

**THE USE OF QUESTIONING STRATEGY IN
PROMOTING STUDENTS CRITICAL THINKING**

THESIS

**By
ANNISA RIZQA RAHIMA**



**ANTASARI STATE ISLAMIC UNIVERSITY
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**THE USE OF QUESTIONING STRATEGY IN PROMOTING
STUDENTS CRITICAL THINKING**

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Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

By

**Annisa Rizqa Rahima
SRN. 190101030341**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2023 A.D/1444 A.H**

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The writer,



Annisa Rizqa Rahima



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UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

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Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Annisa Rizqa Rahima
NIM : 190101030341
Program : S-1
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Afifah Linda Sari

APPROVAL

Title : The Use of Questioning Strategy in Promoting Students
Critical Thinking
Name : Annisa Rizqa Rahima
SRN : 190101030341
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2022/2023
Place/Date of Birth : Banjarmasin, August 15th, 2001
Address : Jl. Banua Kupang, RT. 02, RW. 01, Kec.
Labuan Amas Utara, Kab. Hulu Sungai Tengah

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, May 11th, 2023

Advisor
Content and Research Method



Hj. Nurlaila Kadariyah, S. Ag., M. Pd
NIP. 197011181996032001

Advisor
Language and Writing Techniques



Nor Izzatil Hasanah, M. Pd
NUP. 201701001

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title: **The Use of Questioning Strategy in Promoting Students Critical Thinking**

Name **Annisa Rizqa Rahima SRN 190101030341** has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Friday
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Score : 90 (A+)

Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin



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3.	Nor Izzatil Hasanah, M. Pd. Member	3.

ABSTRACT

Annisa Rizqa Rahima. 2023. *The Use of Questioning Strategy in Promoting Students' Critical Thinking*. Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. (I) Nurlaila Kadariyah, S.Ag., M.Pd (II) Nor Izzatil Hasanah., M.Pd.

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Critical thinking is a crucial purpose that the education government wants to focus on to advance the production of quality education in Indonesia. The important role that cannot be separated from this progress is the teacher, who facilitates the students. Therefore, various strategies are used by teachers to facilitate students' critical thinking, one of which is by using a questioning strategy in class. This study aims to know the questioning strategy used by the teachers in promoting students' critical thinking such as the types of questioning strategies and the way teachers use questioning strategies in the classroom.

This study used descriptive qualitative based on theory in a book entitled *Qualitative Data Analysis, A. Methods Sourcebook* by Miles, et al. Furthermore, data analysis uses three stages: data condensation, data display, and verification conclusion. The subjects of this study were four English teachers at the MTsN 2 Kota Banjarmasin with some specifications, such as using the appropriate curriculum and use questioning strategies in their learning. The techniques of data collection used observation and interviews.

The results of this study show that the teachers used all of the types of questioning strategies proposed by Wu, such as repetition, rephrasing, simplification, decomposition, and probing strategies in their lessons. And probing strategy was found, which is the most chosen in promoting student critical thinking. The probing strategy was the most widely used because the teachers wanted students to express their opinions and assessments throughout this strategy. The students seemed brave to express their ideas and tried not to be shy to tell what they had in mind about the material given. Moreover, The teachers approve; using appropriate questioning strategies in each session can make learning objectives more optimal. In its use in learning sessions, it shows that the teacher actively uses the questioning strategy at the beginning, middle, also end of the lesson.

ABSTRAK

Annisa Rizqa Rahima. 2023. *The Use of Questioning Strategy in Promoting Students' Critical Thinking*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. (I) Nurlaila Kadariyah, S.Ag., M.Pd (II) Nor Izzatil Hasanah., M.Pd.

Kata Kunci: Guru Bahasa Inggris, Strategi Bertanya, Berfikir Kritis

Berfikir kritis sejauh ini merupakan sebuah tujuan besar yang difokuskan oleh pemerintah pendidikan untuk memajukan produksi pendidikan bermutu di Indonesia. Adapun peran penting yang tidak lepas dari kemajuan tersebut sedikit banyaknya ada pada guru yang bertugas memfasilitasi para siswa. Oleh karena itu, berbagai strategi digunakan guru dalam memfasilitasi berfikir kritis siswa, salah satunya dengan menggunakan strategi bertanya didalam kelas. Adapun penelitian ini bertujuan untuk mengetahui penggunaan strategi bertanya guru dalam meningkatkan berfikir kritis siswa seperti jenis-jenis strategi bertanya yang digunakan dan cara guru menggunakan strategi bertanya didalam kelas

Dalam penelitian ini, digunakan kualitatif deskriptif yang berlandaskan teori dalam buku yang berjudul *Qualitative Data Analysis, A. Methods Sourcebook* by Miles, et al. Adapun dalam analisis data yang diperoleh menggunakan tiga tahapan yaitu *data condensation, data display and verification conclusion*. Subjek penelitian ini adalah empat orang guru bahasa Inggris di MTsN 2 Kota Banjarmasin dengan beberapa spesifikasi, seperti menggunakan kurikulum yang sesuai dan menggunakan strategi bertanya dalam pembelajarannya. Adapun teknik pengambilan data menggunakan pengamatan dan wawancara.

Hasil dari studi ini menunjukkan bahwa para guru menggunakan semua jenis strategi bertanya yang dikemukakan oleh Wu seperti, pengulangan, penggunaan kata alternatif, penyederhanaan, penguraian, dan strategi penyelidikan dalam pelajaran mereka. Adapun strategi penyelidikan merupakan yang menjadi paling banyak dipilih oleh para guru dalam meningkatkan berfikir kritis siswa. Strategi penyelidikan menjadi yang paling banyak digunakan karena guru ingin siswa mengungkapkan pendapat dan penilaian mereka melalui strategi ini. Siswa tampak berani mengungkapkan idenya dan berusaha tidak malu untuk menceritakan apa yang ada dipikirkannya tentang materi yang diberikan. Selain itu, para guru menyetujui bahwa penggunaan strategi bertanya yang tepat dalam setiap sesi pembelajaran dapat menjadikan tujuan pembelajaran lebih optimal. Adapun dalam penggunaannya pada sesi pembelajaran dalam studi ini menunjukkan bahwa para guru secara aktif menggunakan strategi bertanya tersebut pada awal, pertengahan, dan akhir pembelajaran.

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