ABSTRACT

Indriani, Novi. 2020. *An Analysis of Teacher's Questioning Strategies in EFL Classroom.* Thesis, English Education Program, Faculty of Teacher Training and Education of Universitas Muhammadiyah Jember. Advisor: (1) Indri Astutik, M.Pd (2) Nurkamilah, M.Pd.

Keyword: *Questioning Strategies Types, Teacher Questions, Teacher and Students Interaction.*

Question is one of important elements of a learning process. There are several types of questions that can make students more interested in teacher's explanation and answers his or her questions. This study investigated teacher's questioning strategies used to teach in seventh grade of SMP Muhammadiyah 1 Jember and her reasons for using questioning strategies. This study was to find out the types of teacher's questioning strategies and the reasons of using them in EFL classroom.

This study employed qualitative descriptive design. Data were collected by conducting an online interview and giving questionnaire to the English teacher who taught in the seventh grade. Data obtained from online interview were analyzed descriptively, while those obtained from questionnaire were analyzed in percentage to know types of questioning strategies from the answers such as always, often, sometimes, rarely, and never.

The results of this study showed that English teacher always 100% used divergent questions in class in the middle and the end of learning process. It is used to know student's opinion, develop their creative thinking skills and improve their knowledge. The procedural questions showed 80%, meaning that the teacher often used this type in the beginning of learning process. It is used to mantain time management, check students conditions and class routine. The last convergent questions showed 60%, the teacher sometimes used this type to get short answers from the students and helped them recall the material. For future researchers are expected to be able to develop further explanations about teacher's questioning strategies with different methods and different objects.