

ABSTRACT

Fatimah, Novi. (2014). *Pre-Service Teachers' Questioning Skill (A Case Study on Pre-service Teachers of English Teacher Education Department, Faculty of Education and Teacher Training Sunan Ampel State Islamic University Surabaya, Academic Year 2013/2014)*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. First advisor: M. Hanafi, M.A. Second advisor: Hernik Farisia, M. Pd. I.

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Questioning skill is one of the most important pedagogical skills. It plays a crucial role to provoke students' participation, to check what students' know and can do, and to evaluate students' progress in learning. Moreover, in EFL teaching context, it is an effective tool to stimulate students to produce the target language. Teachers who have a good questioning skill are able to prepare questions, able to select appropriate ways in designing appropriate questions, able to handle students' answer, and able to give feedback on students' response. Thus, being skilled in questioning enables teachers to lead, to extend, and to control communication in order to enhance students' exposure to the target language and to create a good classroom interaction.

This study is conducted in English teacher education department of Sunan Ampel State Islamic University Surabaya, academic year 2013/2014 to know the questioning skill of pre-service teachers and the faults made by them in formulating questions. To reach those objectives, a qualitative approach is used.

The sources of data are pre-service teachers' lesson plan and their teaching process in microteaching (twenty minutes for each). Those are gathered by documentation, observation, audio recording and field notes. Those kinds of instruments enable to record many pre-service teachers' and students' talks happening in the classroom, to identify pre-service teachers' skill in questioning based on the indicators, and to analyze their faults in formulating questions.

Based on the research findings, the questioning skill of pre-service teachers was low (59.65%, scale 100%). They have moderate ability in preparing questions (66.67%), low ability in designing questions (41.67%), moderate ability in controlling questions (66.67%), and low ability in evaluating questions (47.22%).

Based on the field notes and audio transcription, the common faults in formulating questions done by the pre-service teachers are ambiguous, multiple, post-script, rhetorical, loosely worded, and elliptical questions.

From the result of this study, it is suggested that pre-service teachers should understand the components of questioning skill and practice this skill in the foregoing teaching practice in order they can enhance students' participation in classroom interaction and students' fluently in speaking English.