

## ABSTRACT

Preti Pricillia Putri. 2023. *An Analysis of Teachers' Questioning Strategies During Classroom Interaction*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisor: (1) Muhlisin Rasuki, M.Pd., MA., Ed.D. (2) Indri Astutik, M.Pd.

**Key Word:** Teacher question, Students response, Classroo Interaction

The importance of the teacher's questioning method in the English teaching process is one that teachers should not overlook because it has a significant impact on how well student's learning process. Therefore, it is important to do research entitled "Analysis of Teachers' Questioning Strategies During Classroom Interaction". The research problem is "Does the teacher's questioning strategy affects classroom interaction?" The research was aimed to find out whether the teachers' questioning strategies affect classroom interaction. The analysis utilized two videos sourced from YouTube as observational data. The instrument used observation. This data calculation uses simple statistics by calculating the percentage of students who answered and the percent of questions. Based on the results of the teacher questioning strategy, it shows with the higher convergence percentage is (100%) and the lower is 3.84%. While divergent question, it shows with the higher percentage is 62.5% and the lower is 7.69%. It can be seen in Table 4.3. Therefore, it can be concluded that the characteristics of the teacher in implementing the teacher's questioning strategy can affect class interaction. Therefore, it can be concluded that teacher's questioning strategy can affects classroom interaction. Namely convergent with the percentage 100%. The convergent and divergent question that needs futher explanation it tends to get lower respon from the students and then for the common issue student tends to give respons to these types of questions.