

ABSTRACT

Ayami, Aupiya Madal Ayami (2025): The Analysis of Teachers Questioning and Feedback Strategies in EFL Classroom Interaction

English as a Foreign Language (EFL) learning in Indonesia often faces challenges such as students' limited participation, low confidence, and difficulty in expressing ideas during classroom interaction. One important factor in addressing these challenges is the teacher's ability to employ effective questioning and feedback strategies, which shape the flow of classroom discourse and influence students' cognitive and affective development.

The purpose of this study is to investigate the types of questioning and feedback strategies used by teachers and how these strategies are implemented in EFL classroom interaction at SMP Negeri 2 Cileunyi.

This study employed a qualitative approach to capture an in-depth understanding of teacher practices in real classroom contexts. Data were collected through classroom observations and semi-structured interviews, which allowed the researcher to analyze both the practical use of strategies and teachers' reflections.

The findings show that teachers used various questioning strategies, including procedural, convergent, and divergent questions, along with probing, prompting, and redirecting. These strategies served to manage classroom routines, check comprehension, and encourage critical thinking. Regarding feedback, teachers applied both corrective and motivational feedback. Corrective feedback was provided through recasts, elicitation, and clarification requests, which guided students to refine their language use. Motivational feedback, meanwhile, helped maintain students' confidence and encouraged risk-taking in English communication.

The study concludes that the use of varied questioning and feedback strategies enhances classroom interaction by improving accuracy and fostering motivation. Teachers are encouraged to combine structured questioning with supportive feedback to strengthen student engagement and confidence.

Keywords: *EFL classroom, questioning strategies, feedback strategies, teacher talk, student confidence, classroom interaction*