

ABSTRACT

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This study aims to find out the types of questions used by teacher and the reason for using the question in the teaching reading comprehension. The research was conducted by using descriptive qualitative research design. The data source of research was taken from the English teacher who taught in eight grade junior high school of SMP Negeri 1 Pagar Merbau. The data was the utterances of teacher that delivered questions. Techniques of collecting data were observation, transcribing from recording and interviewing (the teacher). The result of this study showed that there were five types of questions used by the teacher during teaching-learning process with the total of questions were 11 questions. Teacher spent literal questions totally 55% (6 questions), reorganization questions were totally 18% (2 questions), inference questions were 9% (1 question), evaluative questions were 9% (1 question) and personal response questions were 9% (1 question). From those types, teacher used literal questions dominantly. The second was reorganization questions, and followed by inference, evaluation, and personal response were same in the number of occurrence. To measure student's comprehension and to support students concerning comprehension were the reason teacher using the types of questions.

Keywords: *Teacher's Questions, Teaching Reading Comprehension*