

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES
DURING THE CLASSROOM INTERACTION AT ELEVENTH GRADE
OF SMAN 5 PALANGKA RAYA**

THESIS



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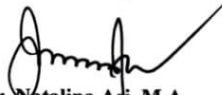
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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE AND ART EDUCATION
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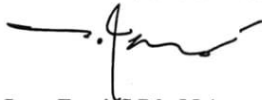


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Yang membuat pernyataan,



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DEDICATION

This graduating paper is dedicated to:

1. Lord Jesus Christ for the blessings, gifts and health that have been given during the process of working on this thesis until completion.
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ABSTRACT

Sangkai, Franky Johan 2024. *An Analysis of Teachers' Questioning Strategies During The Classroom Interaction at Eleventh Grade of SMAN 5 Palangka Raya.* Thesis. English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Palangka Raya University. Advisors: (I) Dr. Natalina Asi, M.A., (II) Maida Norahmi, M.Pd.

Key Words: Analysis, Teachers' Questioning Strategies, Classroom Interaction, English Teaching and Learning

This research focuses on analyzing teachers' questioning strategies during interactions in Eleventh grade English classes at SMAN 5 Palangka Raya. The aim of this research was to identify the types of questions used by teachers and understand the reasons behind implementing questioning strategies.

This research used a qualitative descriptive method, with observation and interviews with two teachers as the main data collection tools. In observations, researchers used instruments in the form of observation sheets, field notes, and voice recorders as the main tools. For interviews, researchers used instruments in the form of interview guides and audio recorders.

Findings indicated that Teacher 1 frequently used convergent questions, which encouraged students to recall information and provide specific answers. However, the limited use of divergent questions sometimes hinders students' ability to think critically and explore multiple perspectives. Teacher 2 used a balanced combination of convergent and procedural questions, encouraging student understanding and participation. Teacher 2 also relies on humor and voice intonation to keep the class atmosphere lively. However, no use of divergent questions was found at all. Both teachers faced challenges, such as varying student abilities and curriculum changes, but addressed them by providing gradual guidance and positive reinforcement.

This study recommends that teachers reflect on their questioning practices and integrate more divergent questions to stimulate critical thinking from the outset of the semester. Through adaptive questioning strategies, teachers can create an inclusive and supportive classroom environment.

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