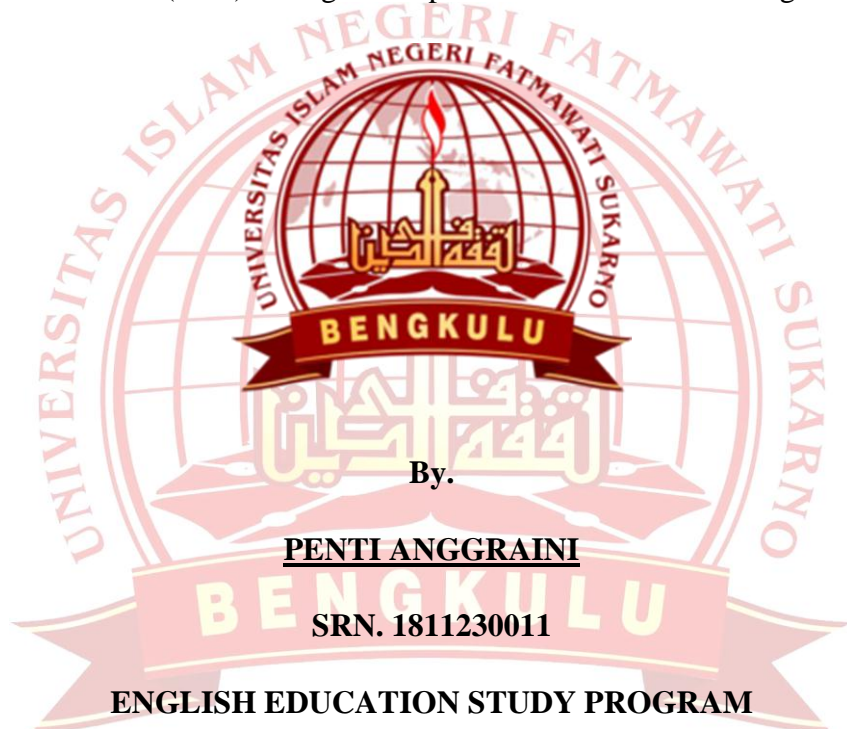


**An Analysis Teacher's Questioning Strategies in EFL
Classroom Interaction**

**(A Qualitative Study at Eight Grade Students at One of
Junior High School in Bengkulu Utara)**

THESIS

Submitted as a Partial Requirement of the Degree of *Sarjana
Pendidikan* (S.Pd) in English Department of UIN-FAS Bengkulu



By.

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DEPARTMENT OF ENGLISH EDUCATION TARBIYAH
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RATIFICATION

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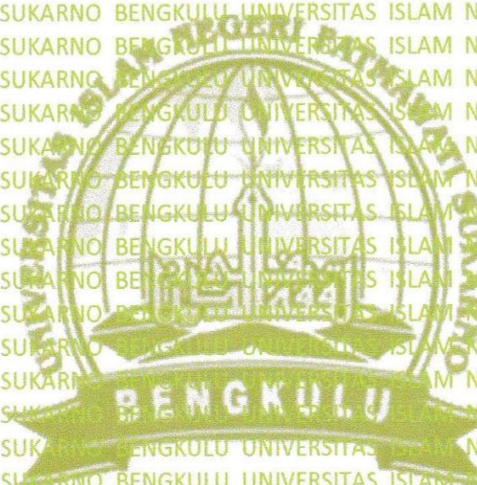
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MOTTO

There is no exam that cannot be completed. There is no difficulty that exceeds the limits of ability. Because “Allah will not burden

person except according to the lever of his ability”

(QS. Al-Baqarah : 286)



DEDICATION

Allhamdulillah, praise be upon Allah SWT on his blessing. Great greeting is highly dedicated to our prophet Muhammad SAW. I dedicate my deepest thanks and appreciation to the following people:

- ❖ For myself, I just want to say thank you so much for all of the greatest things you have done for your life. Thank you for holding on and fighting this hard. Thank you for everything.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis on titled "**An Analysis Teacher's Questioning Strategies In EFL Classroom Interaction (A Qualitative Study at Eight Grade Students at One of Junior High School in Bengkulu Utara)**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later prove that my thesis has discrepancies I am willing to take the academic sections in the form of repealing my thesis academic degree.

Bengkulu, 2023
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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This goes to:

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2. Dr.Mus Mulyadi, M.Pd., as the dean of tarbiyah and tadrīs faculty;
3. Risnawati,M.Pd., as the head of Tadrīs Department;
4. Feny Martina,M.Pd., as the head of English Education Study Program of UIN Fatmawati Sukarno Bengkulu.

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7. All English lecturers and administration staffs of UIN Fatmawati Sukarno Bengkulu;

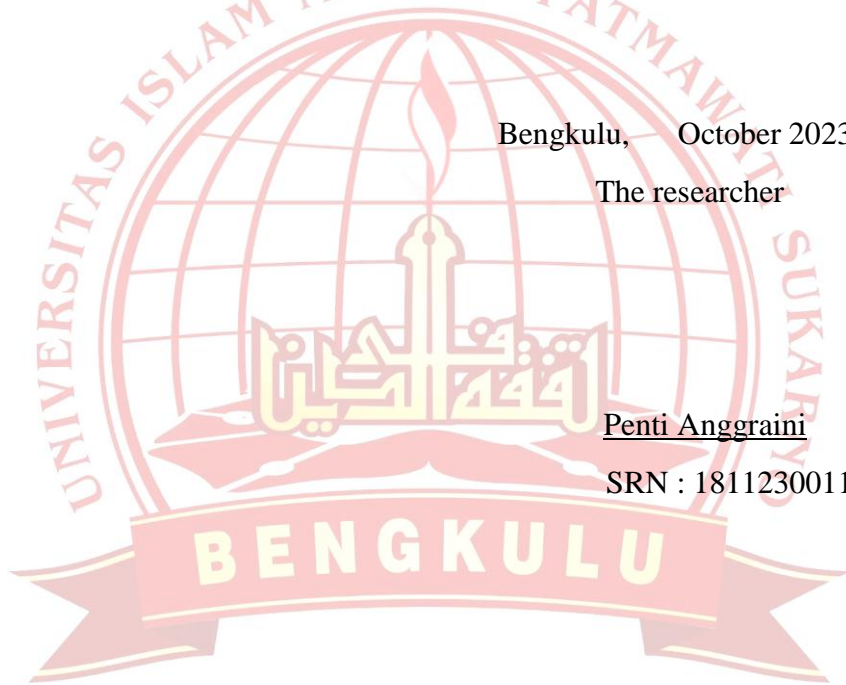
Finally, the researcher realized that this thesis was still far from being perfectness. Therefore, any suggestion and constructive criticism are always welcome for the better.

Bengkulu, October 2023

The researcher

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ABSTRACT

Penti Anggraini, 2023. *An Analysis Teacher's Questioning Strategies in EFL Classroom Interaction (A Qualitative Study at Eight Grade Students one of Junior High School in Bengkulu Utara)*. Thesis, English Education, Tarbiyah and Tadris Faculty of Fatmawati Sukarno Bengkulu.

Advisor: 1. Prof. Riswanto, M.Pd., Ph.D

2. Feny Martina, M. Pd

This research aims to describe (a) the types of questioning strategies used by teachers in EFL classes and (b) the dominant types of strategies used by English teachers in EFL classes. The author uses descriptive research. The data used is qualitative descriptive analysis. The data source for this research is the interaction between the English teacher and students in class VIII 1 and VIII 2 of SMP N 4 Bengkulu and two English teachers. Researchers used observation and interviews to collect data in this research. Researchers used three types of questions from Richard and Lockhart (1994): (1) Procedural Questions, (2) Convergent Questions, (3) Divergent Questions. In two meetings, this research found 46 questions in two classes, there were 18 procedural questions, 27 convergent questions, and 1 divergent question. This shows that what is most frequently used in the two classes by English teachers is procedural questions and divergent questions. Modification techniques are one important method that teachers must use when students do not understand or cannot answer questions.

Keywords: Teacher's Questioning Strategies, EFL Classroom Interaction.

ABSTRAK

Penti Anggraini, 2023. *Analisis Strategi Bertanya Guru dalam Interaksi Kelas EFL (Studi Kualitatif pada Siswa Kelas Delapan salah satu SMP di Bengkulu Utara). Skripsi, Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris Fatmawati Sukarno Bengkulu.*

Pembimbing : 1. Prof. Riswanto, M.Pd., Ph.D

2. Feny Martina, M. Pd

Penelitian ini bertujuan untuk mendeskripsikan (a) Jenis strategi menanya yang digunakan guru di kelas EFL dan (b) Jenis strategi yang dominan digunakan oleh guru bahasa Inggris di kelas EFL. Penulis menggunakan penelitian deskriptif. Data yang digunakan adalah analisis deskriptif kualitatif. Sumber data penelitian ini adalah interaksi antara guru bahasa Inggris dengan siswa kelas VIII 1 dan VIII 2 SMP N 4 Bengkulu dan dua guru bahasa Inggris. Peneliti menggunakan observasi dan wawancara untuk mengumpulkan data dalam penelitian ini. Peneliti menggunakan tiga jenis pertanyaan dari Richard and Lockhart (1994): (1) Procedural Questions, (2) Convergent Questions, (3) Divergent Questions. Dalam dua pertemuan penelitian ini menemukan 46 pertanyaan di dua kelas, ada 18 pertanyaan prosedural, 27 pertanyaan konvergen, dan 1 pertanyaan divergen. Hal ini menunjukkan bahwa yang paling sering digunakan di dua kelas oleh guru bahasa Inggris adalah jenis pertanyaan procedural dan pertanyaan divergent. Teknik modifikasi merupakan salah satu cara penting yang harus dilakukan guru ketika siswa tidak mengerti atau tidak dapat menjawab pertanyaan.

Kata Kunci : Strategi Bertanya Guru, Interaksi Kelas EFL.

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