

**AN ANALYSIS OF TEACHER'S QUESTIONING
STRATEGIES DURING THE CLASSROOM INTERACTION
AT SMPN 14 BENGKULU CITY**

*(Descriptive Study On Eight Grade At SMPN 14 kota Bengkulu In Academic
Year 2023/2024)*

THESIS

Submitted as a Partial Requirements for the degree Bachelor of Education
(S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty
State Islamic University Fatmawati Sukarno Bengkulu.



BY:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
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BENGKULU
ACADEMIC YEAR 2023/2024**

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I hereby sincerely state that the thesis title “An Analysis Of Teachers Questioning Strategies During The Classroom Interaction At SMPN 14 Bengkulu City.” is real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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MOTTO

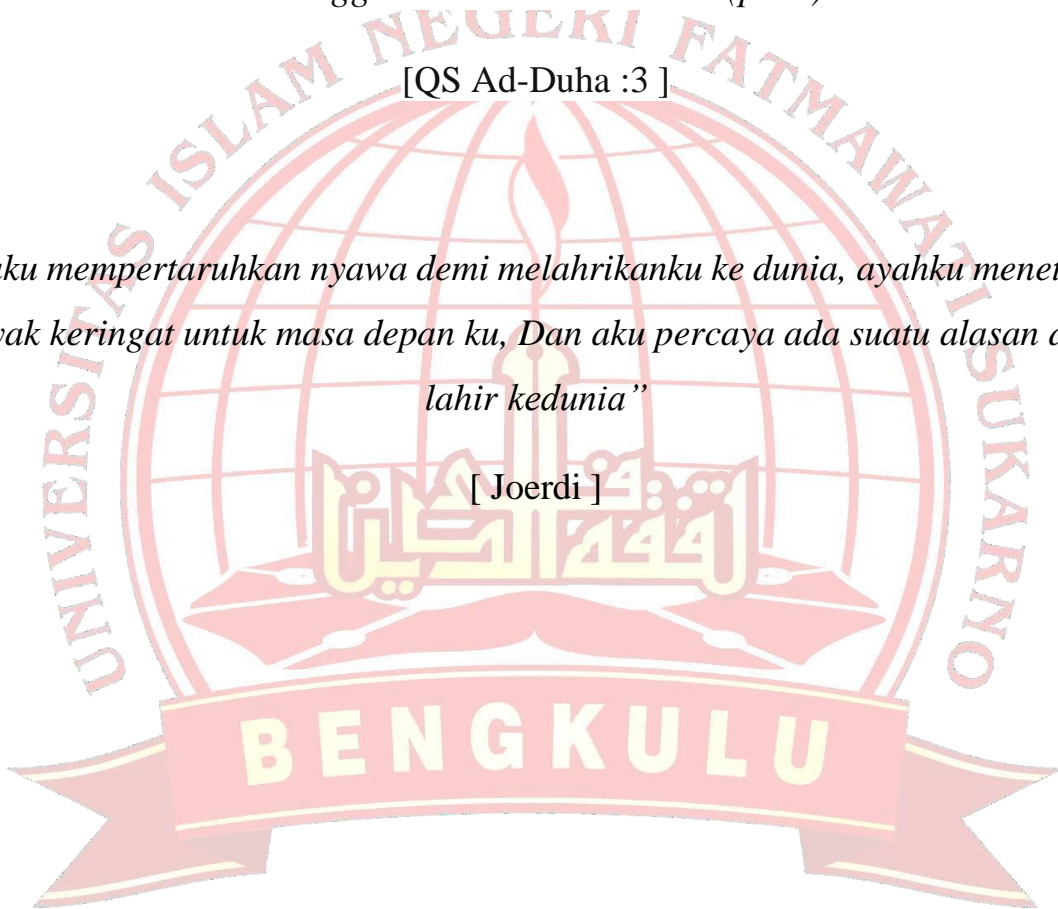
قُلِّبْ لِي وَرَبِّكَ
وَدَعَكَ مَا
ك

“Tuhanmu tiada meninggalkan kamu dan tiada (pula) membenci kamu.”

[QS Ad-Duha :3]

“ Ibuku mempertaruhkan nyawa demi melahrikanku ke dunia, ayahku meneteskan banyak keringat untuk masa depan ku, Dan aku percaya ada suatu alasan diriku lahir kedunia ”

[Joerdi]



DEDICATION

Bismillahirrohmanirrohim

In the name of Allah SWT. the most gracious and most merciful. All praises to him who has giving all the goodness in my life. Shalawat and salam to our prophet Muhammad SW, his family, and friends.

This thesis was dedicated to:

- **My beloved parents, Mr. Replan and Mrs. Teta . Who always pray for my success. I want to express my deepest thanks for all of your love which always you give to me. I love you so much. You are my biggest motivation.**
- **My beloved brother, Fajar, my Grandfather and Grandmother and my extended family who have given encouragement, support and motivation so that I can complete this thesis.**
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- **My friend all of my friends in TBI E class. Thanks for all happiness and sadness we've passed together**
- **Last but the main point is thank you, my own self. You did it well. You did your best. It's okay to be not okay. You are stronger than you can think, you can be, and you can believe because you can still stand by your ownself until right now. Thank you for not giving up. You have developed well. You're on your own, kid. Yeah, you can face this. You're always have been. Thank you. Let's fight for the bright future!**

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6. Hanura Febriani, M.Pd as the second advisor for his guidance, precious, advices, and motivation for the researcher.

The researcher realizes that her study was still far from being perfect. So, the researcher expected suggestions and comments from all of the readers or others researcher who want to learn about this study. May Allah the most almighty always bless all of us.

Bengkulu, October 2024

Stated by,

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ABSTRAK

Joerdi Eldo Rado (2024). An Analysis Teachers Questioning Strategies During Classroom Interaction At SMPN 14 Bengkulu city.

Advirsor I:Fera Zasrianita M.Pd Advisor II:Hanura Febriani M.Pd

In teaching and learning activities, teachers need to understand students' abilities and the extent to which students master the material that has been taught by asking questions. Asking questions and knowing the right questions to ask are important teaching skills for teachers. This research is a study on the Analysis of Teachers' Questioning Strategies During Classroom Interaction at SMPN 14 Bengkulu City. The purpose of this study is to understand the questioning strategies used by teachers during classroom interaction at SMPN 14 Bengkulu City and to find out the teacher's reaction to students' answers by using questioning strategies. This study used descriptive qualitative method. Data were collected through observation, interviews and documentation. The data were collected from two English teachers at SMPN 14 Bengkulu City. In the data collection process, the researcher observed two meetings for class VIII 6 and two meetings for class VIII 7. The results showed that the English teachers of class VIII 6 used 15 procedural questions, 17 convergent questions, and no use of divergent questions. Meanwhile, the English teacher of class VIII 7 used 10 procedural questions, 23 divergent questions, and 1 convergent question. Modification techniques are one of the important ways that teachers need to do when students do not understand or cannot answer questions. In addition, three modification techniques were found, namely simple repetition, waiting time, and using native language.

Keywords : *Teacher Questioning Strategies, Classroom Interaction*

ABSTRAK

Joerdi Eldo Rado (2024). Analisis Strategi Bertanya Guru Dalam Interaksi Belajar Mengajar Di SMPN 14 Kota Bengkulu.

Pembimbing I: Fera Zasrianita M.Pd Pembimbing II: Hanura Febriani M.Pd

Dalam kegiatan belajar mengajar, guru perlu memahami kemampuan siswa dan sejauh mana siswa menguasai materi yang telah diajarkan dengan cara bertanya. Mengajukan pertanyaan dan mengetahui pertanyaan yang tepat untuk diajukan merupakan keterampilan mengajar yang penting bagi guru. Penelitian ini merupakan penelitian tentang Analisis Strategi Bertanya Guru Selama Interaksi Kelas di SMPN 14 Kota Bengkulu. Tujuan dari penelitian ini adalah untuk memahami strategi bertanya yang digunakan oleh guru selama interaksi kelas di SMPN 14 Kota Bengkulu dan untuk mengetahui reaksi guru terhadap jawaban siswa dengan menggunakan strategi bertanya. Penelitian ini menggunakan metode kualitatif deskriptif. Data dikumpulkan melalui daftar observasi, wawancara, dan dokumentasi. Data dikumpulkan dari dua orang guru bahasa Inggris di SMPN 14 Kota Bengkulu. Dalam proses pengumpulan data, peneliti mengamati dua pertemuan untuk kelas VIII 6 dan dua pertemuan untuk kelas VIII 7. Hasil penelitian menunjukkan bahwa guru bahasa Inggris kelas VIII 6 menggunakan 15 pertanyaan prosedural, 17 pertanyaan konvergen, dan tidak ada penggunaan pertanyaan divergen. Sementara itu, guru bahasa Inggris kelas VIII 7 menggunakan 10 pertanyaan prosedural, 23 pertanyaan divergen, dan 1 pertanyaan konvergen. Teknik modifikasi merupakan salah satu cara penting yang perlu dilakukan guru ketika siswa tidak mengerti atau tidak dapat menjawab pertanyaan. Selain itu, ditemukan tiga teknik modifikasi, yaitu pengulangan sederhana, waktu tunggu, dan menggunakan bahasa ibu.

Kata kunci : Strategi Bertanya Guru, Interaksi Kelas

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