TEACHER’S STRATEGIES TO ENCOURAGE STUDENTS TO ASK QUESTIONS
(A CASE STUDY TOWARDS THE IMPLEMENTATION OF 2013 CURRICULUM AT THE SEVENTH GRADE OF SMP AL AZHAR SYIFA BUDI SOLO)

A THESIS

Written as a Partial Fulfilment of the Requirements for Graduate Education Degree of English Language Teaching

YUDHI WIDAYANTO
S891402060

GRADUATE PROGRAM OF ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY
SURAKARTA
2016
APPROVAL

TEACHER’S STRATEGIES TO ENCOURAGE STUDENTS TO ASK QUESTIONS
(A CASE STUDY TOWARDS THE IMPLEMENTATION OF 2013 CURRICULUM AT THE SEVENTH GRADE OF SMP AL AZHAR SYIFA BUDI SOLO)

By:

YUDHI WIDAYANTO
S891402060

This thesis has been approved by the Consultant of
English Education Department of
Graduate Program Teacher Training and Education Faculty of
Sebelas Maret University

Surakarta, January 2016

Consultant I
Dra. Dewi Rochsantiningsih, M.Ed, Ph.D.
NIP. 19600918 198702 2001

Consultant II
Dr. Slamet Supriyadi, M.Pd.
NIP. 19621110 198903 1003

Approved by,
The Head of Graduate Program of English Department
Sebelas Maret University

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009
LEGITIMATION

TEACHER'S STRATEGIES TO ENCOURAGE STUDENTS TO ASK QUESTIONS
(A CASE STUDY TOWARDS THE IMPLEMENTATION OF 2013 CURRICULUM AT THE SEVENTH GRADE OF SMP AL AZHAR SYIFA BUDI SOLO)

By:
YUDHI WIDAYANTO
S891402060

This Thesis has been approved by the Board of Thesis Examiners of English Education Department of Graduate Program Teacher Training and Education Faculty of Sebelas Maret University in January 2016

Board of Examiners

Chairman Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1009

Secretary Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1005

1. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D.
NIP. 19600918 198702 2001

2. Dr. Slamet Supriyadi, M.Pd.
NIP. 19621110 198903 1003

Legalized by:
The Dean of Teacher Training and Education Faculty of Sebelas Maret University

Prof. Dr. Joko Nurkamto, M.Pd.
NIP. 19610124 198702 1001

The Head of English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1009
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “Teacher’s Strategies to Encourage Students to Ask Questions (A Case Study Towards the Implementation of 2013 Curriculum at the Seventh Grade of SMP Al Azhar Syifa Budi Solo)”. It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancelation of my academic degree.

Surakarta, 22 January 2016

Yudhi Widayanto
ABSTRACT


Questioning is one of the stages of scientific approach in the implementation of the 2013 curriculum. Asking questions is a vital part of student learning. Teachers ask students questions in order to get their minds working and thinking. Students ask questions in order to gain more knowledge or satiate their curiosity. In case when student has trouble asking questions in the classroom, they might miss an important step and become lost. Highlighting the important role of questioning, there is a situation in which the implementation of questioning does not meet the curriculum needs. On the other hand, the students have some difficulties in asking question while the teacher cannot lead the learning process through the stages of scientific approach. Therefore this study is aimed to analyse the teacher’s strategies to encourage students to ask questions in order to fill the stages of 2013 curriculum.

This qualitative case study produced descriptive data. The data were strategies performed by the English teacher. In order to complete the source of data, supported documents and some informants were involved in this study. Dealing the aims of the study, purposive sampling was used to collect the sample under the consideration that the sampling was conducting several strategies to encourage students to ask question. Observation, documentation, and interview were conducted to collect the data. To enhance the trustworthiness of the data analysis, the triangulation technique was used. After being checked, the data were analyzed based on interactive model analysis proposed by Miles and Huberman (1994: 10).

The results pointed out that there were four performed strategies in the classroom; brainstorming, think-pair-share, using visual aid, and group work. However there were only two strategies proven succeed in enhancing the students’ activeness during the learning process; using visual aid and group work. Regarding to the implementation of the strategies, they were in line with the theory of teaching strategies. Furthermore, the analysis resulted that the teacher’s constraint in implementing those strategies were internal and external factor of the students. In conclusion, the result of this study supported the role of the teacher in implementing some strategies to encourage the students to actively ask questions during the learning process.

Keywords: ask, case study, teacher’s strategies, question
MOTTO

- Work hard in silence, let your success be your noise –

(Frank Ocean)
DEDICATION

This research is fully dedicated to:
My beloved mother and father, Endang Rahayumi and Sri Wiyono
My brother, Budi Wahono
My future, Dinar Dipta
My alma mater, Sebelas Maret University
ACKNOWLEDGEMENT

All praise due to Allah, the lord of the world. He is the master and the creator of everything in the universe. Peace and salutation be upon to the noble Prophet of Islam, Muhammad SAW who has guided us from the darkness to the enlightenment in the world as well as in the next world.

Furthermore, I would like to deliver my gratitude and appreciation for everyone who has given me motivations to accomplish this thesis, especially:
1. Prof. Dr. Ravik Karsidi, the rector of Sebelas Maret University.
2. Prof. Dr. Joko Nurkamto, M.Pd, the dean of Teacher Training and Education Faculty.
3. Dr. Ngadiso, M.Pd., the head of English Education Department of Graduate Program.
4. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D. and Dr. Slamet Supriyadi, M.Pd, the advisors of this thesis.
5. Lecturers and staffs of English Graduate Program.
6. H. Masykur Fitriawan, S.Pd.I., the Headmaster of SMP Al Azhar Syifa Budi Solo.
7. Martha Dewi Windarta, S.Pd., the English teacher of SMP Al Azhar Syifa Budi Solo for conducting the research.
8. Grade VII students of SMP Al Azhar Syifa Budi Solo for the cooperative relation.

In order to make a better improvement for this study, criticisms and suggestions are needed. Thank you.

Surakarta, January 2016

Yudhi Widayanto
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>LEGITIMATION</td>
<td>iii</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Research Questions</td>
<td>5</td>
</tr>
<tr>
<td>C. Objectives of the Study</td>
<td>5</td>
</tr>
<tr>
<td>D. Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER II: LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>A. 2013 Curriculum</td>
<td></td>
</tr>
<tr>
<td>1. The Paradigm of the 2013 Curriculum</td>
<td>7</td>
</tr>
<tr>
<td>2. The differences between the 2013 Curriculum and the 2006 School-Based Curriculum</td>
<td>8</td>
</tr>
<tr>
<td>B. Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>1. Notion of Scientific Approach</td>
<td>12</td>
</tr>
<tr>
<td>2. Steps of Conducting Scientific Approach</td>
<td>13</td>
</tr>
<tr>
<td>3. Scientific Approach in 2013 Curriculum</td>
<td>16</td>
</tr>
<tr>
<td>C. Asking Questions</td>
<td></td>
</tr>
<tr>
<td>1. Definition of Questions</td>
<td>19</td>
</tr>
<tr>
<td>2. Function of Questions</td>
<td>20</td>
</tr>
<tr>
<td>3. Criteria of Good Questions</td>
<td>22</td>
</tr>
</tbody>
</table>
4. Students’ Obstacles in Asking Questions ............................................. 23

D. Teacher’s Strategies

1. Teaching Techniques
   a. Brainstorming ............................................................................... 27
   b. Cooperative Learning ................................................................... 28
   c. Critical/Creative Thinking ............................................................. 30
   d. Group Work .................................................................................. 31
   e. In-Class Discussion ....................................................................... 32
   f. Infusing Humor into Class Session ............................................... 32
   g. Role-Plays .................................................................................... 34
   h. Student’s Presentation ................................................................... 34
   i. Teaching Aids ............................................................................... 35
   j. Think-Pair-Share ........................................................................... 36

2. Teaching Material .............................................................................. 37

3. Classroom Management ..................................................................... 39

E. Conceptual Framework ........................................................................... 39

F. Review of Related Research ................................................................... 40

CHAPTER III: RESEARCH METHODOLOGY

A. Setting of the Study ................................................................................ 43

B. Research Design ..................................................................................... 43

C. Data and Source of Data ......................................................................... 44

D. Data Collection Technique ..................................................................... 45

E. Trustworthiness of Data .......................................................................... 46

F. Data Analysis Techniques ...................................................................... 47

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

   1. The Strategies Conducted by the English Teacher to Encourage
      Students to Ask Questions ................................................................. 50

   2. The Implementation of the Strategies ................................................ 51

   3. The Constraints on Choosing and Implementing the Strategies .......... 64

B. Discussions ........................................................................................... 67

commit to user
CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions ........................................................................................... 73
B. Implications ........................................................................................... 73
C. Suggestions ........................................................................................... 74

BIBLIOGRAPHY.............................................................................................. 76
APPENDICES................................................................................................... 82
LIST OF TABLES

Table 2.1 Differences between the 2013 Curriculum and the 2006 School-Based Curriculum .......................................................... 9
Table 2.2 Changes in the Curriculum of Indonesian and English .......................................................... 10
Table 2.3 Instructional Stages Adopting Scientific Approach .................................................................................. 13
Table 3.1 Research Schedule .............................................................................................................................................. 43
Table 3.2 Data Table ........................................................................................................................................................... 45
Table 3.3 Interview Protocol .................................................................................................................................................. 46
Table 3.1 Research Schedule .............................................................................................................................................. 43
Table 3.2 Data Table ........................................................................................................................................................... 45
Table 3.3 Interview Protocol .................................................................................................................................................. 46
Table 4.1 Summary of the Research Findings ............................................................................................................. 49
Table 4.2 Teaching Strategies ............................................................................................................................................ 50
Table 4.3 Table of Students’ Questions ....................................................................................................................... 52
Table 4.4 Classification of Students’ Questions ............................................................................................................ 53
LIST OF FIGURE

Figure 2.1. The Organization of the 2013 Curriculum.................................11
Figure 2.2. The Learning Cycle of Scientific Approach ..............................13
Figure 2.3 Analytical Construct of Teacher’s Strategies to Encourage Students
to Ask Questions.................................................................40
Figure 3.1 Components of Data Analysis: Interactive Model in Miles and
Huberman.................................................................................47
LIST OF APPENDICES

Appendix 1 The Transcripts of Classroom Activities .........................................79
Appendix 2 The Table of Teaching Strategies Form.............................................153
Appendix 3 The Table of Teaching Strategies Result ........................................154
Appendix 4 Focus Group Discussion Protocol ...................................................155
Appendix 5 Personal Interview Protocol ............................................................156
Appendix 6 Transcript of Focus Group Discussion ............................................157
Appendix 7 Transcript of Personal Interview .....................................................161
Appendix 8 Permission Letter ............................................................................165