

**An Analysis of Students' Questions Types in
Reading Classes of the Fourth Semester in English
Department of IAIN Kediri**

THESIS

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STATE ISLAMIC INSTITUTE OF KEDIRI

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Classes of the Fourth Semester in English
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Assalamu'alaikum. Wr. Wb.

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Setelah diperbaharui materi dan susunannya kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1)

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam yang telah ditentukan dapat diujikan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan
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MOTTO

**“Hold the world in your hands
and put the Hereafter in your
heart so that you always follow
the hereafter without
forgetting the world”**

(Genggamlah dunia ditanganmu & letakkan akhirat di
hatimu, agar kamu senantiasa mengingati akhirat tanpa
melupakan dunia)

By: Sayyidina Abu Bakar Ash Shiddiq Ra

DEDICATION

The Thesis is dedicated to:

The King of the King, The Lord of the World, God ALLAH SWT.

My Last Prophet, Muhammad SAW, who has been brought us to
the lighter world.

My beloved father, Husen as'ari, who always support me to be
better in my life.

My beloved mother, Winarti, thanks for anything you give to me,
Prayers, supports, advices, motivations, love, those you never
tired to remind me, lighten me in finishing this thesis.

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going lazy.

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Everyone that I can't tell one by one, thank you for helping me in finishing this thesis,
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In this case, the writer would like to dedicate great appreciation and gratitude to all of people who have helped to finish this thesis. Therefore, the writer dedicates great gratitude to :

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3. Dr. Toyyibah, S.S., M.Pd., my respectable advisor who

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5. My parents, sisters, and brothers, who have given me support and motivation to finish this thesis.
6. All my friends in IAIN Kediri, especially RUMPI friends, Let's have struggle together.
7. The writer realized that this thesis is far from perfect. Therefore, the writer will receive any suggestion and critic to make this thesis better. Finally, with all of lacking and mistake, the writer hopes this thesis be useful for all people. Amin.

Kediri, 10th of May 2019

The Writer

ABSTRACT

Muliana, DewiEka, 2019.*An Analysis of Students Questions Types in Reading Classes of the Fourth Semester in English Department of IAIN Kediri*, Thesis, Tarbiyah, English Department, The State Institute for Islamic Studies (IAIN) Kediri, Advisor (I) Mohammad Muhyidin, M.Pd. and Advisor (II) Dr. Toyyibah, S.S.,. M.Pd.

Key Words : Reading, Students question types.

Questions are important as tools to assess your students' existing knowledge and skills, thus helping you determine your lesson and course planning appropriately. In the classroom the students ask questions about reading material are very varieties. Based on Bloom's taxonomy theory; there are knowledge, comprehension, analysis, synthesis and evaluation.

This analysis is focused on content question type based on Bloom's taxonomy theory. The purposes are to investigate what the types of student question in the classrooms, and also to identify what the cognitive levels of question used by student. The data takes from five classes EFL of fourth semester at one of Islamic Institute in Kediri. The instruments of this study are observation-DVD recording and documentation. This instrument helps to get some question varieties data especially in content question type that are used by students and show how much the whole of question varieties from them and find out the cognitive levels of question used by student.

The result of study shows that there are 5 types from 42 questions; there were 4 of questions or 9.5% using C1 / remembering categories, there were 8 questions or 19.04% using C2 / comprehending categories, there were 7 reading questions or 16.67% using C3 / implementing categories, there were 12 questions or 28.6% using C4 / analyzing categories, and there were 11 questions or 26.19% use the C5 category / rate. This study found that the questions in the low levels of thinking (remembering, understanding, and applying) were limited by 45.21%, while the questions in the high levels of thinking (analyzing, evaluating, and creating) were dominant by 54.79%. And the questions asked by the student were mostly in analysis level which is categorized higher order of cognition.

TABLE OF CONTENTS

TITLE.....	
i	
APPROVAL PAGE.....	ii
RATIFICATION SHEET	iii
NOTA KONSULTAN.....	
iv	
MOTTO.....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENTS.....	
viii	
ABSTRACT.....	
x	
TABLE OF CONTENTS.....	
xi	
 CHAPTER I : INTRODUCTION	
A. The Background of the Study	1
B. The Research Problems	5
C. The Purpose of the Study	5
D. The Significance of the Study	6
E. The Scope and Limitation of the Study	6
F. The Definition of the Key term	7

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Definition of Question	8
B. Question Types.....	8
C. Question Bloom’s Taxonomy.....	9
D. Principle of Design Question Techniques.....	14
E. Classroom Question Activity.....	16

CHAPTER III : RESEARCH METHOD

A. The Research Design.....	23
B. The Research Setting and Subject of Study.....	23
C. Research instrument	24
D. Data Collection Method.....	25
E. Data Analysis	25

CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION

A. Finding.....	27
1. The Types of Students’ Question	27
2. The Coqnitve Levels of Students’ Question	44
B. Discussion.....	46

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	50
B. Suggestion	51

BIBLIOGRAPHY.....	53
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APPENDIX 1.....	56
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APPENDIX 2.....	59
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CURRICULUM VITAE.....	63
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