

**The Impacts of Impromptu Question from the Teacher in Teaching and  
Learning Process at English Education Department of Universitas  
Muhammadiyah Yogyakarta**

*A Skripsi*

**Submitted to Faculty of Language Education  
As a Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan***



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### **Statement of Authenticity**

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Certify this skripsi with the title “The Impacts of Impromptu Question from the Teacher in Teaching and Learning process at English Education Department of Universitas Muhammadiyah Yogyakarta” is definitely my own work. I am completely responsible for the content of this skripsi. Others’ opinion or findings included in this skripsi are quoted in accordance with ethical standard.

Yogyakarta, December 29, 2017

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The writer realizes that this paper is far from being perfect since there is nothing perfect in this world. Therefore, the writer needs the readers' suggestion and criticism for the sake of this thesis improvement. Hopefully, this paper will give benefit and advantage for those who read it.

Yogyakarta, December 29, 2017

Fauziah Nur Fitriani

## **Abstract**

Giving impromptu question from the teacher is one of the ways to create an interaction between students and teacher. It can help students to be active in learning activities. Questions are the most powerful teaching strategy to enhance interaction in teaching and learning process. This research was intended to investigate the impact of impromptu question from the teacher in teaching and learning process at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). There were two purposes of this research. The first purpose was to reveal the students experience in giving the impromptu question. The second purpose was to investigate the impacts of impromptu question from the teacher based on the student's perception at EED of UMY. This research was conducted using qualitative research method. The participants were three students who have experience in teaching and learning processes at EED of UMY. The participants are students from batch 2013. They were asked about their experience in the interview. The interview session was recorded, transcribed then analyzed using a coding procedure. This research some ways in giving impromptu question, there are: starting the class, discussing new material, reviewing students' learning, giving chance for students to share their opinion, and evaluating students' learning. Then, the researcher investigated students' perception about the impacts of the impromptu question to answer the second research question. There are positive and negative impacts of impromptu question that are implemented in teaching and learning process. The positive impacts of impromptu questions include: motivating students to study at home, understanding more about the

subject, having more preparation, and increasing students' soft skill. In negative impacts of impromptu question, there are three points that showed the feeling of the students: feeling nervous when there is no class preparation, feeling confused when answering questions and feeling afraid of answering the question in English.

*Keywords:* teaching and learning process, evaluation in teaching, impromptu question, impacts of impromptu question.

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