

THESIS

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING
THE CLASSROOM INTERACTION**



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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2023**

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Presented in Partial Fulfillment of the Requirements for Sarjana Pendidikan
Degree in English Language Education



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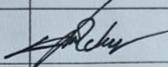
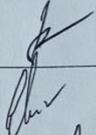
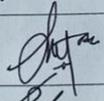
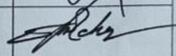


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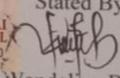
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STATEMENT OF ORIGINALITY

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I hereby sincerely state that this thesis entitled "**An Analysis of Teachers' Questioning Strategies During the Class Interaction**" is my 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 in the form of repealing my thesis an academic degree.

Kupang, 2023
Stated By,

Wandelina Belak



MOTTO

Rejoice in hope, be patient in distress and persevere in prayer!

Romans 12:12

DEDICATION

This thesis is particularly dedicated to the following persons:

- 1. My beloved parents, Mr. Luis Dasilva and Mrs. Lidia Perpetua Made.*
- 2. My Precious brothers Resti, Isto, Amsi, Jelita and Rinto*
- 3. My Almamater, Widya Mandira Catholic University Kupang.*

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In writing this thesis I had spent such a big amount of energy, ideas, and materials. However, with the blessing of God, the Almighty, I was able to finish it. His love guides me in forms of good health both physically and spiritually. Having good health makes the writer able to join the lectures, conducting the research, and ending with writing and defending the thesis during the examination board.

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9. All her best friends, Elsa and Yane for their care and support.

10. All persons that have direct or indirect contribution to his study success, especially his success in writing this thesis.

This thesis might not have been perfect. There might still exist many mistakes somewhere in the content, grammatical, and technical aspect. So the constructive criticisms are well received and appreciated.

Kupang, June, 2023

The Writer

ABSTRACT

This research is entitled "**An Analysis of Teachers' Questioning Strategies During the Class Interaction**". This study aims to find answers to two research questions, namely: (1) What kind of questioning strategies are used by English teachers during class interactions? (2) What is the frequency of the questioning strategies used by the English teacher during class interaction? The purpose of this study was to find out the types of questions used by English teachers. This research uses descriptive qualitative research. This research was conducted at SMP Negeri 10 Kupang, specifically the eighth-grade class. The subjects of this study were eighth-grade English teachers. Researchers focused on only 4 teachers because only 4 teachers were teaching the eighth grade. The data collection technique used by researchers is observation. Researchers took data in 4 meetings from 4 English teachers in video form. After the data was collected, the data were analyzed based on Long & Sato's Taxonomy of Questioning Types (in Ellis, 1994). The results showed that based on Long & Sato's theory, the types of questions used by English teachers included closed, open, display, referential, procedural, convergent, divergent, interaction and instructional questions. Teachers often use these questions in class. The frequency of using the 10 types of questions in the classroom process by the four teachers is as follows; closed questions as many as 25 questions, display question as many as 35 questions, referential question as many as 20 questions, procedural question as many as 25 questions. convergent question as many as 8 questions, divergent question as many as 3 questions, interaction question as many as 5 questions, and instructional question as many as 8 questions. What makes this research different from previous research lies in the object of research. Previous research used the same type of questions to stimulate students to be active in class. As well as previous research more focused on the students themselves. Meanwhile, this research prioritizes teacher creativity in using these questions in terms of how relevant these types of questions are to the interaction process in the classroom, and the frequency of emergence of each type of question from each teacher, in the process of interaction in the classroom. The similarities between this study and previous research are in the types of questions, and research locations.

Keywords: teacher strategy, questioning strategy, class interaction

ABSTRAK

Penelitian ini berjudul “**An Analysis of Teachers’ Questioning Strategies During the Class Interaction**”. Penelitian ini bertujuan untuk menemukan jawaban atas dua pertanyaan penelitian, yaitu: (1) Strategi bertanya seperti apa yang digunakan oleh guru bahasa Inggris selama interaksi kelas? (2) Berapa frekuensi strategi bertanya yang digunakan oleh guru bahasa Inggris selama interaksi kelas?. Tujuan penelitian ini adalah untuk mengetahui jenis pertanyaan yang digunakan oleh guru bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif deskriptif. Penelitian ini dilakukan di SMP Negeri 10 Kupang khususnya pada siswa kelas delapan. Subjek penelitian ini adalah guru bahasa Inggris yang mengajar di kelas delapan. Peneliti fokus hanya pada 4 guru karena hanya ada 4 guru yang mengajar di kelas delapan. Teknik pengumpulan data yang digunakan peneliti adalah observasi. Peneliti mengambil data dalam 4 kali pertemuan dari 4 orang guru bahasa Inggris dalam bentuk video. Setelah data terkumpul, data dianalisis berdasarkan *Taxonomy of Questioning Types* dari Long & Sato (in Ellis, 1994) Hasil penelitian menunjukkan bahwa berdasarkan teori Long & Sato jenis pertanyaan yang digunakan oleh guru bahasa Inggris meliputi pertanyaan closed, open, display, referential, procedural, convergent, divergent, interaction dan instructional questions. Guru sering menggunakan pertanyaan tersebut di kelas. Frekuensi penggunaan 10 jenis soal dalam proses kelas oleh keempat guru tersebut adalah sebagai berikut; pertanyaan close sebanyak 25 pertanyaan, pertanyaan display sebanyak 35 pertanyaan, pertanyaan referensial sebanyak 20 pertanyaan, pertanyaan prosedural sebanyak 25 pertanyaan. soal konvergen sebanyak 8 soal, soal divergen sebanyak 3 soal, soal Interaksi sebanyak 5 soal, dan soal Instruksional sebanyak 8 soal. Yang menjadi pembeda penelitian ini dan penelitian sebelumnya terletak pada objek penelitian. Yang mana penelitian sebelumnya menggunakan tipe pertanyaan yang sama untuk merangsang siswa agar aktif didalam kelas. Serta penelitian sebelumnya lebih fokus terhadap siswa itu sendiri. Sedangkan penelitian ini, lebih mengutamakan kreativitas guru dalam menggunakan- pertanyaan-pertanyaan ini dalam kaitannya dengan seberapa besar tipe-tipe pertanyaan ini relevan terhadap proses interaksi didalam kelas, dan frekuensi munculnya setiap tipe pertanyaan dari setiap guru, dalam proses interaksi didalam kelas. Adapun persamaan-persamaan yang terdapat pada penelitian ini dan penelitian sebelumnya yaitu pada tipe-tipe pertanyaan, dan lokasi penelitian.

Kata kunci : strategi guru, strategi bertanya, dan interaksi Kelas

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