

**AN ANALYSIS OF TEACHERS' QUESTIONS AT SENIOR HIGH
SCHOOL**

THESIS



By:

Eka Septika Hardiyanti Ningsih
(08.431.074)

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF GRESIK

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MOTTO AND DEDICATION

MOTTO:

A person becomes learned by asking questions

(Writer)

DEDICATION:

This thesis is dedicated to

My beloved Parents, Brother and Sister

All lecturers

The Collegian at English Education Department,

University of Muhammadiyah Gresik

My Honey

Thank you all.

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Eka Septika Hardiyanti Ningsih

NIM : 08 431 074

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Fakultas/Progam : KIP

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri; bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Gresik, 15 February 2013

Yang membuat pernyataan,

Eka Septika Hardiyanti Ningsih

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The writer

ABSTRACT

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Advisors : (I) Yudhi Arifani, M.Pd (II) Rohmy Husniah, S.S, M.Pd

Key Words: Question, Teachers' Question, Bloom Taxonomys' questions

This study analyzes Teachers' Questions at Senior High School especially teachers' questions based on Bloom taxonomy, those are knowledge question, comprehension question, evaluation question, application question, analysis question and synthesis question. As we know that questions are very important for students in senior high school so in this research, the researcher wants to investigate based on two problem statements, 1) what types of questions uses by teacher and 2) how teachers uses questions in the class. This study uses descriptive qualitative because the researcher explores and describes what kinds of question that they uses and how the teachers uses question in English. The researcher chooses three teachers as subjects in this study. The researcher uses observation and interview to collect the data. In interview, the researcher records the teachers' view about questions and types of questions used in the class and how they uses question in the class after that, she takes notes the data.

The conclusions of this research are three teachers use three kinds of questions those are knowledge question, comprehension and evaluation questions. Most questions uses by teacher is knowledge question and the teacher rarely asked evaluation question. Three teachers use questions to give review before starting the material, to know the students' recall before introducing a new topic, to check the students' comprehension after reading, listening and giving explanation and also use questions to know the students' opinion and judgment about something.

Based on the conclusions, three suggestions are provided. The first, the teacher should not use knowledge question too many in the class because the students cannot improve their ability to speak English. They only need short answer so it can make them difficult to develop their words. The second, the teacher is better to ask evaluation question and also comprehension that need long answer in the class because in senior high school the students must active to speak English in the class and to give their opinion, judgment and also their explanation. The last, this research can be useful as a reference for the other researchers that used with the same topic.

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