

## ABSTRACT

Ruwaida, Davvi. Registered Number Student. 3213103048. 2015. *Teacher's Talk on Giving Question at MAN Kunir Wonodadi Blitar*. Thesis. English Education Program. Faculty of Education and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr.Sukarsono, M.Pd.

Key words: Teacher's talk, question

This research is based on the phenomenon that recently English has been the most common topic being talked by the scientist because, most people in this world need to study English. In the 21<sup>th</sup> century, learning English is very important. English is used as subject learned at school from elementary school even kindergarten up to university, moreover, it becomes one of the subject in national examination. Most Indonesian people learn English in the classroom. For many people, language class is the major source of foreign language learning. As the function of the language for communication, language learners' should use English for communicative purposes. To make the learners use English in the classroom, it really needs the teacher who can make English environment and also initiate their students to interact both with their teacher and their friends. To facilitate student's learning, teacher should consider their talk. Teacher's talk involves many aspects of teaching such as giving explanation, instruction, assessment, giving questions, correction and many others. Although teacher talk involves many aspects, this research just focuses on one aspect which is considered as teacher's skill to make communicative language learning, that is teacher's question.

The present study tries to find out the way how the teacher gives questions, the kind of questions used by the teacher in teaching English at MAN Kunir Wonodadi Blitar and their frequency and why the teacher uses certain types of question. Then, The purposes of this study are to: 1) To describe the teacher's way in giving question to the students in teaching English at X-G MAN Kunir Wonodadi Blitar. 2) To know the Kind of question used by the teacher teaching English in X-G MAN Kunir Wonodadi Blitar and it's frequency. 3) To know the teacher's reason in using a certain types of question.

The descriptive qualitative research design is used by the researcher. the subject of this research is the English teacher in X-G MAN Kunir Wonodadi Blitar. To collect the data, the researcher conducted the observation with recording technique. The researcher video taped the teaching and learning process then make it's transcription. The other data collection method are conducted interview with the English teacher and making field note. To analyze the data about the kinds of question used by the teacher, the researcher used the kinds of questions proposed by Louissel and Descamps (1992:70-72). These are knowledge question, comprehension, and question, application question, analysis question, synthesis question and evaluation question. Knowledge, comprehension, and application question correspond with display questions. While, analysis, synthesis and evaluation questions correspond with referential questions

The research finding shows that there are four ways of questioning conducted by the teacher, those are Phrasing the question which suitable with the students' language ability and the lesson objectives, gives the students time to think the answer

(wait time), distributes the question to the whole class, and listening to the students answer and providing feedback. Regarding to the kinds of question used by the teacher, It is found that there are six kinds of questions used by the teacher, those are knowledge questions, Comprehension questions, application questions, analysis question, synthesis question and evaluation question. Then, the frequency of the six questions used by the teacher are in the first order there is analysis question (36,7% of the total questions), the second order is knowledge question (26,6% of the total questions), the third order is application question (14,7% of the total questions), while in the fourth order is evaluation question (13,7% of the total questions). Then in the fifth order is comprehension question (7,4% of the total questions), and the last order is analysis question (0,9% of the total questions). Generally, it can be said that the teacher prefer uses analysis questions and knowledge questions to make the teaching and learning process effectively and communicatively. Knowledge, comprehension, and application question correspond with display questions. While analysis, synthesis and evaluation questions correspond with referential questions. So, it can be said that the most question preferred by the teacher is referential questions, but there is also display questions frequently used by the teacher. The result of this study showed that the teacher tries to combine the amount of the use display and referential questions. It is to help or facilitate the students' learning, and also stimulate the students' thinking ability. Referential questions are beneficial to the development of students' communicative competence, thus teachers have to use these much more display questions. In the research, the researcher found that only one synthesis question is emerged. Synthesis question is also one of the classroom question recommended to use by the teacher. It is used to encourage students to find solutions. It can stimulate the students' creative thinking and problem solving abilities.

Furthermore, in asking questions the teacher has their own reasons, those are when the teacher ask question in the beginning of the lesson, the reason is to analyze or to know the students' prior knowledge to enter into a new material. Besides that, the teacher's reason is also to warm up the students before she instruct the students to do the main activity. Meanwhile, when the teacher ask question in the process of teaching and learning, the reasons are to get involved the students in the lesson. So, the students will be active and communicative in the lesson. Another teacher's reason is to increase the students' thinking ability. When the teacher asked a question, the students are forced to think what the answer of the teacher's question.