



**THE EFFECT OF USING QUESTIONING TECHNIQUE ON THE
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT OF THE
ELEVENTH GRADE STUDENTS AT MAN 1 JEMBER**

THESIS

By:

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LANGUAGE AND ARTS DEPARTMENT
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DEDICATION

*I dedicate my thesis
to my beloved parents who always give me support and strength to
finish this thesis,
and to my brother Eko Hadi Purwanto, my sister Umi Bariroh and
my nephew Rizgo who also give me support and happiness*

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Jember, February 2012

The Writer

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SUMMARY

The Effect of Using Questioning Technique on the Students' Listening Comprehension Achievement of the Eleventh Grade Students at MAN 1 Jember; Ulfa Mianis; 050210491153; pages 42; 2012; English Education Program; Language and Arts Department; Teacher Training and Education faculty; Jember University.

Consultants: 1.Drs. Sudarsono, M.pd.

2.Dra. Musli Ariani, M.App Ling.

Key Words: Listening Comprehension Achievement, Questioning Technique

This experimental research was intended to find the effect of Questioning Technique on the eleventh year students' listening achievement at MAN 1 Jember. The population of this research was the eleventh grade students of MAN 1 Jember consisting of nine classes. The respondents were two of the nine classes of the eleventh grade students, one was treated as the experimental group and the other one as the control group; the classes were determined by using cluster random sampling by considering the result of the analysis of variance (ANOVA). The result of the analysis of variance showed that the value of f-test (1.5) was lower than that of f-table (1.96). It means that the population of this research was homogenous. So, XI IPA 5 class was determined as the experimental group and XI IPS 1 class as the control group.

In this research, the supporting data were gained through interview and documentation, while the primary data were gained through listening test. The test was given to both classes, namely the experimental group and control group. The test was conducted on January 24th 2012 for control group and experimental group. The test for the control group (XI IPS 1) was held on Tuesday, at 06.40-08.10, while the test for the experimental group (XI IPA 5) at 09.55-11.25. The test was given to both

groups after they received two times treatment. The experimental group was given two times treatment that was teaching listening using the questioning technique, while the control group was taught listening using conventional technique that was three phase technique.

Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group ($70.4 > 65.3$). The result of the t-test analysis (3.4) was higher than that of the t-table (2.00) at 5% significant level. It means that the alternative hypothesis was accepted, there was a significant effect of using questioning technique on the students' listening comprehension achievement of the eleventh grade students of MAN 1 Jember. While the null hypothesis was rejected.

Referring on the result of this research, the English teacher should use and apply the Questioning technique as an alternative teaching technique, especially in teaching listening to improve and motivate the students' listening achievement. Further, the students have to practice their ability in listening by using the questioning technique as frequently as possible to improve their listening achievement. Moreover, the other researchers are suggested to conduct further research which focuses on the similar topic with different design, such as an action research or a descriptive research of using the Questioning Technique on different level of students on their listening achievement.