

**AN ANALYSIS OF QUESTIONING STRATEGY
IMPLEMENTATION IN EFL LEARNING DURING
COVID-19 PANDEMIC AT SMA NEGERI 1
SUKAWATI**



**OLEH:
DEWA NGAKAN PUTU DODIK WIRATAMA
1712021161**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA**

2021



**AN ANALYSIS OF THE IMPLEMENTATION OF QUESTIONING
STRATEGY IN EFL LEARNING DURING COVID-19 PANDEMIC AT
SMA NEGERI 1 SUKAWATI**

SKRIPSI

Diajukan Kepada

Universitas Pendidikan Ganesha

**Untuk menyelesaikan Salah Satu Persyaratan Menyelesaikan Program
Sarjana Pendidikan Bahasa Inggris**



Oleh

Dewa Ngakan Putu Dodik Wiratama

NIM 1712021161

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

JURUSAN BAHASA ASING

FAKULTAS BAHASA DAN SENI

UNIVERSITAS PENDIDIKAN GANESHA

SINGARAJA

2021

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS
DAN MEMENUHI SYARAT-SYARAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN**



Pembimbing I,

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

Pembimbing II,

Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

Skripsi oleh Dewa Ngakan Putu Dodik Wiratama ini telah dipertahankan di depan dewan penguji pada tanggal 16 April 2021

Dewan Penguji,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

(Ketua)



Ida Ayu Made Istri Utami, S.Pd., M.Pd.
NIP. 198709172015042002

(Anggota)



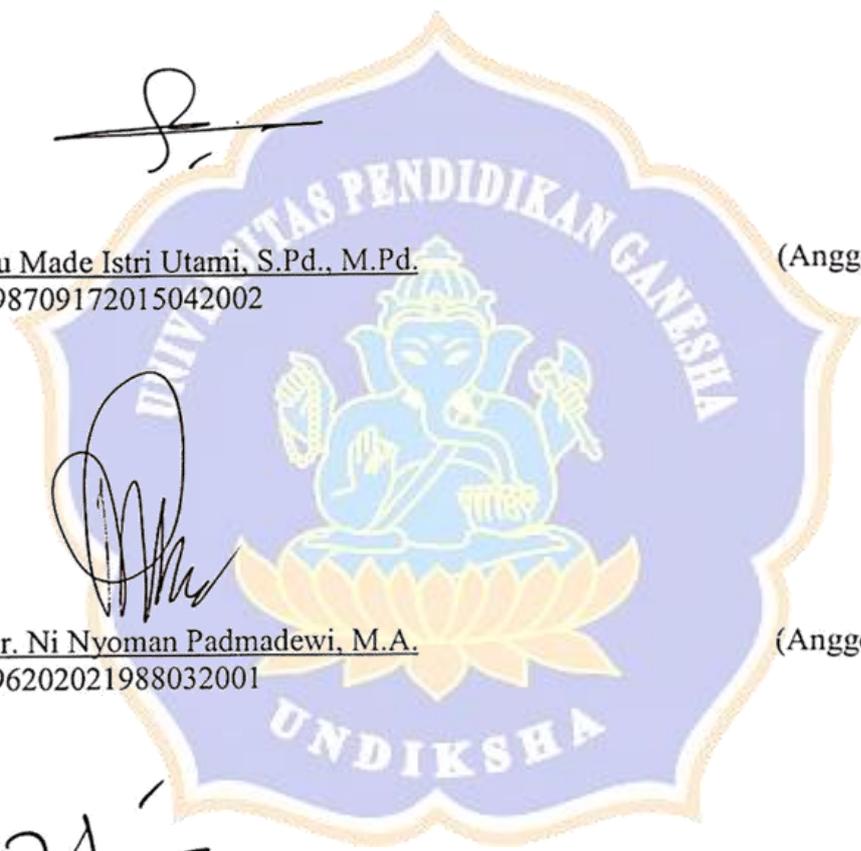
Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

(Anggota)



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

(Anggota)



Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : Selasa

Tanggal : 29 Juni 2021

Mengetahui,

Ketua Ujian,

Sekretaris Ujian,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001



Luh Diah Surya Adnyani, S.Pd., M.Pd.
NIP. 198309232008122001

Mengesahkan
Dekan Fakultas Bahasa dan Seni



Prof. Dr. I Made Sutama, M.Pd.
NIP. 196004241986031002

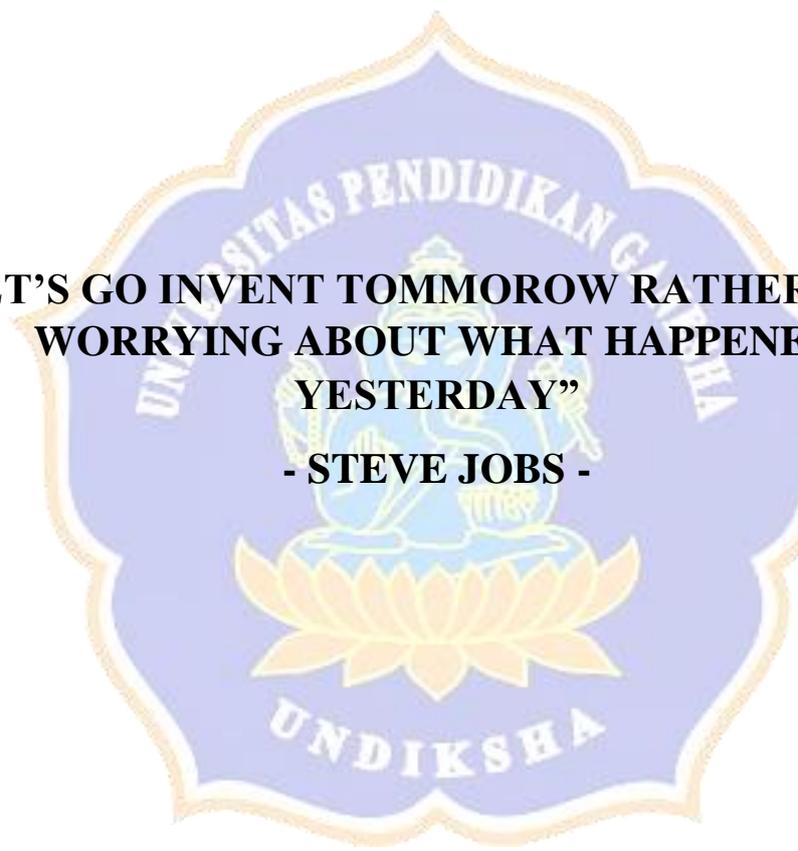
PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "An Analysis of the Implementation of Questioning Strategy in EFL Learning During Covid-19 Pandemic at Sma Negeri 1 Sukawati" beserta seluruh isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko atas sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran atau etika keilmuan dalam karya saya ini, atau ada klaim terhadap keaslian karya saya ini.



Dewa Ngakan Putu Dodik Wiratama

NIM 1712021161



**“LET’S GO INVENT TOMMOROW RATHER THAN
WORRYING ABOUT WHAT HAPPENED
YESTERDAY”
- STEVE JOBS -**

ACKNOWLEDGEMENT

First of all, the writer would like to express the greatest gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa for his everlasting blessing, so that the writer can finish this thesis entitled, “**An Analysis of the Implementation of Questioning Strategy in EFL Learning During Covid-19 Pandemic at SMA Negeri 1 Sukawati**”. The writer would like to appreciate the number of people who continually give supervision, guidance, suggestion, help, and support during the process of accomplishing this thesis, they are:

1. Prof. Dr. Ni Nyoman Padmadewi, M.A. as the first advisor, who has given some advices, supervisions, and crucial contribution in the improvement of this thesis.
2. Kadek Sintya Dewi, S.Pd., M.Pd. as the second advisor, who has been really patient in guiding and supporting the researcher for correcting this thesis.
3. I Wayan Widia, S.Pd., M.Pd. as the headmaster of SMAN 1 Sukawati, who already gave a legal permission and support to conduct this study at school.
4. Putu Suhartana, S.Pd. as the English teacher in the twelve grade of language and science classes who had been willingly to be the subject of this study.
5. All the lecturers of English Language Education who have given knowledge to the writer during the four years.
6. My family, especially my father and my mother for their great motivation and love.
7. My friends in Elegant Class and Lelaki Elegant who have been very fast in sharing and responding information.

Additionally, the researcher would like to say thank you to all students of English Language Education who gave a lot of valuable experiences, unforgettable memories, and admirable togetherness. Thanks to everybody who was important to the successful realization of this undergraduate thesis. This is not a perfect undergraduate thesis, but hopefully can give beneficial insight for the readers. Therefore, any criticism and suggestions are expected for the development of this thesis.

Gianyar, Maret 2021

The Writer

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENT	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii

CHAPTER I INTRODUCTION

1.1 Background of the Study.....	1
1.2 Identification of the Problem	5
1.3 Limitation of the Study	5
1.4 Problems of the Study	6
1.5 Objectives of the Study	6
1.6 Significances of the Study.....	6
1.7 Definition of Key Terms	7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Theoretical Reviews.....	9
2.1.1 Questioning in the Curriculum 2013.....	9
2.1.2 Teaching and Learning Procedure	11
2.1.3 Questioning Strategy	12
2.1.4 Questions.....	14
2.1.5 The Purposes of Questions.....	18
2.2 Empirical Reviews	20

CHAPTER III METHOD

3.1 Research Design.....	25
--------------------------	----

3.2 Setting of the Study.....	26
3.3 Research Subject and Object of the Study	26
3.4 Research Instruments	26
3.5 Procedures of Data Collection	28
3.6 Procedures of Data Analysis	29
3.7 Trustworthiness	30

CHAPTER IV FINDING AND DISCUSSION

4.1 Findings.....	33
4.1.1 The types of Questions Used and the Implementation of Questioning Strategy	33
4.1.2 The Students' Opinions Toward the Implementation of Questioning Strategy	76
4.2 Discussion	98
4.3 Implication	107

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Summary	109
5.2 Conclusion	111
5.3 Suggestion.....	113

REFERENCES

APPENDICES

LIST OF TABLES

Table 4.1 Total Accumulation of teachers' questions.....	34
Table 4.2 The distribution of question's types used by teacher.....	36
Table 4.3 The distribution of question's types used by teacher in first observation	39
Table 4.4 The distribution of question's types used by teacher in second observation	48
Table 4.5 The distribution of question's types used by teacher in third observation	58
Table 4.6 The distribution of question's types used by teacher in fourth observation	67
Table 4.7 Students' opinions toward the implementation of questioning strategy in EFL learning.....	79
Table 4.8 Students' opinions about the important of questioning strategy in EFL learning.....	83
Table 4.9 Students' opinions about the challenges of experienced during the implementation of questioning strategy	86
Table 4.10 Students' feeling when the teacher gives questions.....	89
Table 4.11 Students' opinions about the effect of the questioning strategy used	92
Table 4.12 Students' opinions about the way the teacher asks questions.....	95
Table 4.13 Students' opinions about the questions used by the teacher	97

LIST OF APPENDICES

Appendix 1. Legal Documents

Appendix 2. Instruments of the study

Appendix 3. Transcription of the observation

Appendix 4. Observation sheet

Appendix 5. The result of interview

Appendix 6. Screenshot of the teaching and learning process

