

ABSTRACT

Kurniyanti, Marisye Fitri. 2019. *A Study on Teacher's Questioning Behaviour in EFL Classroom at Junior High School*. The Sarjana's Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik.

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Teacher's questioning behaviour is a nature and manner a teacher asks questions in the course of lesson. The teacher needs to know the ability of the students and how far the students understand the material which has been taught. Moreover, the teachers should know the students' outcome before or after the teaching process by giving questions. The types of question used by teacher can help students to lift their own levels of understanding toward the concept given or even to build up new ideas. The involvement of the students is an important thing in every teaching learning process as there will be an excellent interaction among the teachers and the students. In creating an interactive classroom, teachers need to provide supports, which can be in the form of questions, to ensure that the students master the concepts.

This study aim to improve students' academic achievement in English language and it is important aspect of classroom interaction which plays significant roles in EFL instruction. The importance of students asking questions in the classroom is also to encourage interaction between students, so that students are more personally involved and more responsible for the questions asked. In this case aims to create a learning system *Student Center Learning*, where students are active in the classroom while the teacher becomes a facilitator, not a full power holder of the class. The justifications for the importance questions in teaching, they are to stimulate and maintain students interest, encourage students to think and focus on the content of the lesson, enable teachers to check students understanding, enable a teacher to elicit particular structures or vocabulary items, and also to encourage students participation in a lesson.

This study adopted a descriptive qualitative design because the researcher explored and described the teachers' questioning behaviour in English class of EFL. The participants were English teachers and students of second and third grade in MTs. Yasmu. The researcher did interview with the teachers to get information about teacher's background and students' condition in the class. The instruments for data collection were observation, interview, and questionnaire. The researcher collected the data from two teachers through observation in the class.

Finding revealed that teacher's questioning behaviour cannot be separated from the types of questions. Also the way of teacher asked in the class, such as repeat the question, mention the student's name, give time to students think before answer, etc. Giving the questions to the student had big impact in gaining students' knowledge and it can help teacher's measuring of students' understanding. From the questionnaire that the researcher spread to the students it has result that mostly the students are feeling happy if the teacher gives them some questions. Even they sometimes answer the teacher question not in English but at least they understand what the teacher' want. The students also showed their enthusiasm to the teacher's questioning with their response to it. Many students looks like they can answer teacher's question easily but sometimes they need more time to think what they want to say.

The result of data analysis revealed that teacher's questioning behaviour is a mixture of five question types by Gebhard, that are display question, referential question, comprehension question, confirmation and clarification question. They also did some way to make their students understand with their questions. The teachers used English in the class even though sometimes they used Indonesia because some of students do not Understand English well. The teachers phrases the question first, and then call the students name, it can be opposite of it. The teacher replayed the question when the students do not understand and sometimes they modified the question. The teachers select or point out the students randomly to answer their questions. Also the teachers encourage students to initiates question to them. Moreover, the main focus of the instruction nowadays is how to enable students to use language. The questioning strategies help the students respond better and appropriate. Mostly the students give well feedback to the teacher. They response all the teacher's did or said. Overall the class became interactive because there were question and answer activities between teacher and students.