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**AN ANALYSIS OF TEACHER'S QUESTIONING  
STRATEGIES DURING THE CLASSROOM INTERACTION  
AT MTS N 5 KOTA JAMBI**

**THESIS**



**BY  
M HIDAYAT ULPAH  
TE. 161756**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY SULTHAN THAHA  
SAIFUDDIN JAMBI**

**2022**

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**AN ANALYSIS OF TEACHER'S QUESTIONING  
STRATEGIES DURING THE CLASSROOM INTERACTION  
AT MTS N 5 KOTA JAMBI**

**THESIS**

*Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1)  
Degree at English Education Study Program Faculty of Tarbiyah and Teacher  
Training of UIN STS Jambi*



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FACULTY OF EDUCATION AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY SULTHAN THAHA  
SAIFUDDIN JAMBI**

**2022**



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Assalamualaikum warahmatullahi wabarakatuh,

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So, we submit it in order to be received well. We appreciate your attention. May this thesis be a great benefit for the religion and nation.

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I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled “**An Analysis of Teacher’s Questioning Strategies During The Classroom Interaction at MTs N 5 Kota Jambi**”

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules, ethics, of scientific writing.

If this thesis is not original or result of plagiarism from the other thesis, I will be ready to be responsible this and get punishment based on the rule of Education and Teacher Training Faculty of the state Islamic University Sultan Thaha Saifuddin Jambi. Therefore, in writing this thesis statement I am in good health and mind.

Jambi, 21 March 2022  
The Researcher



  
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## DEDICATION

*With the Grace of Allah the Most Gracious, the Most Merciful with this, I would like to dedicate this thesis to:*

*My father Maiyudin who always be loved and my mother Martinis S.Pdi which currently provides compassion, prayer, spirit and support in the form of moral and material.*

*All of my brothers, my sisters and Welsy who always gave me motivation and encouragement.*

*My best friends Makrub, Muslim, Rival Hadi Kusuma and someone behind my scenes, Welsy, who has become a question and answer partner, has shared laughter and sorrow, and has always been there. All of my friends of TBI C 2016. Thank you for your time together, thank you for being always solid, thank you for sharing your laughter all this time.*

*My advisor, Ms. Monalisa, S.Pd.,M.Pd and Mr. Firdiansyah, SS,MA, thank you for all your suggestion and motivation so i can finished this under graduated thesis.*

*As well as the beloved almamater of the State Islamic University of Sulthan Thaha Saifuddin Jambi who has provided facilities and knowledge while studying.*

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

Artinya :“Karena sesungguhnya sesudah kesulitan itu ada kemudahan,(5)  
Sesungguhnya sesudah kesulitan itu ada kemudahan.(6)” (QS. Alam  
Nasyrah: 5-6. Al-Qur’an Tajwid dan Terjemahan.2014,hlm.596)

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## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah*, firstly, the researcher expresses to Allah SWT the greatest gratefulness for all the blessing and chances given so that I could finally finish this thesis as one of the requirements to get undergraduate degree (S.1). Secondly, sholawat and salam always be given to my prophet Muhammad SAW.

The researcher realizes that this thesis would have not been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude the following patties and their contribution:

- a. Prof. Dr. H. Suai'diAsy'ari, MA, Ph.D., as the Rector of the State Islamic University of SulthanThaha Saifuddin Jambi.
  - b. Dr. Hj. Fadlilah, M.Pd as the Dean of Faculty of Education and Teacher Training of the State Islamic University of SulthanThaha Saifuddin Jambi.
  - c. Dr. Resnita, M.Pd as The Vice Dean of Academic Affair Faculty of Education and Teacher Training, Dr. Najmul Hayat, M.Pd.I as The Vice Dean of General Administration Faculty of Education and Teacher Training, and Dr. Yusria, S.Ag, M.Pd as The Vice Dean of Students Affair Faculty of Education and Teacher Training.
  - d. WahyuniFitria, M.Pd as the Chief of English Education Study Program.
  - e. Monalisa, S.Pd. M.Pd, as my first advisor, thank you for your guidance.
  - f. Firdiansyah, SS.MA, as my second advisor, thank you for your guidance.
- All lecturers of English Department for teaching precious knowledge, sharing philosophy of live and giving wonderful experience.
- My greatest family of English Education Program 2016.
- English teacher at MTS N 5 Kota Jambi thank you for your help and participation.
- All students at MTS N 5 Kota Jambi thank you for your participation it is expected that this thesis will give contribution to the Students of English

Education Program especially in learning process. Then, the researcher realized that this thesis is still far from being perfect.

For that reason, the researcher hopes constructive critics and suggestion from readers for the perfection of this thesis. May Allah SWT always give guidance and blessing to us Amin Yaa Rabbal Alamin.

Jambi, 21 March 2022  
The Researcher



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## ABSTRAK

Name : M.HidayatUlpah

Major : Tadris Bahasa Inggris

Title : Analisis Strategi Bertanya Guru Selama Interaksi Kelas Di MTs N 5

KotaJambi

Tujuan dari penelitian ini adalah pertama, untuk mengetahui strategi mana yang digunakan guru dalam interaksi kelas pada siswa kelas VIII MTs N 5 Kota Jambi, yang kedua untuk mengetahui bagaimana strategi bertanya guru dapat membuat kelas menjadi lebih interaktif dikelas VIII MTs N 5 Kota Jambi. Penelitian ini menggunakan metode penelitian deskriptif kualitatif tentang strategi bertanya guru dikelas. Subjek penelitian ini adalah guru bahasa Inggris kelas VIII MTs N 5 Kota Jambi. Penelitian mengambil satu kelas sebagai subjek penelitian, karena sangat potensial untuk mengetahui preferensi penggunaan strategi bertanya guru. Dalam pengumpulan data penelitian menemukan bahwa guru menerapkan hampir semua strategi bertanya guru yang dikemukakan oleh teori Gagnon & Collay Oxford antara lain, pertanyaan pemandu, pertanyaan antisipasi, pertanyaan klarifikasi, dan pertanyaan integrasi. Dimana guru bahasa Inggris secara aktif menggunakan strategi bertanya dalam interaksi kelas yaitu mereka mengajukan pertanyaan untuk memeriksa pemahaman siswa tentang materi sebelumnya, untuk menarik perhatian siswa, untuk mendukung kontribusi siswa di kelas dan juga untuk memotivasi siswa untuk belajar. Strategi bertanya memberikan pengaruh yang sangat besar dalam interaksi di kelas, baik secara langsung maupun tidak langsung.

Kata kunci : Strategi Bertanya, Interaksi Kelas, Guru dan Siswa, Deskriptif Kualitatif

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## ABSTRACT

Name : M.HidayatUlpah

Major : English Education Study Program

Title : An Analysis of Teacher's Questioning Strategies During The Classroom Interaction at MTs N 5 Kota Jambi

The purpose of this study is first, to find out which strategies are used by teachers in class interaction in class VIII MTs N 5 Jambi City, secondly to find out how the teacher's questioning strategy can make the class more interactive in class VIII MTs N 5 Jambi City. This study uses a qualitative descriptive research method about the teacher's questioning strategy in the classroom. The subject of this research is an English teacher of class VIII MTs N 5 Jambi City. The researcher took one class as the research subject, because it has the potential to find out the preferences for using the teacher's questioning strategy. In collecting data, the researcher found that the teacher applied almost all of the teacher-asking strategies proposed by the Gagnon &Collay Oxford theory, including guiding questions, anticipation questions, clarifying questions, and integration questions. Where English teachers actively use questioning strategies in class interaction, namely they ask questions to understand students about the previous material, to attract students' attention, to support students' contributions in class and also to motivate students to learn. The questioning strategy has a very big influence on the interaction in the classroom, either directly or indirectly.

Keywords: Questioning Strategy, Class Interaction, Teacher and Student, Qualitative Descriptive

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## TABLE OF CONTENTS

<b>PAGE OF TITLE</b> .....	i
<b>THESIS APPROVAL</b> .....	ii
<b>OFFICIAL NOTE</b> .....	iii
<b>ORIGINALITY THESIS STATEMENT</b> .....	v
<b>DEDICATION</b> .....	vi
<b>MOTTO</b> .....	vii
<b>ACKNOWLEDGEMENT</b> .....	viii
<b>ABSTRAK</b> .....	x
<b>ABSTRACT</b> .....	xi
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF APPENDIX</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Research.....	1
B. Focus of the Study .....	3
C. The Formulation of the Research .....	4
D. Purpose of the Research .....	4
E. Research Significance.....	4
F. Operational Definitional of Term .....	5
<b>CHAPTER II REVIEW OF RELATED</b>	
A. Teaching Strategies.....	6
B. Questioning Strategies .....	12
C. Classroom Interaction.....	17
D. Relevant Studies .....	18
<b>CHAPTER III RESEARCH METHODO</b>	
A. Research Design .....	21
B. Research Subject.....	21

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## CHAPTER IV FINDING AND DISCUSSION

C. Source of Data .....	22
D. Technique of Data Collection.....	22
E. Trustworthiness of Data.....	23
F. Technique of Data Analysis .....	23

A. Finding .....	25
B. Discussion.....	31

## CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	36
B. Suggestion .....	37

REFERENCES .....	38
------------------	----

APPENDIXES .....	40
------------------	----

CURICULUM VITAE.....	50
----------------------	----

## LIST OF APPENDIXES

Appendix I	: List of Interview for the Teachers.....	41
Appendix II	: List of Interview for the Students.....	46
Appendix III	: Research Documentation.....	47

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## CHAPTER I INTRODUCTION

### A. Background of the Research

Classroom is the most crucial setting for foreign language learners to use and practice their target language. Moreover, the classroom is designed to give students the best possible environment in which to study English and use it for authentic communication. Teachers should establish written or spoken communication with their students.

Interaction in the classroom might help to build communication. Brown (1984:2001) defines interaction as the cooperative exchange of ideas, sentiments, or thoughts between two or more people (students and teacher, or students and students), which has a reciprocal influence on both parties. Effective engagement between teacher and students as well as among students in enhancing their proficiency in the target language is necessary for reciprocal interaction to take place. Both teaching and learning are reciprocal, multifaceted processes that have an impact on one another and are crucial elements in educational situations. In this situation, teachers and students benefit from one another's knowledge as they create a learning atmosphere in the classroom. A professional discourse community may also challenge teachers' conception of how teaching leads to learning. (Freeman, 2008).

At this point, The EFL setting gives the learning process a role as a means of negotiation, and the success of this negotiation largely depends on the quality and quantity of students who participate in information sharing in the class. For example, getting students to speak and use the language they are learning is an essential part of a teacher's job and responsibility to adopt the target language to promote their communication with students, within which teachers questions keep the talk going via ex.

In fact, in young learner's classroom, due to the unique qualities of young learners, teacher prediction of interaction is impossible. Students may become excessively quiet or, on the other hand, they may become disorderly if they don't



understand the instruction. Despite the fact that they are not fully aware of the why or the how, kids will participate in an activity. They are less able to keep themselves motivated to complete the activity that they find challenging, and they also lose interest in it more rapidly. Managing a classroom of young learners requires more effort from the teacher than managing a classroom of adult learners.

In addition to imparting knowledge, teachers must also encourage their pupils' language development. Students have more opportunities to practice their language learning when there is interaction. Activities that might increase interaction include group discussions, pair work, and asking questions (Brown, 2001).

Concerned with the value of interaction, classroom interaction is defined as the communication styles between teachers and students as well as between students with other students (Hitchcock & Huges 1989, cited in Brown 2001). Teachers ask questions to gauge their pupils' comprehension and to encourage conversation. Moreover, mastering a variety of asking techniques is one of the finest methods to strengthen a teacher's ability to spark and maintain conversation.

Questioning techniques are intended to provide students more opportunity to reflect on and comprehend what the teacher is asking while also giving them time to respond to the questions. Since teachers' questions, particularly when using questioning strategies, have a significant impact on students' responses, teachers should take these factors into consideration when posing questions. This needs to be taken into account because a good questioning method used in the classroom can boost students' interest and curiosities, improve their language skills, and inspire them to learn English more effectively.

In fact, students still feel confused in understanding teacher's explanation in English. As a result, students do not save pay attention to the lesson because they feel English is difficult understood.

The reasons why I choose this school because this school often join some of English competition and never miss to follow English competition. And also I was graduated from this school. This school got the runner-up of the speech English competition at SMP Xaverius II Jambi. As the result the researcher focused on



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teacher's questioning strategies and students' learning. And previous I had done this school observation to interview teacher by asking a few questions about the learning to school, asking a few questions about the interactions and achievement of the students at this school. In fact I found few factors in way the teacher's on learning, because of the good accreditation on this school, the researcher try to analyze that they have good interaction on process learning.

Based on the result of the observation, the topic of "An analysis of teacher questioning strategies during the classroom interaction" interests the researcher. So that the teachers may profit from presenting questions for interactive learning. Additionally, teachers can use a variety of asking techniques to get the answers they need from the students during class discussions.

The difference between this study and other research is that this study uses the theory of Gagnon and Calley and also this research does not focus on any skills such as speaking skills, reading skills, writing skills and listening skills because researchers want to focus on interactions between teachers and students.

## B. Focus of the study

In this research, the focus on teacher's questioning strategy that elicit interaction in the classroom. The researcher interviewed English teacher who teaches English at Eighth grade MTs N 5 Kota Jambi, that class consists of two classes, but the research only focused on one class.

## C. The Formulation of the Research

The research aims to analyze the teacher's questioning strategies during the classroom interaction at Eighth grade MTs N 5 Kota Jambi as the primary issue with this study. The researcher creates the following study questions in order to obtain clear facts about:

1. What questioning strategies are used by the teachers during the classroom interaction at Eighth grade MTs N 5 Kota Jambi?
2. How can the teacher questioning strategies make the classroom more interactive at Eighth grade MTs N 5 Kota Jambi?





## D. Purpose of the Research

Based on the researcher pre observation of the study, this research aims to find:

1. The questioning strategies used by the teacher during the classroom interaction of students at Eighth grade MTs N 5 Kota Jambi.
2. To know how the teacher questioning strategies can make the classroom become more interactive at Eighth grade MTs N 5 Kota Jambi.

## E. Research significance

### 1. Theoretical significance

Being able to think critically is a key component of learning, and asking appropriate questions can perhaps be more crucial than providing the answers. (1910, Betts, p. 55). The researcher anticipates that the findings will have theoretical importance in that they will enable readers to comprehend a teacher's questioning techniques. The outcome is also anticipated to serve as a guide and source of information for upcoming researchers who look into topics related to teacher questioning tactics.

### 2. Practical Significance

#### 1) For Students

The findings of this study lead us to believe that by using effective questioning techniques, teachers can encourage student participation and improve learning outcomes. To help the kids become more adept at active conversation. The researcher anticipated that every student would love learning English, would find it more fascinating to respond to teachers' questions, and would acquire clear knowledge.

#### 2) For Teacher

In order to raise the standard of education, it is also expected to give information and references. For English teachers who are directly involved in the teaching and learning process, in addition to having an effective teaching method and efficiency in the classroom that helps students understand the material so that the learning objective is attained.

### 3) For other Researcher

In order to improve the quality of education in the future, this study may also encourage other researchers to investigate problems connected to the application and development of teacher questioning tactics.

## F. Operational Definitional of Term

The researcher would like to provide the definitions of terms in this area to make it easier for readers to understand this thesis title:

### 1. Teacher Questioning

Any sentence with an interrogative form or function is a candidate for a teacher's question. In educational contexts, instructor questions are referred to as cues or stimuli that inform students of the material they are supposed to acquire as well as instructions on what to do and how to do it.

### 2. Classroom Interaction

Classroom interaction is any conversation between a teacher and students that takes place when they are studying and teaching.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Teaching Strategies

According to Brown (2007:132) Teacher strategies are specific methods of approaching a problem or task, modes of operation of achieving a particular end, planned design for controlling and manipulating certain information.

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

As a teacher we have to have a goal to help us uncover the thoughts that guide the teacher action as a teacher. The teacher may not be ones of which they aware seeking of principles of the methods or strategies that the teacher need to applied in the classroom. A variety of strategies or methods which used will be a new one. Although certain strategies may require further training, others can be immediately implemented in the classroom and adapt those teaching strategies to the teacher context. As a teacher of English language, the teacher have thoughts about subject matter, what language is what culture is-and about the teachers itself as a teacher we have to help students learning process, and interactively while in the classroom.

In this research, we use term *strategy* to imply thoughtful planning to do something. When we use the term *method*, it implies some orderly way of doing something. Thus, we use the terms *technique* and *procedure* as synonyms to signify a series of steps that one takes to employ any general model being used in the classroom. Each of these aspects emanate from a broader and more encompassing model (Orlich, Harder, Callahan, Trevisan, & Brown, 2010:4). Furthermore, the following are the difference between teaching method and teaching strategy in more detail:



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**Teaching Method:** (1) it is limited to the presentation of subject matter; (2) methods come under strategy; (3) it is a micro approach; (4) teaching as an art; (5) effective presentation of subject matter; (6) classical Theory of human organization; (7) work is important.

**Teaching Strategy:** (1) when we try to achieve some objectives by any method it becomes strategies; (2) strategy is actually a combination of different method; (3) for E.g. Lecture or textbook or question answer method can be never be used separately; (4) it is a macro approach; (5) it considers teaching as science; (6) its purpose is to create conducive learning environment; (7) it is based on modern theories of organization; (8) (predetermined objectives, becomes strategy); (8) behavior of students and teachers and their mutual relationship.

#### a. The Position of Teaching Strategy in Curriculum Development

Taba developed a Grades 1 through 8 social studies curriculum organized around teaching-learning units (Taba, 1971 in Lunenbur, 2011:2). In the process, a curriculum model evolved that is applicable to many types of curricula and that can be used in many different kinds of school settings and school levels: elementary school, middle school, and high school. The model includes an organization of, and relationships among, five mutually interactive elements: objectives, content, learning experiences, teaching strategies, and evaluative measures so that a system of teaching and learning is represented.

#### b. Designing Teaching Strategies

Conducting a teaching activity is essentially a network or set of decisions that the trainer takes to correlate the priority elements of his work and to build the best solution with respect to the educational situation again. The one who instructs must find a rational and appropriate formula to combine methods, procedures, techniques, means and forms of organization that lead to an optimal use of the potential of the trained subjects (Neacșu, 1990:219-220). Choosing the procedures for training in relation to the trained subject is the teaching strategy. It is well known that the teaching strategy is the key tool

in the instructional design (Ştefan, 2003; Reiser& Dempsey, 2011; &Regeluth, 2013).

The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Cerghit, 2006). These elements, integrated into the operational structures, are based on a systemic vision and designed to ensure an active and creative learning of knowledge and to rationalize the training process. The concept of "strategy" is operated both at the macro level, the intermediate level and the micro level, the latter level being directly linked with learning pedagogy, training theory and practice. Adopting a strategy means adopting a guideline for action, and associating it a certain global way of organizational learning and learning conditions, the use of certain methods and means. It should, naturally, be pointed out that in reality we adopt mixed and combined strategies, according to the objectives, the level of the group we are working with, the contents covered etc.

### c. Characteristics of Teaching Strategies

As mentioned before, teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics: (1) they have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity. The general teaching approach outlined by educational strategies can be "adjusted" and adapted to the training events and conditions. The strategies largely carry the footprint of the trainer's teaching style, creativity and personality; (2) they have a structuring and modeling function to link the learning situations where learners are placed and to trigger their psychological mechanisms of learning; (3) the components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies. A teaching strategy can be decomposed into a series of operations, steps, rules of conduct specific to different teaching sequences so that each decision indicating the transition to the next sequence

by exploiting the information obtained in the previous step; (4) they do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process as a whole, not a single training sequence; (5) they have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a large number of variables that can intervene in the process; (6) they involve the students in specific learning situations and rationalize and adequate the training content to their personality; and (7) they create an ideal framework for interactions between other components of the training process (Ionescu&Radu, 2001:184-185).

#### **d. Types of Teaching Strategies**

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) explained the teaching strategies as follow.

##### **1) Brainstorming**

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Al-maghrawy in Al-khatib (2012: 31) also defines that brainstorming as a group creativity forum for general ideas.

Moreover, Sayed in Al-khatib (2012: 31) purposed some importance of brainstorming for the students. Those are: (a) helping students to solve problems; (b) helping students to benefit from the ideas of others through the development and build on them; and (c) helping the cohesion of the students and building relationships among them and assess the views of others.

In addition, brainstorming has some advantageous, they are: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creates synergy; (c) promoting critical thinking; and (d) helping groups reach consensus.



On the other hand, there are some disadvantageous of brainstorming. (a) requiring learners discipline; (b) may not be effective with large groups; and (c) can lead to “group think”.\

## 2) Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

Case-based Small-group Discussion has some advantageous. They can be (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates exchange of ideas and awareness of mutual concerns; and (d) promotes development of critical thinking skills; On the other hand, Case-based Small-group Discussion has some disadvantageous. It (a) can potentially degenerate into off-task or social conversations; (b) can be a challenge to ensure participation by all, especially in larger groups; and (c) can be frustrating for participants when they are at significantly different levels of knowledge and skill.

## 3) Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011).

The advantageous of demonstration are to (a) help people who learn well by modelling others; (b) promote self-confidence; (c)

provide opportunity for targeted questions and answers; and (d) allow attention to be focused on specific details rather than general theories.

The disadvantageous of demonstration: (a) is of limited value for people who do not learn best by observing others; (b) may not be appropriate for the different learning rates of the participants; and (c) requires that demonstrator have specialized expertise if highly technical tasks are involved.

#### 4) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000: 146).

The advantageous of game: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a “fun” learning environment.

The disadvantageous of game: (a) can create in-group/out-group feelings; (b) can demotivate students who are not competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning.

#### 5) Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002: 73) also

defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

The advantageous of independent study: (a) fosters independent learning skills; (b) allows learners to progress at their own rate; and (c) enhances other learning experiences.

The disadvantageous of independent study: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify/access appropriate materials.

## B. Questioning Strategies

### 1. Question

#### 1) The definition of Question

The definition was made based on the point of view as follows: Conningham (1971: 83) points out that the question is verbal utterance that seek a response from the person to whom it is directed. A question is a means finding out and interpreting information, however it is more than a logical grouping of words punctuated by a question mark. Furthermore, points out that a question is an effective stimulus and it is readily available to the teacher. A well developing understanding as well as skill is using effective.

#### 2) The Function of Question

According to Azar (1999: A8) the aim of question is to look for information that we do not know before example to look for the address, we must ask someone to give information. And the other aim of question is to make clear the information that we have known before. Indeed, we used a simple question.

#### 3) The forms of question

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There are two main forms of question, according to Azar (1999: A8) they are information question and yes/no question.

- a) An information question that asked for information by using question words. The question words used in information question are: who, whom, whose, what, when, why, which and how.
- b) A yes/no question
- c) The form of this question does not need question words. Only used auxiliary verb. In order hand, the word yes/no question is used in the answer if copula and auxiliary verb namely primary auxiliaries and modal auxiliaries.

#### 4) The Kinds of Question

There are many kinds of question: Hawa (2013) point out five types or question considering form their function. These types of question will be explained as follows:

##### a) Recognition Question

These questions determine if students have acquired a desired amount of factual information, they are asked to remember certain specific information they have learned.

##### b) Descriptive Question

These questions ask students to put together and organize in some way to describe data in more details.

##### c) Explanatory Question

The question asks students not only remember and organize material but also to make inferences and seek cause and effects. Students are asked to analyze to break information into its component parts and any explanation how this part is related.

##### d) Synthesizing Question

These questions require students to put things together, to combine, to relate, or to connect pieces of the previously interrelated content. e) Judgmental Question. These questions require students to

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choose alternatives, making judgmental to which of two or more possibilities is the best according to the establish criteria.

#### 5) The Level of Question

Conningham (1971: 126) explained the basic criterion used to distinguish between the lower – level question and the higher – level question is their complexity. The more complex question will have higher level. The complexity of a question appears in the cognitive (thinking) slide required to answer the question.

## 2. Teacher Questioning Strategies

### 1) Teacher questioning

Gagnon & Collay (2001 :74) Questioning is an art that require thought and practice. By asking questioning the teacher will applying constructivist learning principles required teacher to move away from asking students to recall specific answers to asking question that will encourage students thinking.

Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have initiate conversation or topics for discussion, giving immediate feedback about students’ comprehension.

Furthermore, Russo (1985) mentioned that Social strategy include asking questions for clarification, being attentive to social such as the speaker body language, physical distance, sex, age, and social status and actively seeking social situations in which to practice the L2 (second language). Thus Social strategies can defined as the strategies in which the learners try to utilize their social environment including people around them to support their language learning.

Hence, Social learning strategies are particularly important for exposing the learner to the target language, increasing the amount of interaction with native speaker, and enhancing motivation (Fillmore 1976). Furthermore Oxford (1996) mentions the importance of social

strategies in foreign language teaching by her definition “a form of social behavior; it is communication occurs between among people. Learning a language thus in evolves other people, and appropriate social strategies are very important in this process”. According to Oxford (1990) mention that Social strategies are also divided into three sets of strategies and each sets comprises two specific strategies. It can be seen as follows:

## 2) Asking questions

- a) Asking for clarification or verification
- b) Asking for correction
- c) Furthermore, point out question is an effective stimulus and it is readily available to the teacher. A well developing understanding as well as skill is using effective.

The researcher conceived of question as prompts or responses use by teachers to initiate, extend, or synthesize students thinking during the learning process.

Question fall into several categories:

### a) Guiding questions

According to Gagnon &Collay (2001) guiding question is a question which generally teacher use to ask at the beginning on the learning process. And the aims of the guiding question is to create opportunities for students thinking such as the students have never done before or the students never encountered, be broad enough to have multiple answers of several ways to produce an answer and engage or intrigue the students in the answer it is important not to narrow the expected answers as a single correct answer.

### b) Anticipated question

Gagnon &Collay (2001) Anticipated questions were generally helping us to see where there might be openings in learning process to explore or extend students thinking. Anticipated question help teachers, imagine students will try to accomplish h the task, surface nations that would confuse students while accomplishing the task and

identify common students' misconceptions. That might be helpful for designing appropriate bridge to review what the students currently know or think.

c) Clarifying question

Clarifying questions were usually asked as students thinking together to accomplish the task, request for more information explanation or confirmation about ideas as a teacher we have to know why the students asked the question to not just response the students question it is aims to make them more understand their thinking, using clarifying question should sustain thinking by framing another question. Our students often express their frustration at never receiving the specific answer from the teacher when they asked a question, clarifying question should gently challenge misconceptions and extend thinking, when the students asked question teacher have to disrupt their misconception without damaging the students' credibility.

d) Integrating questions

Integrating question were typically asked as students have almost accomplished the task integrating question are aimed at groups as students as they bring their working to a close its should surface what each students have almost understand about the collaborative thinking as the teacher move quickly from group to group, the teacher might ask one of the students who has not particularly vocal explain what the group has been thinking the teacher have check on what some students understood.

### C. Classroom Interaction

According to Barker (1987: 72), classroom interaction is said to occur when teachers and students are talking together for purposes of learning conducted within the process-product paradigm. Rivers (1988: 9) also explains that because interactive language teaching means elicitation of willing student's participation and initiative, it requires a high degree of indirect leadership, along with emotional maturity, perceptiveness and sensitivity to the feelings of others. When a teacher demonstrates these qualities, students lose their fear of embarrassment and willing to try to express themselves. When students feel appreciation from the teacher to them, they will be motivated in conveying and expressing their ideas. As a result, they will have a willingness to participate in the classroom.

According to Chaudron (1998:10) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Brown (2001: 165) describes the term of interaction as the heart of communication, it is what communication is all about. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

Brown (2005,69) emphasized that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. One of the best ways to develop the teacher's role as an initiator sustainer of interaction is to develop a repertoire of questioning strategies. He also asserts that the appropriate questioning in an interactive classroom can fulfill a number of different functions as presented below.

- 1) Teacher's questions give students as input and opportunity to produce language comfortably without having to risk initiating language themselves.
- 2) Teacher's questions can serve to initiate a chain reaction of student interaction among them.
- 3) Teacher's question give the instructor immediate feedback about the students' comprehension.

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4) Teacher's question provides students with opportunities to find out what they think by hearing what they say.

Those types of question are:

- a) Knowledge question: eliciting factual answer, testing recall and recognition of information.
- b) Comprehension question: interpreting, extrapolating.
- c) Application questions: applying information heard or read to new situations.
- d) Inference question: forming conclusion that are not directly stated in instructional materials.
- e) Analysis questions: breaking down into parts, relating parts to the whole.
- f) Synthesis questions, combining elements into a new pattern.
- g) Evaluation questions, making a judgment of good and bad, right or wrong, according to some set of criteria, and stating why.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students achievement in language acquisition can be increased. Finally it can be conclude that basically interaction is a systematic and collaborative activity that requires both the addressor and addressee to exchange ideas or message and negotiate their meaning either by using verbal or non-verbal meaning.

#### D. Relevant Studies

The studies that have relevant with this study are: first this study which has relevance with this research was conducted by Rismayanti (2018) on title An Analysis of Teacher's Questioning Strategies during the Classroom Interaction at Piba of Uin Alauddin Makassar. The research aimed to find out the questioning strategies used by the teacher during the classroom interaction of students at PIBA UIN Alauddin Makassar, and to extent the teacher questioning strategies make the classroom interaction at PIBA UIN AlauddinMakassar.The findings of this

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research were: the types of question used by English teacher in PIBA of UIN Alauddin Makassar were display and Preferential Question. The purposes of the English teachers at PIBA of UIN Alauddin Makassar in Academic year 2016/2017 in using display questions were to review the previous materials and to check the student's understanding about the previous materials while the purpose in asking referential questions were to increase speaking skill and critical thinking skill of the students, the responses of the students PIBA of UIN Alauddin Makassar in Academic year 2016/2017 toward the teacher's questions types were most of the teacher used in PIBA classroom were clarifying questions, and the second guiding question, integrating and the last anticipated questions.

Second is Kholifatur Rosyidah (2018) ontitle An Analysis of Teacher's Questions Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon-Sidoarjo. The purpose of this study to interact in the classroom, teacher and students talks are needed. The interaction can balance if teacher and students have a same opportunity to talk in the classroom. Unfortunately, most of classroom interaction are dominated by teacher's talk. The researcher used qualitative method by observing the classroom, recording, and interviewing the English teacher. The result showed that the teacher tend to use convergent question in the classroom. The result also showed 7 questioning techniques used by the teacher in asking the students in the classroom. They are adapting questions on student ability level, asking questions logically and sequentially, asking questions on variety of levels, following up student responses, giving student time to think when responding, using questions that encourage wide student participation, encouraging student questions.

Third is Shirley Permata Sari (2014) on the title ofTeacher's Questioning Strategies In Teaching English In SMP Pangudi Luhur Salatiga. This study aimed to investigate teacher's questioning strategies. This research used descriptive method and the data were collected and obtained from observation of class activity and the recordings of teacher's talk. Furthermore, the findings show that most of the time in the classroom, the teacher used descriptive questioning strategies. From

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the data analysis, it can be concluded that compare contrast questioning strategies were suitable to be applied in teaching junior high school students.

Base on that three previous studies above, the researcher try to conduct the study about classroom interaction between teacher and learners and try to find something new different subject from the three previous studies above. The subject of this research is not the students in senior high school and university. But, is junior high school lever or eighth grade students junior high school. It is of course there are different significant because the level from three subject is different and the ability in mastering English is also different. Moreover, first researcher conducting research in the student's of UinAlauddinMakasar researchers intervened in the interaction in classes. And the problem under study is how to interact and why the teacher must choose the type for interaction. The second researcher conducted a study in class eleven of SMK Ma'arif NU. The researcher focuses on the interaction of teacher and student's doing the 7 questions to interact. The last researcher conducted the classes at SMP Pangudi Luhur Salatiga. Researcher focus on the descriptive method and the data were collected and obtained from observation of class activity and the recordings of teacher's talk. So, it is why the researcher really intended to conduct their study by use eighth grade students as the subject of his study.

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## CHAPTER III RESEARCH METHOD

This chapter discusses the research design and method of the research, the setting and subject of research, data source, data collection technique, and technique of data analysis.

### A. Research Design

In this research, the researcher used descriptive qualitative as the research design. According to Sugiyono (2016, p1), defined qualitative research is a research to observe in a natural condition also the object.

According to David Williams (1995), qualitative research is the collection of data in a natural setting, using natural methods, and carried out by naturally interested researchers. According to Denzin and Lincoln (1987), states that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and are carried out by involving existing methods.

Base on the explanation above, the researcher describes situation in which the students got written feedback from their teacher in writing tasks.

### B. Research Subject

#### 1. Setting

This research was conducted at MTs N 5 Kota Jambi that located on Jl.Lkr. Bar. II, Bagan Pete, Kec. AlamBarajo, Kota Jambi.

#### 2. Subject

The subject of the research is the English teacher at Eighth grade MTs N 5 Kota Jambi. The researcher took one class as subject of the research, because they were very potential to find out the preference toward the use of teacher questioning strategies.

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### C. Source of Data

#### 1. Primary data

In this research, primary data is the main data to get information about teacher's questioning strategies during the classroom interaction at MTs N 5 Kota Jambi. The data collected from the English teacher by using interview and observation.

#### 2. Secondary data

Secondary data is the supporting of this research. Secondary data collected from the students.

### D. Technique of Data Collection

According to Sugiyono (2017: 225), states that the data collection technique can be done with observation, interview, questionnaire, documentation, and triangulation.

Based on the explanation above the researcher used the following ways to collect the data:

#### 1. Observation

According to Sugiyono (2012: 145), "observation as data collection techniques that have specific characteristics regarding human behavior, work processes, natural phenomena, and respondent who are not too big".

This observation processes, researchers can observe situations that are in the field by recording what is considered important in order support the research objectives. The researcher made observations to the school 3 times, and each researcher's observation only focused on how the teacher used the question strategy during the class.

#### 2. Interview

This research the researcher uses interview to collect the data. Based on meleong (2017), includes: instructing people, events, organization, feelings, motivation, demans, concern, verifying, changing and expanding information obtained from other people, both human non-human (triangulation). Interview is a technique of data collection by holding

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communication with the data sources. Interview is uses to gather data from people about opinions, beliefs, and feeling about situation. Here the researcher was conducted interviews with teachers and students. The researcher asked five questions to the teacher and also five questions to the students. (See appendix)

### **E. Trustworthiness of Data**

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. To get the trustworthiness in this research, more than one instrument was used to collect the data. So, the researcher used triangulation techniques. The purpose of triangulation is to increase the credibility and validity of the findings. Source of data triangulation is processes in which various source of data are collected. The variety of sources can refer to time, place, and person. In the present study the sources of data referred to the teachers and students. Methodological triangulation is a process in which various method are used to measure the same unit. Methodological triangulation was done by employing different method of collecting data, namely observation, and interview.

### **F. Technique of Data Analysis**

Data analysis technique that use in this research are:

#### 1. Data Reduction

Data reduction means summarizing, choosing the main points, focusing on the things that are important in finding themes and patterns. Thus the reduced data will provide a clearer picture and make it easier for researcher to do further data collection. Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that the final conclusions can be drawn and verified.

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## 2. Data Display

After the data has been reduced, the next step is to display the data. Presentation of the data is directed so that the resulting reduction data is organized in a relationship pattern, so that it is more easily understood and plans for further research work. In this step the researcher tries to compile relevant data so that it can be information that can be concluded and has a certain meaning. The process can be done by displaying data, making connections between the phenomenon to make sense of what actually happened and what needs to be followed up to achieve the research objectives. A good data presentation is an important step towards achieving a valid and reliable qualitative analysis.

## 3. Drawing Conclusion

The third step in the analysis of qualitative data is drawing conclusion and verification. Conclusion drawing involves stepping back to consider what the analysed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions about students' responses towards teacher hand written feedback on students'.

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## CHAPTER IV FINDINGS AND DISCUSSION

The research's findings and its analysis were reported in this chapter. The results and discussion highlighted different types of teachers' questioning techniques for the interaction in class at MTS N 5 Kota Jambi class A. The discussion focuses on the interpretation of the findings, whereas the findings deal with data collecting. The data collection process uses a few different strategies. The interview and observation were the first steps.

### A. Findings

The research's findings help to clarify the answer to the research question as it relates to the tool used to determine the types of teachers' questioning techniques used in classroom interactions and why the English instructor employed those techniques. The researcher has conducted this research in MTs N 5 Kota Jambi from 22 March to 9 April, 2021. MTs N 5 Kota Jambi, is one of the State junior Schools in Jl. Lkr. Bar. II, Kel. Bagan Pete, Kec. AlamBarajo, Kota Jambi, Sumatera, Indonesia. MTs N 5 here it is the same as the general Junior High School in Indonesia. The period of school education at MTs N 5 Kota Jambi is taken in a three years period, from Class VII to Class IX.

Each of the three English teachers is responsible for a single generation, that Teacher A as the first teacher who teaches on grade IX, Teacher B as a second teacher who teaches on grade VIII and Teacher C as a third teacher who teaches on grade VII. The researcher only chose one teacher as the interview source because the researcher only wanted to focus on the eighth grade students, and only interviewed three students taken from the smartest to the lowest students. The data were collected from the observation transcribed by observation and interview.

#### 1. The kinds of teacher questioning strategies used by the teachers during the classroom interaction at Eighth grade MTs N 5 Kota Jambi

The teacher was observed by the researcher on March 22, 2021 and interviewed at the school office on April 5, 2021. The researcher analyzed several questioning strategies such as Guiding Questioning Strategy,

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Clarifying Questioning Strategy, Anticipated Questioning Strategy, and Integrating Questioning Strategy. The researcher started by examining the guiding questions that the English teacher used in class. The researcher discovered that the teacher employed several tactics for questioning in the classroom based on observation during teaching and learning activities, and elaborates the example in the following dialogue.

The teacher started the class by asking a question about students' condition. The following is the dialogue of the conversations:

#### Dialogue 1

- T : How are you today?  
 S : I'm fine.  
 T : Apakah adamasalah hari ini?  
 S : Tidak ada miss.  
 T : Apa dateman mu yang tidak hadir?  
 S : Tidak ada miss.

The teacher starts the class by asking the students' condition. Then all the students shouted the same answer, after that the teacher asked questions that were relevant to the students, it can be seen from the sentence, 'is there a problem today?' The teacher wants to know the problems of students at school, and the teacher also ensures that the condition of the students today is good. After that, the teacher checks the students' attendance.

After the teacher asked the student's condition, the teacher wanted to know the students' knowledge about last week's material. The following is a dialogue from the conversation:

#### Dialogue 2

- T : Ada yang masih ingat materi minggu lalu?  
 S : eeee... (*answer vaguely*)  
 T : who knows?  
 S : (*silent*)

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T : then the teacher shows a picture of a hero in class and asks who is he.

S : (silent and confused)

T : then the teacher took a flower, and said this is a rose, the color is red and also white,.....

What does this example show about?

S : Descriptive text miss (say together)

The teacher asks questions to find out students' understanding of last week's material. The teacher asks questions to remember last week's material.

After the teacher asked about the students' memory and understanding of last week's material. Then the teacher continues the material for today's lesson. The teacher draws a sun on the board and asks to the students:

Dialogue 3

T : does anyone know what picture this is?

S : the sun (say together)

T : so, anybody know what will we learn today?

S :.....(Confused)

T : apakahmatahariterbitsetiappagi?

T : atau do we go to school every day?

S : yes miss.

T : okey from these examples kita akanmempelajaritentang simple present tense

Then the teacher explains what simple present tense is to the students so that students understand what simple present tense is, and also gives examples that are easy for students to understand.

After the teacher explains the material and asks about students' understanding of the material. Then the teacher wants to know the students'



knowledge and understanding of today's lesson. The following is a dialogue of the conversation:

#### Dialogue 4

- T : who can explain what is simple present tense?
- S A : I am miss, Simple present tense is a tense that is used to talk About something general, something that always happens repeatedly.
- T : good, does anyone want to add or have another answer?
- S B : may I try miss, Simple present tense is a form of tenses that Shows everything related to the present. The use of the simple present tense is to state facts, habits, and events that are happening at the present time.
- T : good, who can give an example of simple present tense
- S D : I am miss, the example of simple present tense is We go to the School together.
- T : okay, who else can?
- S M : I am miss, He go to work everyday
- T : okay good, but if use he/she you have to add s/es at the end of the verb, the correct example is he goes to work every day.

In dialogue 4, the teacher asks to the students about the material that has just been explained, teacher asks about what is the simple present tense and the examples. And also the teacher corrects or provides clarification on student answers that are wrong or still incorrect.

After explaining about the examples above, the teacher gives examples that make students think more. The following is a dialogue of the conversation:

#### Dialogue 5

- T : I will give you another example “the sun rises every morning”, it Is correct or not.
- S : correct miss.

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T : good, but how about the sun is rising every morning

After giving explanations and examples like the dialogue above, the teacher divides the students into 3 groups. Each group is given an assignment about the simple present tense. They have to discuss about the simple present tense, the teacher may ask a student who hasn't been speaking up much to clarify what the group has been thinking while also having some students check their understanding.

After the teacher explained all the material to the students, the teacher ended the class and reminded all students to repeat the lessons they learned today at home.

## 2. Questioning Strategies that making the Classroom Interaction at Eighth Grade Students of MTs N 5 Kota Jambi.

Based on the interview with teacher when in class there are problems interacting between students and teachers, therefore the thing that the teacher must do is find out what the core problem is, why is it difficult for students to interact with the teacher, so that the teacher can find the right solution to overcome it. Because each student has their own obstacles or problems in interacting, the teacher must approach students who have difficulty finding solutions and change interaction techniques in an easier way so that students are comfortable and understand. All problems in class can be solved in various ways, it all depends on the teacher who teaches in the class.

Based on the interview with teacher, the technique in class it can't be determined in detail. All techniques will run when they are in the ongoing class and the technique will adapt to the conditions of students and what kind of class and using what techniques for interaction. So it can be said that I can't be sure what technique I use all back to student condition. And that's where it can be determined using what technique.

The outcomes of the directing questions, clarifying questions, expected questions, and integrating questions were discovered by the researcher based on observations (Gagnon & Collay) (2001).

First, guiding questions. These questions were used in the classroom to develop students' speaking abilities, to learn students' responses to the questions the teacher posed, to direct students' thought processes, to provide opportunities for students to respond in one or more ways, to engage or intrigue students in the response, and occasionally when we asked questions of the students, as a teacher, I should identify common students' misconceptions that would lead to confusion.

Second, the teacher used clarifying questions to ensure that the pupils provided the best justifications and could explain it to the other students during class interaction. Clarifying questions made the class more participatory, and the students were eager to respond. This improved the relationships between the teacher and the students as well as between the students and the teacher.

Third, although the teacher employed these questioning techniques in the classroom, they were not really used because doing so would take time. In addition, the teacher was unaware of these questioning techniques.

The last integrating question, this questioning technique was used during the group discussion in order to assess how well the students collaborated during their group presentations and discussions.

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## B. Discussion

The discussion of this study pertains to how the results of the manuscript and the researcher's notes from interactions or conversations during the teaching and learning process were interpreted. It also relates to how the results of the interview process were interpreted. The primary topics that will be covered in this discussion segment are the teacher's questioning techniques and how to identify students' questioning techniques to increase classroom interaction.

The results of the previous qualitative analysis are interpreted in this section. According to the findings, the teacher used four of the teacher questioning tactics, according to the results of the test's available data.

The first questioning strategy is guiding question. The result of the guiding question we can see in the dialogue 2 and 3. Based on the dialogue 2, it can be concluded that teacher used guiding question to stimulate students to give certain responses or answers. This technique uses a list of questions that can make students think about a topic. This is where students' critical thinking is stimulated, so they can find and elaborate their ideas.

From the dialogue 3 it can be seen that teacher used guiding question to stimulate or guide students in what lessons will be studied now. The teacher wants to guide students to know what they are going to learn now and also wants to see students' responses to the questions given by the teacher.

Second, clarifying inquiries used by the instructor in the classroom, it can be seen in the dialogue 4. From the dialogue 4 it can be seen that teacher used clarifying question because for the purpose of confirming and clarifying issues previously known to the questioner or teacher.

Based on the observation, the researcher discovered that the best responses sought to understand the core of the students' thinking. The more the teacher questioned the students about their thoughts and the reasons behind their questions, the more likely it was that the students would come to their own realization and develop their own knowledge. Additionally, the researcher discovered that questions motivate the students to speak up, provide feedback for interaction, and force them to answer the question with the best response.

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Based on the observation, the researcher concluded that the clarifying questions used by the teacher to help students were very effective in fostering classroom interactions since they completely developed the students' thinking and increased their desire to speak. When the teacher questioned the class on the topic at hand, the pupils responded as best they could thanks to the questioning techniques. The responses and justifications provided by the students' best answered the question.

Third, anticipated questions, the result of anticipated question it can be seen in the dialogue 5. From the dialogue 5, based on the previous question, it seems in the dialogue 4 that to rectify the kids' response, the teacher wanted to. In other words, by asking that question, the teacher offered the students a hint when they incorrectly answered the prior question.

Obviously, the instructor did not want to assign a right or wrong answer to the response. Instead, the teacher provided the pupils a hint by asking them to consider a different question, which encouraged them to reconsider their answers. Depending on what happens next, the pupil may have a covert or overt answer to the teacher's inquiry. Some students might edit their response to their classmate's contribution if the teacher asked the identical question of a different student.

Based on the researcher's interview with students, the researcher discovered that the majority of students make an effort to speak up when the teacher asks the anticipated question about the students' understanding of the materials and topic in the classroom. By improving the questions, the students not only build interaction with the teacher but also with the other students, and several learners improve and think critically for every questions that the teacher asks. The speaker's goal is fairly obvious, as is her overall meaning. A few pauses from the listener are required for classification purposes. However, the instructor used or implemented the question in the classroom even though she was not aware that it was one of the questioning tactics.

After giving explanations and examples like the dialogue above, the teacher divides the students into 3 groups. Each group is given an assignment about the simple present tense. They have to discuss about the simple present tense, the

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teacher may ask a student who hasn't been speaking up much to clarify what the group has been thinking while also having some students check their understanding. This is part of integrating question.

In this study, the researcher observed student engagement in a very crowded classroom where most students competed to provide the best answers by providing detailed narratives in response to each question posed by the teacher.

The observations demonstrated that there was good classroom interaction since the teacher was successful in fostering relationships between students and other students as well as between students and the teacher..

And also the researcher compares with the results of other studies, the results show that the use of questioning strategies during classroom interaction can improve students' learning abilities in English subjects.

Although in the interview the teacher said that the technique in the classroom could not be determined in detail. All techniques will run when they are in the ongoing class and the technique will adapt to the conditions of students and what kind of class and using what techniques for interaction. So it can be said that I can't be sure what technique I use all back to student condition. And that's where it can be determined using what technique

And also the teacher explains that students are active in the classroom and in the teaching and learning process, the material is made as interesting as possible so that students are more interested in learning, learning English of course. Then, besides that, the teacher familiarizes the student with memorizing vocabulary, so that the vocabulary is even more, and they can understand the material better by memorizing more vocabulary, and doing personal interactions so that students focus more on the subject matter.

Moreover, the teacher added that the technique also assisted the kids in learning English since even if the rephrasing technique was used, the teacher would still ask them an English question. According to the students' impressions of the use of questioning strategies, they discovered that these techniques were highly beneficial in helping them better understand the teacher's queries. Additionally, since some questioning techniques, such as rephrasing, offer hints or allow students



to choose their own replies, they aid pupils in developing their confidence to communicate vocally. Students' confidence in providing the correct response can be increased through clues and answer options.

Teachers must be aware and understand in conveying questions in a good way to minimize the negative effects of students' response. The teacher must know the right time to ask questions and they should also know the right questions to ask.

An analysis of teacher questioning strategies during classroom interaction at PIBA of UIN Alauddin Makassar by Rismayanti is compared with the findings of earlier studies by the researcher. The study's conclusions were that exhibition and preferential questions were the most common types of questions utilized by English teachers in PIBA at UIN Alauddin Makassar. In the academic year 2016–2017, the English teachers at PIBA of UIN Alauddin Makassar used display questions to review the prior topics and assess the students' comprehension of such contents. The similarity between this research and the research that I made are the same as discussing the teacher's questioning strategy. And the difference with the research that I made is that this research uses display questions and also only focuses on speaking skills, while my research does not focus on speaking skills.

The second research that the researcher compares is the research by Kholifatur Rosyidah (2018) on title An Analysis of Teacher's Questions Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon-Sidoarjo. The purpose of this study to interact in the classroom, teacher and students talks are needed. The similarity between this study and mine is both of study discussed the way in which teachers and students interact. And the difference, this study uses seven question techniques in asking students in classroom interaction, while my research uses a technique from Gagnon which consists of four techniques.

Third is Shirley Permata Sari (2014) on the title of Teacher's Questioning Strategies in Teaching English in SMP Pangudi Luhur Salatiga. This study aimed to investigate teacher's questioning strategies. The similarity between this research and my research is both of the research investigate the teacher's conversation during classroom interaction. The difference with my research are the teacher's questions in this study were classified into five categories of questions based on the Chin

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questioning strategy (2004) and the researcher uses a recorder as a tool for recording conversation during the teaching and learning process, and not using the interview method as supporting data for research.

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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter discusses two main points. Firstly, it draws the conclusions of the study conducted based on the research questions submitted and elaborated in the first chapter. Secondly, it submits some suggestions for teachers who are willing to employ questioning strategies in their teaching

#### A. Conclusion

Based on the analysis of interview and observation result, the researcher concluded that the teacher applied almost all of the teacher's questioning strategies which proposed by Gagnon & Collyer Oxford theory including, guiding questions, anticipated questions, clarifying questions, and integrating questions.

The English teachers actively use questioning strategies in class interaction that is they ask questions to check students' understanding of the previous material, to attract students' attention, to support students' contributions in class and also to motivate students to learn. And the reason why English teachers use their questioning strategy is according to the function of the type of questioning strategy.

In conclusion, the questioning strategy provides a very large influence in the interaction in the classroom, either directly or indirectly. Although, the teacher explained that when in class the technique could not be determined in detail. All techniques will run when they are in the ongoing class and the technique will adapt to the conditions of students and what class and what techniques are used for interaction. So it can be said that teacher can't be sure what technique will use all back to student condition. And that's where it can only be determined using what technique.

#### B. Suggestion

Based on the conclusion above, the researcher would like to give suggestion as follows:

1. For English teacher to apply the new way of teaching English especially in applying some question strategies in order to improve students ability and catch students' self confidence in learning English.

2. It is suggested to the next or further researcher to conduct research by using question strategies in learning English because as we know that question strategy is one way of learning in which students can speak their mind, improve their confidence and improve their English especially in speaking.
3. In this study, the researcher focused only on question strategies of that the teacher used in Eighth Grade students of MTs N 5 Kota Jambi. It is suggested to the future researchers to conduct the researcher on different skills, in another strategy or at the different place.

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## Appendix 1

**LIST OF TEACHERS INTERVIEW OF TEACHER'S QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT MTS N 5 KOTA JAMBI**

**Date** : Wednesday, April 7<sup>st</sup> 2021

**Time** : 12.00 – 13.00 P.M

**Participant** : English Teacher

1. Apa saja yang guru persiapkan sebelum memulai pelajaran di dalam kelas?
2. Apa teknik yang guru lakukan ketika interaksi didalam kelas?
3. Sebutkan masalah apa yang membuat siswa kurang berinteraksi di kelas dalam pembelajaran bahasa Inggris?
4. Bagaimana anda menyelesaikan masalah ketika siswa sulit berinteraksi di dalam kelas?
5. Bagaimana upaya guru untuk mendorong siswa agar lebih aktif dalam pelajaran bahasa Inggris selama berinteraksi di dalam kelas selama proses belajar mengajar?

**Question 1**

<b>Researcher</b>	<p>Apasaja yang guru persiapkan sebelum memulai pelajaran didalam kelas?</p> <p><i>(What do the teachers prepare before starting the lesson in the classroom?)</i></p>
<b>Teacher</b>	<p>Yang pertama saya persiapkan adalah mental dan kondisi saya sebelum mengajar, menganalisa siswa didalam kelas tersebut sebelum memulai pelajaran contoh nya sifat dan perilaku siswa, mempersiapkan rencana pelaksanaan pembelajaran (RPP), mempersiapkan buku pelajaran seperti buku paket atau buku lembar kerja siswa(LKS), dan mempersiapkan bahan atau materi pelajaran yang akan diajarkan.</p>

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## Question 2

<b>Researcher</b>	<p>Apa teknik yang guru lakukan ketika interaksi didalam kelas?</p> <p><i>(What techniques do teachers use when interacting in class?)</i></p>
<b>Teacher</b>	<p>Menurut saya, teknik apa yang saya gunakan itu bias seperti Tanya jawab, diskusi dan kelompok etc. tapi ketika didalam kelas teknik tersebut tidak bias ditentukan secara rinci misalkan untuk hari ini. Semua teknik bakalan berjalan ketika sudah berada di dalam kelas yang sedang berlangsung dan teknik itu bakalan menyesuaikan kondisi siswa dan kelas seperti apa dan menggunakan teknik apa untuk interaksi. Jadi bias dikatakan bahwa saya tidak bias memastikan saya menggunakan teknik apa semua kembali ke kondisi siswa. Dan disitulah baru bias ditentukan menggunakan teknik apa.</p> <p><i>(In my opinion, what techniques I use can be questions and answers, discussions and groups etc. but when in the technique class it can't be determined in detail for example for today. All techniques will run when they are in the ongoing class and the technique will adapt to the conditions of students and what kind of class and using what techniques for interaction. So it can be said that I can't be sure what</i></p>



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	<i>technique I use all back to student condition. And that's where it can be determined using what technique.)</i>
--	--------------------------------------------------------------------------------------------------------------------

### Question 3

<b>Researcher</b>	Sebutkan masalah apa yang membuat siswa kurang berinteraksi dikelas dalam pembelajaran bahasa Inggris? <i>(Mention what problems make students less interacting in class in learning English?)</i>
<b>Teacher</b>	Menurut saya, permasalahan yang membuat siswa kurang berinteraksi adalah siswa yang kurang memahami pelajaran bahasa Inggris, tidak berani berinteraksi, kurang kosa kata, takut menjawab pertanyaan saat berinteraksi dan siswa tidak fokus di kelas. Oleh karena itu, disinilah peran guru sangat dibutuhkan untuk mengatasi siswa. <i>(In my opinion, the problems that make students less interacting are the students' lack of understanding of English lessons, not daring to interact, lack of vocabulary, being afraid to answer questions when interacting and students not being focused in class. Therefore, this is where the role of the teacher is needed to overcome students.)</i>

### Question 4

<b>Researcher</b>	Bagaimana anda menyelesaikan masalah ketika siswa sulit berinteraksi di dalam kelas? <i>(How do you solve problems when students find it difficult to interact in class?)</i>
<b>Teacher</b>	Ketika di dalam kelas permasalahan berinteraksi antara siswa dan guru itu pasti ada, oleh sebab itu hal yang saya lakukan adalah dengan mencari apa inti permasalahan siswa mengapa sulit berinteraksi kepada guru, supaya saya bias mencari solusi yang tepat untuk mengatasinya. Karena

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setiap siswa punya kendala atau masalah sendiri-sendiri dalam berinteraksi, saya melakukan pendekatan terhadap siswa yang kesulitan untuk mencari solusi dan mengubah teknik interaksi dengan cara yang lebih mudah supaya siswa nyaman dan mengerti. Semua masalah di kelas bias diselesaikan dengan berbagai macam cara, semua tergantung kepada guru yang mengajar di kelas.

*(When in the classroom there are problems interacting between students and teachers, therefore what I do is to find out what the core problem is, why students are difficult to interact with the teacher, so that I can find the right solution to overcome it. Because each student has their own problems or obstacles in interacting, I approach students who have difficulty finding solutions and change interaction techniques in an easier way so that students feel comfortable and understand. All problems in class can be solved in various ways, it all depends on the teacher who teaches in the class.)*

**Question 5**

<p><b>Researcher</b></p>	<p>Bagaimana upaya guru untuk mendorong siswa agar lebih aktif dalam pelajaran bahasa Inggris selama berinteraksi di dalam kelas selama proses belajar mengajar?</p> <p><i>(How are the teacher's efforts to encourage students to be more active in English lessons while interacting in the classroom during the teaching and learning process?)</i></p>
<p><b>Teacher</b></p>	<p>Menurut saya, agar siswa aktif di dalam kelas dan dalam proses belajar mengajar, materinya saya buat semenarik mungkin agar siswa lebih tertarik untuk belajar, belajar bahasa Inggris tentunya. Kemudian selain itu, saya membiasakan anak-anak dengan menghafal kosakata,</p>

sehingga kosakata dapat lebih banyak diucapkan, dan mereka dapat lebih memahami materi dengan lebih banyak menghafal kosakata, dan melakukan interaksi pribadi agar siswa lebih fokus pada materi pelajaran.

*(In my opinion, so that students are active in the classroom and in the teaching and learning process, I make the material as interesting as possible so that students are more interested in learning, of course learning English. Then, apart from that, I familiarize the children with memorizing vocabulary, so that they can have more vocabulary, and they can understand the material better by memorizing more vocabulary, and doing personal interactions so that students focus more on the subject matter.)*

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**LIST OF STUDENTS INTERVIEW OF TEACHER'S QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT MTS N 5 KOTA JAMBI**

**Date** : Thursday, April 8<sup>st</sup> 2021

**Time** : 12.00 – 13.00 p.m

**Participant** : Student's

1. Sebutkan kenapa siswa sulit untuk interaksi di dalam kelas dalam pelajaran bahasa Inggris?
2. Apa yang siswa lakukan ketika berinteraksi di dalam kelas?
3. Apasaja yang kamu persiapkan ketika pelajaran bahasa Inggris?
4. Dalam pelajaran bahasa Inggris, apa kendala terbesar siswa di dalam kelas?
5. Sebutkan apa saja interaksi yang siswa lakukan di kelas dalam pelajaran bahasa Inggris?

**Question 1**

<b>Research</b>	Sebutkan kenapa siswa sulit untuk interaksi di dalam kelas dalam pelajaran bahasa Inggris? <i>(Mention why students find it difficult to interact in class in English lessons?)</i>
<b>Student 1</b>	Takut untuk berinteraksi dalam bahasa Inggris, tidak percaya diri. <i>(afraid to interact in English, not confident.)</i>
<b>Student 2</b>	Kurang nya pengetahuan tentang kosakata bahasa Inggris, takut salah dalam pengucapan. <i>(lack of knowledge of English vocabulary, fear of being wrong in pronunciation.)</i>
<b>Student 3</b>	Tidak mengertimaksud dari pertanyaan guru, tidak terlalumenyukaipelajaran bahasa Inggris.

	<i>(doesn't understand the meaning of the teacher's question, doesn't really like English lessons.)</i>
--	---------------------------------------------------------------------------------------------------------

### Question 2

<b>Research</b>	Apa yang siswalakukanketikaberinteraksi di dalamkelas? <i>(What do students do when interacting in the classroom?)</i>
<b>Student 1</b>	Mengangkattanganuntukpermisibertanyaataumenjawab di dalamkelas dan meresponpertanyaan guru. <i>(Raise your hand to ask permission to ask or answer in class and respond to the teacher's questions.)</i>
<b>Student 2</b>	Tanya jawabdengan guru dan mempersiapkanjawabanataupertanyaan. <i>(Question and answer with the teacher and prepare answers or questions)</i>
<b>Student 3</b>	Majukedepankelas dan membukakamusuntukkosakata. <i>(Go to the front of the class and open the dictionary for vocabulary.)</i>

### Question 3

<b>Research</b>	Apasaja yang kamupersiapkanketikapelajaranbahasainggris? <i>(What do you prepare for English lessons?)</i>
<b>Student 1</b>	Kamus dan buku (LKS). <i>(English dictionary and student worksheets (LKS))</i>
<b>Student 2</b>	Bukutulis dan kalkulatorbahasainggris. <i>(Notebooks and calculators English.)</i>
<b>Student 3</b>	Bukupaketbahasainggris dan kamus. <i>(English textbook and dictionary.)</i>

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#### Question 4

<b>Research</b>	Dalam pelajaran bahasa Inggris, apa kendala terbesar siswa di dalam kelas? <i>(In English lessons, what is the biggest obstacle for students in class?)</i>
<b>Student 1</b>	Tidak memahami materi pelajaran bahasa Inggris dan sulit untuk berbicara. <i>(Do not understand English subject matter and find it difficult to speak.)</i>
<b>Student 2</b>	Takut berbicara bahasa Inggris dan tidak percaya diri. <i>(Fear of speaking English and not confident.)</i>
<b>Student 3</b>	Malas menghafal kosakata dan malas membaca buku. <i>(Lazy to memorize vocabulary and lazy to read books.)</i>

#### Question 5

<b>Research</b>	Sebutkan apa saja interaksi yang siswa lakukan di kelas dalam pelajaran bahasa Inggris? <i>(What are the interactions that students do in class in English lesson?)</i>
<b>Student 1</b>	Menjawab pertanyaan guru dan menanyakan pertanyaan ke guru. <i>(Answer the teacher's questions and ask the teacher questions.)</i>
<b>Student 2</b>	Menulis dan berbicara di depan kelas. <i>(Write and speak in front of the class.)</i>
<b>Student 3</b>	Berani menjawab pertanyaan guru jika diberikan dan berani untuk berpendapat. <i>(Dare to answer the teacher's questions if given and dare to have an opinion.)</i>

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## Appendix 3

## RESEARCH DOCUMENTATION



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## CURICULUM VITAE

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### Education Background

No	Graduated	Education	Place
1	2010	SDN 205 Kota Jambi	Kota Jambi
2	2013	MTsNegeri5 Kota Jambi	Kota Jambi
3	2016	SMA N 11 Kota Jambi	Kota Jambi
4	2022	UINSulthanThaha SaifuddinJambi	KotaJambi

Jambi, 21 Maret 2022  
 The Researcher

M.HidayatUlpah  
 TE.161756

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










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**KARTU BIMBINGAN SKRIPSI/TUGAS AKHIR**

Kode Dokumen	Kode Formulir	Berlaku Tanggal	No Revisi	Tanggal Revisi	Halaman
In. 08-PP-05-01	In.08-FM-PP-05-03	2022	R-0	-	1 dari 1

Nama Mahasiswa : M.HidayatUlpah  
NIM : TE.161756  
Pembimbing I : Monalisa..S.Pd.,M.Pd  
Judul : An Analysis of Teacher's Questioning Strategies During The Classroom Interactionat MTSN 5 Kota Jambi

Fakultas : Ilmu Tarbiyah dan Keguruan  
Program Studi : TadrisBahasa Inggris

No	Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing
1.	20-Januari-2020	Penyerahan surat penunjukan dosen pembimbing	
2.	21 Maret 2020 s/d 13 November 2020	Bimbingan Bab I,II, dan III	
3.	21 Maret 2020 s/d 13 November 2020	Perbaikan Proposal	
4.	14 November 2020	ACC Proposal untuk Diseminarkan	
5.	30 November 2020	Seminar Proposal	
6.	18 Desember 2020	Perbaikan Proposal Sesuai Hasil Seminar	
7.	22 Januari 2021	ACC Riset	
8.	17 April s/d 19 Maret 2022	Bimbingan Bab I, II, III,IV dan V	
9.	26 Januari 2022 s/d 19 Maret 2022	PerbaikanSkripsi dan Daftar Pustaka	
10.	21 Maret2022	PerbaikanSikripsiLengkap	
11.	22 Maret 2022	ACC Skripsi	

Jambi,24 Maret 2022  
Pembimbing I

Monalisa, S.Pd, M.Pd  
NIP.197505152000032004



**KEMENTERIAN AGAMA RI**  
**UIN SULTHAN THAHA SAIFUDDIN JAMBI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Jambi-Ma.Bulian Km.16 Simp.Sungai Duren Kab.Muaro Jambi 36363

**KARTU BIMBINGAN SKRIPSI/TUGAS AKHIR**

Kode Dokumen	Kode Formulir	Berlaku Tanggal	No Revisi	Tanggal Revisi	Halaman
In. 08-PP-05-01	In.08-FM-PP-05-03	2022	R-0	-	1 dari 1

Nama Mahasiswa : M.HidayatUlpah  
 NIM : TE.161756  
 Pembimbing II : Firdiansyah.,SS.MA  
 Judul : An Analysis of Teacher's Questioning Strategies During The Classroom Interactionat MTSN 5 Kota Jambi  
 Fakultas : Ilmu Tarbiyah dan Keguruan  
 Program Studi : TadrisBahasa Inggris

No	Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing
1.	27 Januari2020	Penyerahan surat penunjukan dosen pembimbing	
2.	17 Februari 2020 s/d 14 November 2020	Bimbingan Bab I,II, dan III	
3.	17 Februari 2020 s/d 14 November 2020	Perbaikan Proposal	
4.	15 November 2020	ACC Proposal untuk Diseminarkan	
5.	30 November 2020	Seminar Proposal	
6.	20 Desember 2020	Perbaikan Proposal Sesuai Hasil Seminar	
7.	22 Januari 2021	ACC Riset	
8.	05 Oktober 2021 s/d 21 Maret 2022	Bimbingan Bab I, II, III,IV dan V	
9.	26 Januari 2022 s/d 21 Maret 2022	PerbaikanSkripsidann Daftar Pustaka	
10.	22 Maret 2022	PerbaikanSikripsiLengkap	
11.	24 Maret 2022	ACC Skripsi	

Jambi,24 Maret 2022  
 Pembimbing II

  
Firdiansyah, SS.MA

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