

The Use of Classroom Questioning Strategies
to Increase Students' Communication Ability in English

Paper

*Submitted as a partial fulfillment of the requirement
to get strata one (S1) degree*



By:
Norafahmi
2007 / 83640

Advisor:
Dra. An Fauzia Rozani Syafei, M.A.

English Departement
Faculty of Languages and Arts
State University of Padang
2012

HALAMAN PERSETUJUAN

**The Use of Classroom Questioning Strategies
to Increase Students' Communication Ability in English**

Nama : Norafahmi
NIM / TM : 83640 / 2007
Program Studi : Pend. Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Fakultas Bahasa dan Seni

Padang, Juli 2012

Diketahui oleh:

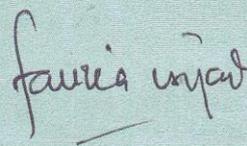
**Ketua Jurusan
Bahasa dan Sastra Inggris**



**Dr. Kurnia Ningsih, M.A.
NIP: 19540626 198203 2 001**

Disetujui oleh:

Dosen Pembimbing



**Dra. An. Fauzia R. Syafei, M.A.
NIP: 19660424 199002 2 001**

HALAMAN PENGESAHAN

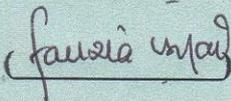
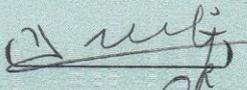
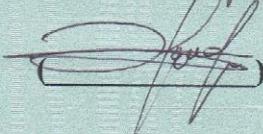
**The Use of Classroom Questioning Strategies
to Increase Students' Communication Ability in English**

Nama : Norafahmi
NIM / TM : 83640 / 2007
Program Studi : Pend. Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Fakultas Bahasa dan Seni

**Dinyatakan Lulus Setelah di Pertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

Padang, Juli 2012

Tim Penguji

	Nama	Tanda Tangan
1. Ketua	: Dra. An Fauzia Rozani Syafei, M.A	
2. Anggota	: Yuli Tiarina, M.Pd	
3. Anggota	: Havid Ardi, S.Pd., M.Hum	

ABSTRAK

Norafahmi.2012. *The Use of Classroom Questioning Strategies To Increase Students' Communication Abilities in English. Paper (Unpublished Paper)*. Padang: Universitas Negeri Padang

Makalah ini membahas tentang penggunaan *classroom questioning strategies* untuk meningkatkan kemampuan berkomunikasi siswa dalam bahasa Inggris. Strategi-strategi ini digunakan guru dalam melemparkan pertanyaan sehingga membuat siswa saling berinteraksi dan berkomunikasi. Strategi-strategi tersebut diantaranya; mengatur waktu respon siswa, memberi pertanyaan yang sesuai dengan kemampuan bahasa Inggris siswa, menggunakan teknik bertanya yang baik, menciptakan situasi yang kondusif, dan lain sebagainya. Strategi-strategi ini dapat diterapkan dalam kursus bahasa Inggris, dalam berbagai kegiatan di kelas selama waktu kursus. Penggunaan strategi-strategi ini diharapkan dapat membantu guru kursus bahasa Inggris meningkatkan kemampuan berkomunikasi siswa dalam bahasa Inggris.

ACKNOWLEDGEMENTS

Alhamdulillah *rabbil'aalamin*, praise to Allah SWT who has blessed the writer thousands of blessing and mercy so that she can finish this final project which entitled ***The Use of Classroom Questioning Strategies to Increase Students' Communication Ability in English***. The writer also wants to send *shalawat* and *salam* for Prophet Muhammad SAW.

The writer would like to express her special thanks to her paper and academic advisor and also the secretary of English Department, Dra. An Fauzia Rozani Syafei, M.A. who has given time, valuable advice and guidance during writing of this paper. The writer also feels indebted to Yuli Tiarina, M.Pd. and Havid Ardi, S.Pd., M.Hum. as the reviewer of this paper for the great contribution of this paper. The writer's gratitude also goes to the chairman of English Department, Dr. Kurnia Ningsih, M.A. and to all of the lecturers and the administrative staffs in English Department of State University of Padang.

The writer's deepest gratitude goes to her father, Rusli, ST. and her mother, Syamsiar, who always give her spirit, work hard and pray for her success, health and happiness. Moreover, her deepest gratitude is addressed to her brothers, Adi Dharma, SE., Ak. and Muhammad Ikhsan and her sister, Rahmi Ramadhani. Also, a lot of thanks are addressed to everybody that has helped the writer in finishing this paper that cannot be mentioned one by one. The writer wants to thank for the spirit, advice and inspiration that have been given.

July, 2012

The Writer

TABLE OF CONTENTS

	Page
ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem	3
C. The Formulation of the Problem	3
D. The Purpose of the Paper	3
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Communication	4
B. Communication Ability	6
C. Classroom Questioning	8
1. Kinds of Questions	9
2. Questioning Techniques and Questioning Strategies	12
CHAPTER III: DISCUSSION	
A. Classroom Questioning Strategy	18
B. Implementing Classroom Questioning Strategy	22
1. Type of Questions	22
2. Types of Activities	23
3. Ways to React And Give Feedback	28
C. The Evaluation of Teacher's Questioning in English Class	29
D. The Advantages of Classroom Questioning	30
CHAPTER IV: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	31
B. Suggestions	32
BIBLIOGRAPHY	

CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is one of the foreign languages which receive a big attention in Indonesia. Being able to communicate in English is important since developing of knowledge is mostly dominated by English speaker countries. English is used in many occasions, such as business, government, maritime and aviation communications. In cultural development, English also grows widely, through film and popular music. As a result, people who are not able to communicate in English will be greatly left behind.

Unfortunately, many Indonesian people have lack of communication ability in English. It then makes a problem since it becomes an obstacle in the development of their careers. Many people, such as college students, business owners, or employees, take an English course with variety reasons, but in same goal that is to be able to communicate in English. However, this does not solve their problems. After taking the course, most of them are still not able to use English to communicate.

Based on the writer's experience while teaching English at an English course, there were three major problems that faced by the students when communicating in English. Firstly, the students had lack of practice. They rarely used English in their daily communication. Many students were nervous and uncomfortable to use English because they felt clumsy to use it.

So, many of them tend to use Indonesian or be silent. Secondly, the students were having poor occasions to communicate in English. There are many people that unable to communicate in English, so they cannot use English to communicate outside the classroom. Finally, the teacher's teaching strategy did not provoke the students to communicate in English. In teaching, the English teacher usually gave the students activities such as; asking them to read a textbook and practicing dialogue together but, since English is rarely used to communicate, so the students do not practice it a lot. Therefore, the students did not really raise their competence in using the language for communicating.

Because of the problems above, the teachers of English course are required to have a way in teaching, especially to exercise the student's communication ability. The way should be able to make the students communicate each other a lot. Through this way, the teacher will be able to make the students get interact each other during the course, and increase their communication effectively.

There are various ways to exercise students' communication in English that can be applied in classroom. One of the ways is by using classroom questioning strategy. It is the way that uses strategies in questioning to exercise students' communication ability in the classroom. It is used to help the students practice their communication skill in a real situation. Topic in questioning is not only about the course materials, but also about other things which are interesting for the students. The teacher can ask about weather, latest event, or student's condition too, so this strategy is suitable for each group of people. The teacher and the students may discuss various issues while questioning in class. Thus, this

paper aims to discuss about the way to increase student's communication ability in English, especially in spoken form while using classroom questioning strategy.

B. Limitation of the Problem

This paper was limited on discussing about the use of classroom questioning strategies to increase students' communication ability in English. Because there are many ways to communicate, this paper only discusses communication in oral form. Then, the implementation was limited to the students of English courses-not for junior or senior high school.

C. Formulation of the Problem

Based on limitation of the problem mentioned above, the problem of the paper can be formulated as follows: "How does the English teacher use classroom questioning strategies to increase students' oral communication ability in English?"

D. Purpose of the Paper

The purpose of this paper is to explain the way to increase students' oral communication ability in English by using classroom questioning strategies.