## TEACHER'S QUESTIONS IN EFL CLASSROOM INTERACTION

(A Descriptive Study of Teacher and Students Interaction of Class XI at SMK Palapa Semarang in the Academic Year of 2012/2013)

### THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor in English Language Education



By:

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# EDUCATION AND TEACHER TRAINING FACULTY WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES SEMARANG

2013

### THESIS PROJECT STATEMENT

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Certify that this is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

> Semarang, 03 December 2013 METERAI METERAL ME

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#### RATIFICATION

Thesis with the following identification:

Title	: Teacher's Questions in EFL Classroom Interaction (A Descriptive Study of Teacher and Students Interaction of Class XI at SMK Palapa Semarang in the Academic Year of 2012/2013)		
Name of Student	: Danu Angga Vebriyanto		
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Field of Study	: English Language Education		

had been ratified by the board of examiners of education and teacher training faculty of Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the bachelor degree in English language education.

Semarang, December 24th 2013

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Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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Name of Student	: Danu Angga Vebriyanto
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Department	: Tadris
Field of Study	: English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty, Walisongo State Institute for Islamic Studies to be examined at Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

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#### ABSTRACT

Title: Teacher's Questions in EFL ClassroomInteraction (A Descriptive Study of Teacher and<br/>Students Interaction of Class XI at SMK Palapa<br/>Semarang in the Academic Year of 2012/2013)Writer: Danu Angga Vebrivanto

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Questioning is typically implemented by teachers in their teaching process. It is a basic method implemented by teacher in order to build interaction in the classroom and also to stimulate the students to perform their speaking skill in target language. Unfortunately, some teachers do not realize about the importance of using appropriate questioning types and strategy to help the students trying to practice their speaking skill in target language.

The present study was conducted in class XI TKJ of SMK Palapa Semarang in the academic year 2012/2013 which attempted to describe the types of questions that the teacher usually applies in the classroom during teaching and learning process, to find out the teacher's purposes of applying those levels of questioning, and to describe the effects of applying the levels of questioning for the students' understanding of English, and to identify students' oral responses towards teacher questions.

This is a descriptive qualitative research; the data were collected by recording the teaching and learning process and interviewing the English teacher. The transcript of the teaching and learning process and the interview were made. Each type of questions used by the teacher in teaching the students as well as students' oral responses were analyzed, while the interview result was used as additional information for this study.

Based on the research findings, it was discovered that the teacher utilized certain types of questions. Referential-open questions that were used by the teacher were considerably fewer than the display-closed questions. Referential-open questions that can elicit longer responses had the percentage 31%. On the other hand, displayclosed questions had the percentage 69%. Questions that are categorized as display/closed questions were widely used for checking students' understanding of the materials questions that categorized as referential/open questions were widely used for looking for certain information from the students. It was found that in all season 70% of students' responses were in form of words. The production of words was the effect of employing display/closed question. In the other hand, students' responses in form of sentence were 7 sentences. It was the effect of employing referential/ open question.

#### ACKNOWLEDGEMENT

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For the first, the writer would like to express his sincere thanks to the almighty Allah SWT who has given health, blessing, inspirations, and guidance to the writer in finishing this undergraduate thesis entitled: "Teachers Questions in EFL Classroom Interaction". The objectives of the present study are to classify types of questions utilized by teacher in EFL classroom interaction; to examine purposes of questions applied by teacher in EFL classroom interaction; to identify students' responses toward teacher's questions in terms of verbal language production in EFL classroom interaction.

The writer realizes that there are many people who have already helped him in arranging and writing this undergraduate thesis directly or indirectly. In this chance, the writer would like to express his deep appreciation to:

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Finally, the writer realizes that this final project is far from being perfect; therefore, the writer will accept constructive criticism in order to make it better. The writer hopes that this undergraduate thesis would be beneficial to everyone who has attention to English language learning. Amen.

Semarang, 03 December 2013

The writer,

Danu Angga Vebriyanto

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