM MENGAJAR BAHASA INGGRIS PADA SISWA EFL". Penelitian ini dilakukan untuk mengidentifikasi jenis pertanyaan yang digunakan guru dalam pelajaran bahasa Inggris di kelas tujuh dan apa alasan guru menggunakan pertanyaan tersebut. Penelitian ini dilakukan di SMPK Rosamistika Liliba Kupang dengan menggunakan metode kualitatif. Penelitian dilakukan dengan observasi kelas dengan 14 siswa dan mewawancarai 1 guru. Hasil penelitian menunjukkan bahwa jenis strategi bertanya yang digunakan oleh guru di kelas adalah tampilan (42%), ya/tidak (27%), referensial (21%), dan prosedural (8%) dan alasan guru secara menggunakan jenis pertanyaan tersebut adalah untuk Memeriksa dan mengukur kemampuan siswa. Dari keempat jenis pertanyaan yang muncul dari hasil observasi, pertanyaan display lebih sering muncul daripada yes/no, pertanyaan referensial dan prosedural. Kedua, alasan guru menggunakan empat jenis pertanyaan yaitu: a) Untuk mengecek pemahaman siswa sampai sejauh mana mereka memahami materi yang dijelaskan guru di kelas. b) Untuk memeriksa persiapan siswa sebelum mengikuti pembelajaran, memeriksa kelas, kondisi, dan memeriksa konsentrasi siswa agar fokus pada materi yang dijelaskan. c) Untuk mengukur kemampuan siswa. Alangkah baiknya jika guru memberikan lebih banyak lagi soal-soal di dalam kelas dan kemudian soal-soal yang diberikan juga harus berbeda tidak hanya mengulang pertanyaan yang sama agar kemampuan dan pengetahuan siswa tentang topik yang ajarkan semakin luas.

Kata kunci: pertanyaan, pertanyaan guru, interaksi kelas, alasan guru bertanya

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