AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION

(A *Descriptive Qualitative Research on SMK Negeri 1 Paloh*)

A THESIS

Submitted to fulfill one of the requirements for the Bachelor of Language Degree Examination in English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Universitas Tanjungpura Pontianak

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ABSTRACT

Nursikin, 2024	An Analysis of Teachers' Questioning Strategies during the Classroom Interaction (A *Descriptive Qualitative Research on SMK Negeri 1 Paloh*)
Supervisors	Yanti Sri Rezeki, S.Pd., M.Ed.Wals., Ph.D Wardah, S.Pd., M.Pd

A good teaching-learning process involves students and teachers as a single main source in the classroom. Student participation is essential in the teaching-learning process because it allows for good interaction between teachers and students. Teachers' questioning strategies can encourage students to participate more actively in the language-learning process. Teachers must use questioning strategies because they are one of the factors that contribute to an effective teaching and learning process. The purpose of this study was to learn about the types of English teachers' questioning strategies and why they used them in their classroom interactions at SMK Negeri 1 Paloh. In this study, the writer used a descriptive qualitative method. To collect data, the writer conducted classroom observations and recorded audio interviews. The data was collected from two English teachers at SMK Negeri 1 Paloh who teach in grades X and XI to determine the types of questioning strategies used and why they were used during classroom interactions. Based on the observations, the study findings indicate that the teachers asked procedural, convergent, and divergent questions. During the classroom interaction in which they were asked the question, the English teachers actively used question strategies to assess the student's understanding of the previous material, to attract the students' attention, to support the students' contributions in class, and to motivate the students to learn. As a result, the English teacher used their questioning strategies in their teaching-learning process, and the students were more active and confident in their ability to understand and answer questions.

Keywords: Analysis, Teacher's Questioning Strategies, Classroom Interaction

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CHAPTER 1
INTRODUCTION

1.1 Background

A good teaching learning process involves the students as well as the teachers as a single main source in the classroom. The involvement of students is essential in any teaching learning process because it allows for excellent interaction between teachers and students. In order to create an interactive classroom, teachers must interact with and involve students by asking questions and interacting with them in order to train their speaking skills and ensure that the students master the concepts.

According to Kuswandari, (2023) that English is an international language that is included in one of the subjects in Indonesian schools, namely English subject. In Indonesia, English subject used to improve foreign language skills which are held at the junior and senior high school even in lectures in order to balance international language skills and make a good interaction between the teacher and students to create a generation that is good at languages. Students appreciate interactions in language learning between teacher and students in the classroom.

When the interaction process of the teaching English occurs, every teacher would have a technique or strategy that is mastered, to make the condition and responses expected from students easy to understand about the learning material. One strategy that teachers can use to involve students in asking and giving responses is by asking questions (Nashruddin & Ningtyas, 2020).

Questioning strategies used by teachers can stimulate students to be more involved in the language learning process. Teachers questioning strategies must be applied because they are one of the factors that can produce an effective process of

teaching and learning. Questioning must be applied in a good manner as a teaching device. It requires knowledge about types of questions, questioning strategies, and reasons for questioning skills.

A common issue in the English classroom is that teachers face a passive class in which students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher attempts interaction in a teacher-class interaction, such as by asking class-wide questions and expecting at least one or two students to respond. Naturally, there was occasions when no student can answer, know, or give the answer to teacher questioning. As a result, students are afraid to offer critique. Students do not react directly to the teacher's question and do not participate in class discussion as a group. Most of the class students sat in silence, with little or no facial emotion or gesture. The reason the writer conducted this research was the lack of interaction between teacher and students, students were passive, also the students more silent during classroom interaction on teaching and learning process.

Teaching strategies are particular solutions to a problem or task, operating