

**AN ANALYSIS ON ENGLISH TEACHER'S QUESTIONING  
STRATEGY AT SMAN 1 PACE NGANJUK**

**THESIS**

**Presented to**

**State Islamic Institute of Kediri**

**In Partial Fulfillment of Requirements**

**for the Degree of *Sarjana* in English Language Education**



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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 Education Department, State Islamic Institute (IAIN) of Kediri.

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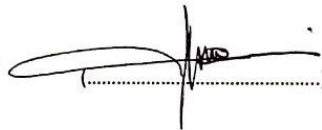
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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang telah diberikan dalam siding munaqosah yang dilaksanakan pada tanggal 12 Juli 2022, kami dapat menerima dan menyetujui hasil perbaikannya.

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**MOTTO**

**"KEEP STANDING ON YOUR OWN FEET"**

(Researcher)

## **DEDICATION**

In the name of Allah, the Beneficient and the Merciful, this thesis is dedicated to:

1. My beloved mother; Mrs. Sri Sukesri, a strong and patient woman, always guides me everything and to my beloved father; Mr. Pono, the energy of my life, my first love, my first supporter in all my way, who always work hard and give the best for my life.
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This thesis is written to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. The title of this thesis is *An Analysis on English Teacher's Questioning Strategy at SMAN 1 Pace Nganjuk*.

This graduation paper will not be completed without the support and guidance of individuals and institutions. Therefore, researcher would like to express special thanks to”

1. Dr. Wahidul Anam, M.Ag., as the Rector of State Islamic Institute (IAIN) of Kediri.
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The researcher realized that this research was still far from being perfect. So, the researcher expected suggestions and comments from all the readers or other researcher who wants to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, June 21<sup>st</sup> 2022

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**ABSTRACT**

**Aulia, F. F.** 2022. *An Analysis on English Teacher's Questioning Strategy at SMAN 1 Pace Nganjuk*. A graduating paper. Department of English Language Education. Faculty of Tarbiyah. State Islamic Institute of Kediri. Advisors: (I) Mohammad Muhyidin, M.Pd., (II) Erna Nurkholida, M.Pd

**Keywords:** *Question, Strategy, Questioning Strategy, EFL Learners.*

The aims of this research are to find out the questioning strategies used by English teachers at SMAN 1 Pace and the English teacher's preferences to use question-answer method on their teaching learning process.

The researcher used qualitative descriptive as the design of the research. For the data collection, researcher used the instruments such as observation, interview, and documentation. The subject of this research were the English teachers at SMAN 1 Pace Nganjuk. The subjects were taken using purposive sampling. To analyse the data, the researcher used the technique: data reduction, data display, and conclusion drawing. For the data endorsement, the researcher used data triangulation.

The results showed that: the English teachers used probing question, factual question, divergent question, and higher order question which the 1<sup>st</sup> teacher used probing question 58,33%, factual question 22,22%, divergent question 16,67%, higher order question 2,78%; 2<sup>nd</sup> teacher used probing question 46,15%, factual question 38,46%, divergent question 15,39%; 3<sup>rd</sup> teacher used probing question 83,33% and factual question 16,67%. Probing question to explore students' abilities and understanding of the material, factual question to find specific answer from the students and what they have learned previously, divergent question to train students to think abstractly, and higher order question were used to train students' reasoning power about the material.

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