

**ANALYZING TEACHERS' QUESTIONING STRATEGIES DURING THE
CLASSROOM INTERACTION AT MA MA'ARIF NU BLITAR**

THESIS

Presented to:

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirement

for the Degree of Sarjana in English Language Education



By:

NINDA SHOHWATUL ISLAMIA

20202118

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

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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 materials previously written or published by another person except those indicated in quotations 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 the only one person responsible for this 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 of Kediri.

Kediri, 5 June 2024

The researcher



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CLASSROOM INTERACTION AT MA MA'ARIF NU BLITAR**

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MOTTO

“Education is not the learning of facts, but the training of the mind to think”

-Albert Einstein-

“The best revenge is to make yourself better”

-Ali bin Abi Thalib-

“Everything will be okay in the end, if its not okay, its not the end”

-Ariel Tatum-

DEDICATION

I would like to say a big thank you to my parents, to my first love **Mr. Abdul Rohim** and my beloved mother **Mrs. Susi Hidayati** who always prays for me to Allah SWT. Thank you for your prayers, love and financial support. Thank you for always supporting me even though I was at my lowest point when I was working on this thesis. Thank you for always believing that I could complete this step. You are my strength and my reason to survive until this moment. Thank you very much. I love you more than anything. May Allah always bless you!

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The researcher realized that the researcher was still far from being perfect. Hence, the research expected suggestions and comments from all the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, 5 June 2024

The researcher



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ABSTRACT

Islamia, Ninda Shohwatul. 2024 Analyzing Teachers' Questioning Strategies during the Classroom Interaction at MA Ma'arif NU Blitar. Undergraduate Thesis, Department of English Language Education Faculty of Tarbiyah. State Islamic Institute (IAIN) of Kediri. Advisor (1) Drs. Agus Edi Winarto, M.Pd. (2) Dr. Dewi Nur Suci, S.S., M.Pd.

Interaction between teachers' and students' is very necessary during classroom interaction. It is important for teachers' to choose the best way to improve students' understanding. One of the best teacher strategies for creating balanced interactions in the classroom is the questioning strategy. The purposes of this study was to determine kinds of questioning strategies that used by the teachers during classroom interaction, to determine the functions of teachers questioning strategies during classroom interaction, and to determine the reasons why the teachers used questioning strategies during classroom interaction.

The researcher used qualitative descriptive method. The subject of this study consisted of 2 English teachers' who taught classes XI AGAMA 2 and XI MIPA 1. The instruments used in this research was an interview and observation checklist (non participant). By my theory of Ricahrd and Lockahrt (1994).

The finding shows that: first, the researcher found 22 procedural questions with a percentage of 43%, 23 convergent questions with a percentage of 45%, and 6 divergent questions with a percentage of 11%. Second, the researcher found some functions of the teacher questioning strategies during the classroom interaction, such as to help students' understand the material, build interaction between teacher and students', encourage them to express their arguments, and develop thinking skills. At last, the researcher also found some reasons why the teachers' use questioning strategies in English language teaching such as to check students' comprehension, stimulate students' thinking, encourage students' to think and focus, and encourage students' participation in learning.

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