

**An Analysis of Teachers' Questioning Strategy During the Classroom  
Interaction**

**THESIS**

Presented to

State Islamic Institute of Kediri

In Partial Fulfilment of the Requirements

For the Degree of *Sarjana* in English Language Education



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**STATE ISLAMIC INSTITUTE (IAIN) KEDIRI**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any material previously written or published by another person except those indicate in quotation and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am only person responsible for the thesis if there is any objection or claim for others. This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute (IAIN) of Kediri.

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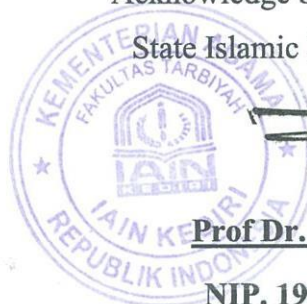


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## **MOTTO**

“You don’t have to be great to start, but you do have to start to be great”

-Zig Ziglar.

## DEDICATIONS

This thesis is dedicated to:

1. All praises belongs to Allah SWT who have provided convenience and smoothness in completing this thesis.
2. My beloved mother Tri Pinesti strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little.
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The author realizes that this thesis is not free from various shortcomings. The author expects suggestions and criticisms for the sake of perfection and improvement so that this thesis can provide benefits for the field of education and application in the field and can be developed further. Aamiin.

Kediri, 26 June 2023

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## ABSTRACT

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**Keywords:** Teacher Questioning Strategy, Classroom Interaction

The teaching and learning process that has been carried out in the classroom so far is often one-way where students only listen to what the teacher says. Interaction is also an important point in teaching and learning activities because it is not only the students who benefit, but also the teachers also receive feedback whether the material presented is well received by students. The purpose of this research is to describe the teacher's questioning strategy during classroom interaction.

The method is a qualitative research method. The type of this research is descriptive qualitative. This research was conducted in the Senior High School 1 Grogol Kediri. English teachers were the subject of this research. In this research, there were two forms of the data. The first data are observations of teacher and students that was recorded by the researcher during conducted observations. The second are gathered from the interview filled by the writer.

The finding of this study can be concluded that teachers apply several questioning strategies in learning. The teacher applied display, focus, and open-ended question in the first and second meeting. In addition, the teacher applies additional questions strategies to teach. The results of class observations showed that two English teachers at SMAN 1 Grogol Kediri used three type questioning strategy while teaching English. However, display was more dominantly used, while focus question is used after students understand the material

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