

ABSTRACT

Juwita, Ratna. 2015. *Analysis on Teacher Questioning Strategy on Reading Comprehension for Eighth Grade Students at SMPN 2 Semanding*. English Language Education Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisor I: Dr. Yudhi Arifani, M.Pd., advisor II: Slamet Asari, M.Pd.

Key words: Teacher Questioning Strategy, Reading Comprehension, Descriptive Text.

Reading is one of the skills that should be mastered for students beside listening, speaking and writing. Here, reading is achieved by text, and one of the texts that should be understood is Descriptive text. In reading a text, the students not only know the correct pronunciation but also understand the content of the text. It can help by guiding from some questions whether it is explicit or implicit questioning. The purpose of this study are explaining the way of the teacher implements teacher questioning strategy and the teacher's problem when implementing teacher questioning strategy on eighth grade students of SMPN 2 Semanding Tuban.

The design of this study is descriptive qualitative. The researcher used this design in order to analyze the teacher questioning strategy on reading comprehension for eighth grade students. The researcher conducted this study from September 19th 2014 to September 27th 2014. The researcher took C class as the subject of this study. The class consisted of 28 students. The instruments of this study are observation and interview. The researcher conducted in three meeting, then the researcher analyzed the result of the observation compared by the result of interview.

Based on the result of data analyses, the research finding showed that teacher questioning strategy was effective to implement at eight grade students of SMPN 2 Semanding because the implementation was good enough by giving some questions to the students whether it is explicit or implicit questions to guide them understand the content of the text. So, the students can be able to make literal comprehension and also make inference.

Based on this research, the researcher gives some suggestions. Firstly, The English teacher should give more implicit questions to improve the student's inference from the text by using their background knowledge. Secondly, the students should be read some texts in order to increase their vocabulary and drill them to make literal comprehension or inference. The last, the researcher suggest the next researcher to do research about teacher questioning strategy in different school and subjects. The researcher hopes that this study can hold up the previous study and may be used as consideration for teaching and learning process.