

**AN ANALYSIS OF TEACHER'S QUESTIONS USED IN
ENGLISH CLASSROOM INTERACTION AT THE
ELEVENTH GRADE OF OTKP CLASS
OF SMK YPK TENGGARONG IN
ACADEMIC YEAR 2024/2025**

THESIS



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TENGGARONG
June, 2025**

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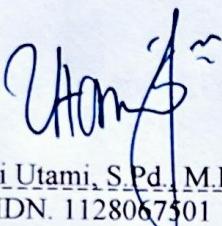
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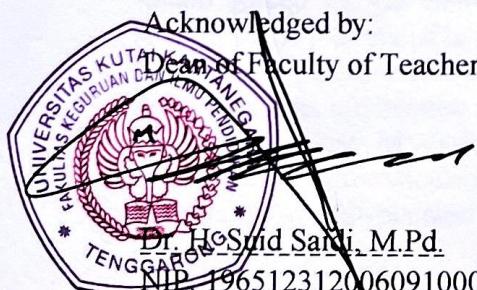
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ABSTRACT

BERLIANNUR, ANISSA. 2025. *An Analysis of Teacher's Questions Used in English Classroom Interaction at the Eleventh Grade of OTKP Class of SMK YPK Tenggarong in Academic Year 2024/2025.* Thesis. Department of English Education, Faculty of Teacher Education and Training. Tenggarong: University of Kutai Kartanegara. Advisors: (1) Sri Utami, S.Pd., M.Pd (2) Srikandini Narulita, S.S., M.Pd.

Teacher questions are essential in facilitating English classroom interaction, as they help manage lessons, engage students, and improve language learning. This research was conducted to analyze the types of questions used by the English teacher and to investigate the reasons behind the use of those questions in the classroom interaction at the eleventh grade of *OTKP* class at SMK YPK Tenggarong in the academic year 2024/2025.

The problems of this study are: (1) What types of questions are used by the English teacher during classroom interaction? and (2) Why does the teacher use those types of questions in classroom interaction? the purposes of this study are: (1) To find out the types of questions used by the English teacher to interact with the students in the classroom and (2) To find out why does the teacher use those of questions in classroom interaction.

This research employed a descriptive qualitative method. Data were collected through classroom observations and interviews. The researcher observed three classroom meetings and recorded all the questions used by the English teacher. An interview was also conducted to gain deeper insight into the teacher's perspective on his questioning techniques.

The findings revealed that the teacher used three types of questions: procedural, convergent, and divergent. From a total of 85 questions, 20 were procedural, 58 were convergent, and 7 were divergent. The most frequently used questions were convergent, which are intended to check student understanding with short and specific answers. Procedural questions were used for classroom management, and divergent questions were used occasionally to promote critical thinking and encourage students to express their opinions. The interview data showed that the teacher asked questions frequently and purposefully. He stated that his questions were prepared in advance and adapted to the students' level and the lesson objectives. He also expressed that questioning is effective in increasing student participation and helping passive students become more engaged. Although the teacher's classification of question types was not always aligned with theoretical definitions, his application reflected sound pedagogical reasoning. In conclusion, the teacher's use of varied question types positively contributed to student participation, comprehension, and classroom dynamics. The findings highlight the importance of well-planned questioning strategies in English language teaching.

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The Head Master of SMK YPK Tenggarong and the English teachers who have allowed her to conduct research in their school and the students who helped

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The researcher hopes and prays that this thesis will be useful for readers in the future and make a meaningful contribution to the field of English language teaching. The researcher is fully aware that this thesis is still far from perfect, and she really hopes for constructive criticism and suggestions for its improvement.

Tenggarong, June 2025

The Researcher

VITA

ANISSA BERLIANNUR was born on November 1, 2002, in Tenggarong, East Kalimantan. She is the second daughter of Mr. Sani and Mrs. Sarah. She has a sister named Tiara Marizkianur and her brother's name is Bima Haryanto. Her hobbies are watching movies and reading novels.

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