

ABSTRACT

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The goal of this study was to describe teachers' questions in English classroom and the students' responses toward the questions. In a classroom context, typically teachers ask a lot of questions. The research indicated that whether or not in a content classroom or in language classroom teachers asked many questions. The standard pattern in the classroom was one in which the teacher asked questions, one or more students responded to the question and then the teacher evaluated the responses. Thus in term of a classroom context, a questioning session happened naturally as a process of learning.

A descriptive qualitative design was used in this study. The data of this research was collected from classroom observation of two English teachers (RP & SG) and two classes (VIII-3 & VIII-5) of SMP N 5 Percut Sei Tuan. This research dealt with teachers' questions of grade eight in junior high school English classroom. This study conducted to answer questions what types of questions do the teacher tend to use in the daily practices of teaching in the English learning and how do the students responded to the questions.

The finding indicated that in the questions types, display questions were highly uttered by the teacher rather than referential questions. As the purposes of learning English in a junior high school context is to engage student to communicate in spoken, all the questioning functions are related to eliciting information, checking students' understanding the lesson being taught and encouraging them to participate more in the classroom. Therefore, the questions posed by the teacher were highly distributed. The study is beneficial for both teacher and student in English language classroom. Questioning and answering session happen to force students to speak English even though it is only telling what they know about the lesson. It also beneficial for teachers who facilitates students' language ability through asking effective question in an effective way.

Keywords: Teachers' Questions, Types of questions, Responses of the students.