

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES
DURING EFL CLASSROOM INTERACTION**

THESIS

Presented to:

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirement

for the Degree of *Sarjana* in English Language Education



By:

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2022



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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 indicate in quotations and references. No portion on 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 of there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute of Kediri.

Kediri, 14 July 2022

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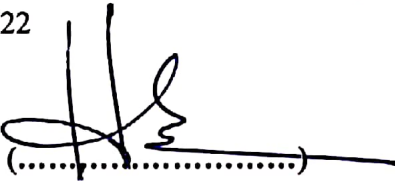
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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam siding munaqosah yang dilaksanakan pada tanggal 12 Juli 2022 kami dapat menerima dan menyatakan hasil perbaikannya.

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MOTTO

وَهُوَ مَعَكُمْ أَيْنَ مَا كُنْتُمْ

“And He is with you, wherever you are..”

(Al-Hadid 57:4)

DEDICATION

This thesis is dedicated to:

1. All praises belongs to Allah SWT for his mercies and blessings, which enabled me to complete my thesis.
2. My beloved deceased mother who has teach me how to be strong and my beloved father thanks a lot for being my father also my mother, your support, attention, pray for me and everything that you have given to me.
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ABSTRACT

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Keywords: *Questioning Strategies, and Classroom Interaction.*

Interactions between the teacher and students are necessary for classroom interaction. If the teacher and the students have equal chance to speak in the classroom, the interaction can be balanced. It is important for the teacher to choose the best way to enhance the students. One of the best ways teacher's strategies to create a balanced interaction in the class is questioning strategies The aims of this research is to analyze the teacher's questioning strategies in the classroom interaction of students

The researcher used the descriptive qualitative method. The subject of the research consisted of the English teacher who teaches 11th or 5th grade and the students of 11th or 5th grade "G" and H high school at Pondok Pesantren Wali Songo Ngabar Ponorogo. The data collection technique used observation non participant checklist and interview.

The finding shows that there are three types of teacher's question used by the teacher during EFL classroom interaction, namely procedural questions, convergent questions, divergent questions. The researcher found 22 procedural questions, 32 convergent questions, and 12 divergent questions. The advantages of using this questioning strategies is the teacher get to know students better, as well as learn about their skills and level of comprehension, and increase the interaction between teacher to students or student to teacher. The disadvantages of using this questioning strategies are sometimes students do not understand a question that the teacher gave to students and students do not engage in much in-depth exploration.

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