

SKRIPSI



**TEACHER'S QUESTIONING IN ENGLISH CLASSROOM
OF THE ELEVENTH SCIENCE ONE OF SMA PGRI 1 PATI**

By:

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201632023

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2021



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OF THE ELEVENTH SCIENCE ONE OF SMA PGRI 1 PATI**

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**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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201632023**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2021

MOTTO AND DEDICATION

“And be patient, verily God’s promise is true”

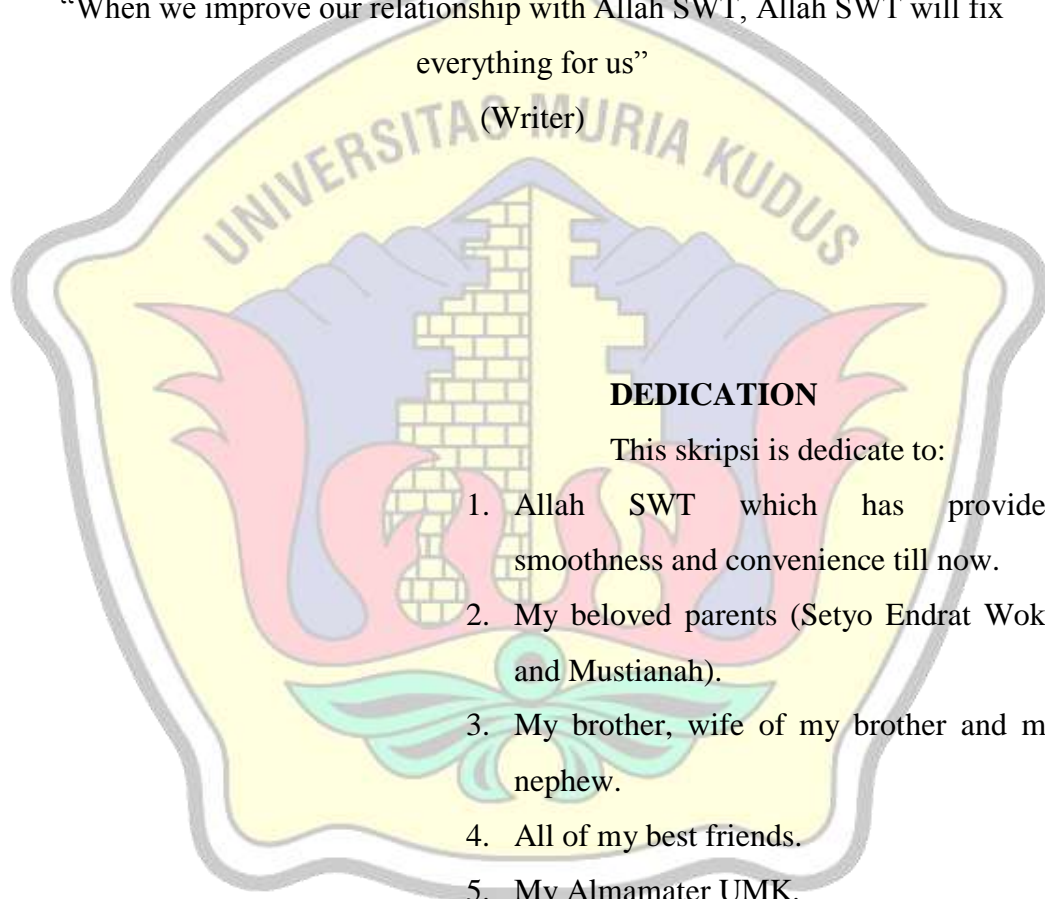
(Q.S Ar-Rum: 60)

“Great things are not done by impulse, but by a series of small things brought together”

(Vincent van Gogh)

“When we improve our relationship with Allah SWT, Allah SWT will fix everything for us”

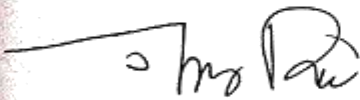
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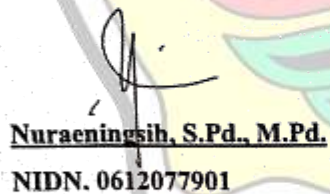
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The writer

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ABSTRAK

Setyo, Feby Dwi Putri. 2021. *Pertanyaan Guru dalam Aktifitas Kelas Bahasa Inggris Kelas 11 MIPA 1 Pati*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Drs. Suprihadi, M.Pd., (2) Fajar Kartika, S.S., M.Hum.

Key words: Pertanyaan Guru, Tipe Pertanyaan, Tujuan Pertanyaan.

Pertanyaan guru sangat penting untuk mengendalikan interaksi di dalam kelas. Pertanyaan guru yang efektif adalah untuk memfokuskan pembelajaran siswa dalam pelajaran, berpikir dan memahami, lebih aktif, dan memotivasi mereka untuk berani berpendapat. Jadi, sebagai seorang pengajar sangat penting untuk mengatur suasana di kelas agar lebih aktif.

Tujuan dari penelitian ini adalah: (i) untuk menemukan macam-macam tipe pertanyaan yang digunakan oleh guru di SMA PGRI 1 Pati selama proses belajar mengajar. (ii) untuk mendeskripsikan tujuan pertanyaan yang digunakan oleh guru di SMA PGRI 1 Pati selama proses belajar mengajar.

Penelitian ini adalah sebuah penelitian deskriptif kualitatif. Data dari penelitian ini adalah pertanyaan-pertanyaan yang digunakan oleh guru Bahasa Inggris. Sumber data adalah guru Bahasa Inggris kelas XI MIPA 1 di SMA PGRI 1 Pati. Penulis mengumpulkan data dari observasi, rekaman audio, dan pencatatan dalam proses belajar mengajar di kelas. Penulis telah melakukan observasi pada tanggal 11 Januari 2020, dan wawancara pada tanggal 26 Mei 2020. Untuk menganalisis data tersebut, penulis mengidentifikasi pertanyaan guru, mengelompokkan, menganalisis, dan membuat kesimpulan.

Hasil penelitian ini menunjukkan bahwa tipe pertanyaan yang digunakan oleh guru Bahasa Inggris di SMA PGRI 1 Pati adalah dominan dalam tipe hafalan (mengingat) dengan jumlah frekuensi sebanyak 20 pertanyaan. Ini berarti bahwa guru fokus dalam mengelola kelas, dan membuat siswa tetap tertarik dan waspada. Hasil dari tujuan pertanyaan menunjukkan bahwa guru Bahasa Inggris di SMA PGRI 1 Pati adalah dominan dalam berpikir dan memahami dengan jumlah frekuensi 14 pertanyaan. Ini berarti bahwa guru dapat membimbing siswa untuk fokus pada pembelajaran dan membangun persepsi siswa.

Pada akhir penelitian ini, penulis menyarankan agar guru dapat menggunakan berbagai pertanyaan tidak hanya untuk mengelola kelas, membangun persepsi siswa, tetapi juga fokus untuk memotivasi siswa agar berani berpendapat, berpikir, dan lebih aktif. Sehingga, akan seimbang selama proses belajar mengajar.

ABSTRACT

Setyo, Feby Dwi Putri, 2021. *Teacher's Questioning in English Classroom of the Eleventh Science One of SMA PGRI 1 Pati*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Suprihadi, M.Pd., (2) Fajar Kartika, S.S., M.Hum.

Key words: Teacher's Questioning, Types of Questioning, Purposes of Questioning.

Teacher's questioning is very important to controlling the classroom interaction. Effective teachers questioning is to focus students' learning in the lesson, thinking and understanding, more be active, and motivate them to bold their opinion. So, as a teacher, it is very important to manage the atmosphere in the class to be more active.

The objective of this research: (i) to find out kinds of questioning types used by the teacher in SMA PGRI 1 Pati during teaching and learning process. (ii) to describe the questioning purposes used by the teacher in SMA PGRI 1 Pati during teaching and learning process.

This is a descriptive qualitative research. The data of the research is teachers questioning used by the English teacher. The data source is the English teacher of the 11th grade students of SMA PGRI 1 Pati. The writer will collect the data from observation, audio recording, note-taking, and making notes in the teaching and learning process in classroom. The writer had made observation on January 11th, 2020, and interview on Mei 26th, 2020. To analyze the data, she identifies the teachers questioning, classifying, analyzing, and makes the conclusion.

The result of this research shows that types of questioning used by the English teacher of SMA PGRI 1 Pati is dominant in remembering type with the total of frequency is 19 questions. It means that the teacher focus on managing the class, and keeping them interested and alert. The result of question purposes shows that the English teacher of SMA PGRI 1 Pati is dominant in thinking and understanding purpose with the total of frequency is 14 questions. It means that the teacher can guide the students to focusing on learning and building students' perception.

At the end of this research, the writer suggests that the teachers can use variety of question not only for managing the class, building the students' perception, but also focus for motivating the students to bold in opinion, think, and more be active. So, it will be balance during teaching and learning process.

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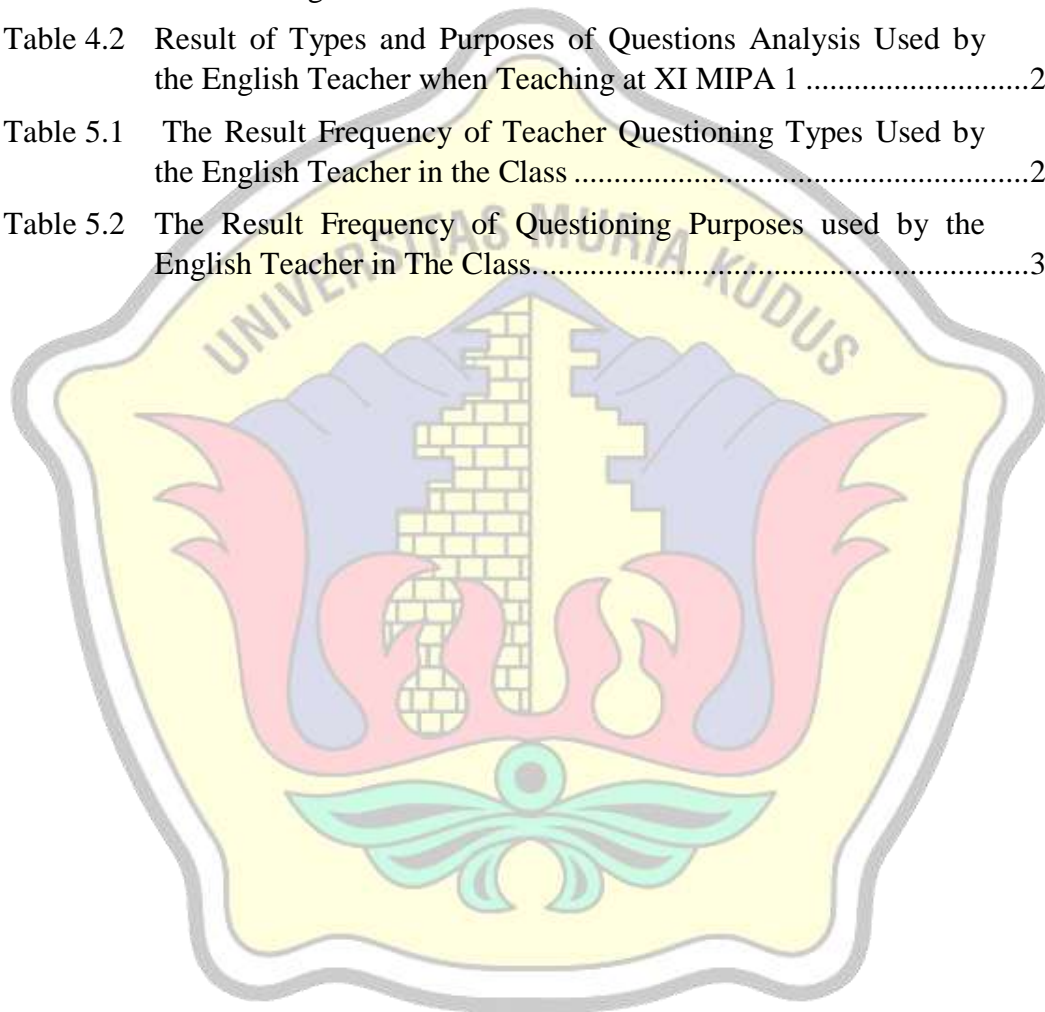
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