



**THE USE OF QUESTIONING TECHNIQUE IN TEACHING ENGLISH AS A  
FOREIGN LANGUAGE FOR GRADE VII G AND VII H AT SMPN 7  
JEMBER**

**THESIS**

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### THE USE OF QUESTIONING TECHNIQUE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE FOR GRADE VII G AND VII H AT SMPN 7 JEMBER

#### THESIS

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## DEDICATION

### **I dedicate this thesis to the following people:**

1. My beloved mother and father, Endang Suharyati and Suprayitno thanks for your love, care, guidance, and pray for me.
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**MOTTO**

**”Questioning can uncover hidden powers and stifled dreams inside of  
you...things you may have denied for many years”**

**(Fran Peavey)**

## STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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Jember, February 2014

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The Writer

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## SUMMARY

**“The Use of Questioning Technique in Teaching English as a Foreign Language for Grade VII G and VII H at SMPN 7 Jember”**; Indira Bagus Setiadi, 090210401045; 2014. English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Questioning is very crucial in teaching learning process. It is very essential to classroom interaction, for the communication between the teacher and the students. That is because by asking questions the teacher can motivate the students to communicate in English, at least to make them say some words to answer the teacher's questions. Moreover, teacher can use question to help students to review, to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize the point, to control classroom activities and cut down on disruptive behavior, to help determine grades, to encourage discussion, to discourage inattentiveness, and for other reasons and purposes. In other words, questioning can help the teacher to manage classroom routines and also to evaluate students' learning progress.

In order to use the questioning effectively, the teacher requires knowledge of the types of questions, techniques and the art of questioning. There are seven key tactics in the questioning technique that can be used by the teacher, they are as follows: (1) structuring the sequence of questions, (2) pitching and putting questions, (3) directing and distributing questions, (4) pausing and pacing the distribution of questions, (5) prompting and probing questions, (6) listening and responding to students' replies, and (7) the sequence of questions.

The questioning technique used by the teacher is different from one to another. Thus, the research about the questioning technique used by the teacher is composed. The subject of this research is the English teacher of grade VII G and VII H at SMPN 7 Jember. This school is chosen because there had not been any

researcher yet who had investigated this research in SMPN 7 Jember and the headmaster of this school had granted permission to conduct this research in this school.

The data used in this research are collected by using observation, interview, questionnaire, and field notes. The data are taken while the teacher is teaching grade VII G and VII H in 2<sup>nd</sup> and 3<sup>rd</sup> of December 2013. The primary data collected from the observation is analyzed qualitatively. Meanwhile, the data from interview, questionnaire, and field notes are used as the supporting data to support the primary data.

The findings of the research show that the questioning technique used by the English teacher of grade VII G and VII H is fair. It can be seen from the teacher's structuring the sequence of questions is good. The teacher's pitching and putting questions is good. The teacher's directing and distributing questions is very poor. The teacher's pausing and pacing the questions' distribution is fair. The teacher's prompting and probing questions is excellent. The teacher's listening and responding to students' replies is good. The teacher's sequence of questioning is fair.