

TEACHERS' QUESTIONING TECHNIQUES IN EFL CLASSES



A THESIS

Submitted to English Department as a Partial Fulfillment of the Requirements of
Sarjana Pendidikan Degree

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Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk percabutan gelar sarjana yang sudah saya peroleh.

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MOTTO

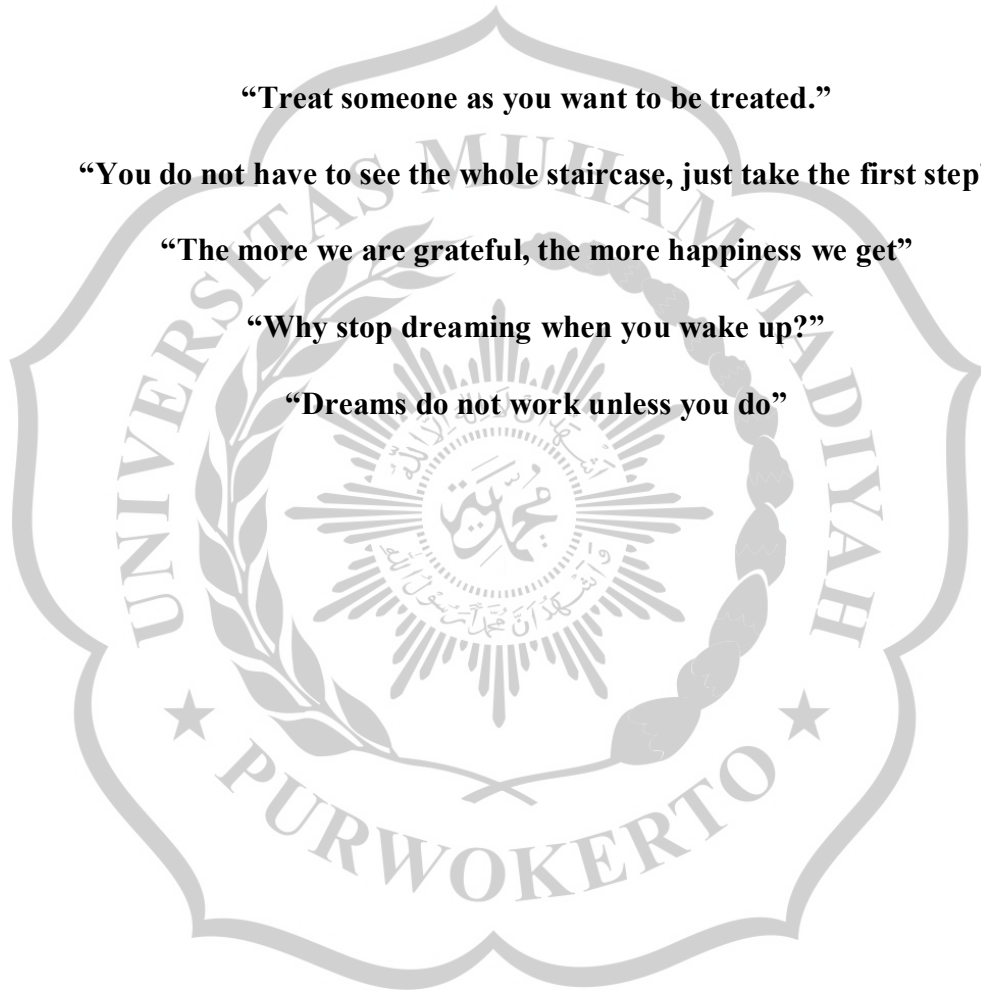
“Treat someone as you want to be treated.”

“You do not have to see the whole staircase, just take the first step”

“The more we are grateful, the more happiness we get”

“Why stop dreaming when you wake up?”

“Dreams do not work unless you do”



DEDICATIONS

I would like to dedicate my thesis to:

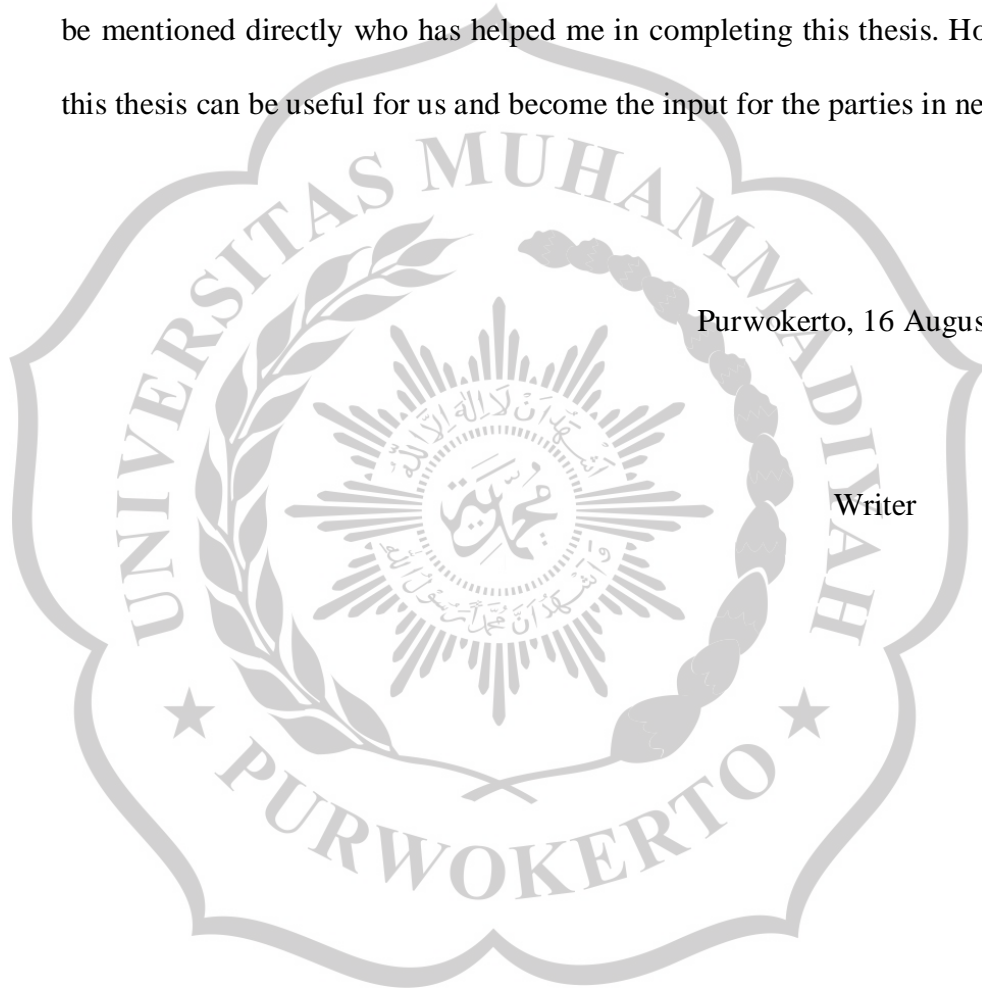
1. The most gracious and the most merciful, Allah SWT who always gives me health and all the best in my life.
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I love you.
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Purwokerto, 16 August 2019

Writer



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Finally, the writer believes that this thesis still has weaknesses. Therefore, the writer would appreciate to invite criticisms and suggestions from the readers.

Hopefully, this thesis will be useful for English education especially for teachers and English learners.

Purwokerto, 16 August 2019

Budi Lenggono



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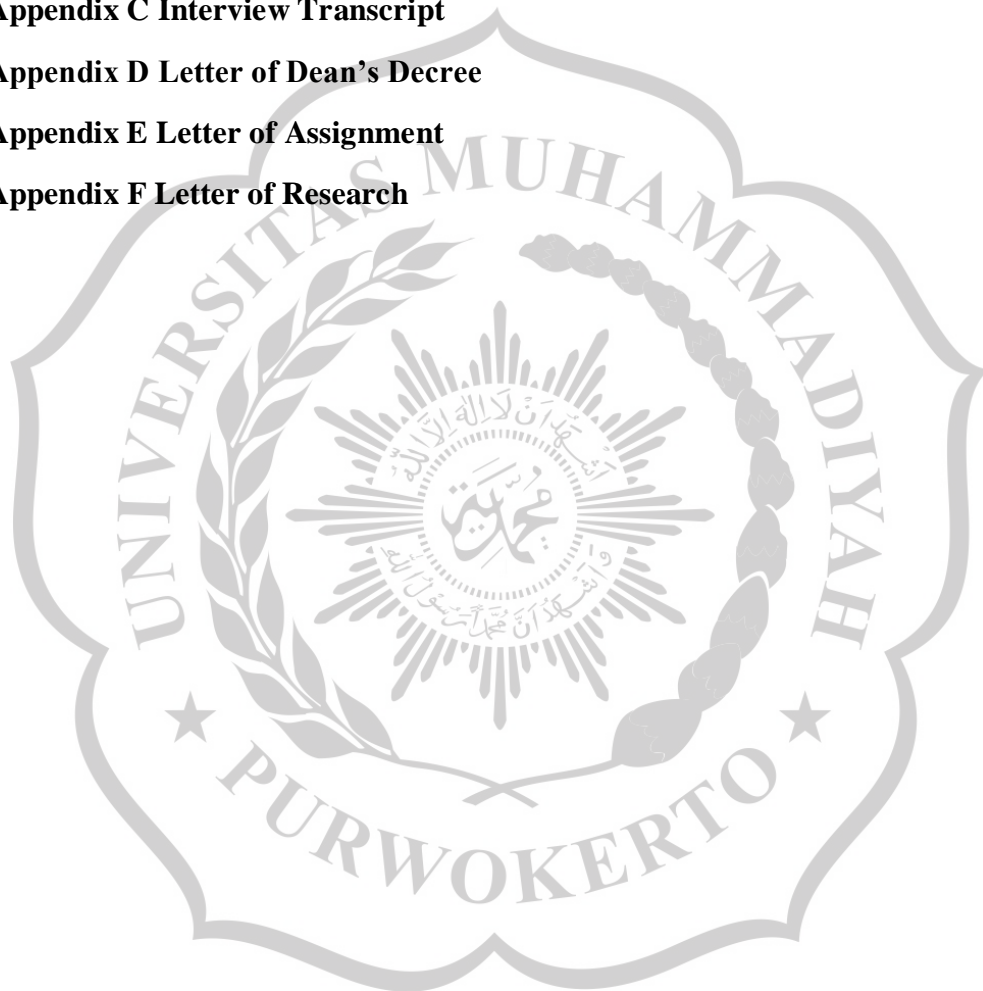
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TEACHERS' QUESTIONING TECHNIQUES IN EFL CLASSES

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ABSTRACT

This research was aimed at investigating what the teachers' questioning techniques in EFL classes and to find out the purposes of the teachers' questioning techniques in EFL classes. This research used descriptive qualitative method. Observation and interview were used to collect the data. The participants of this research were 3 English teachers at SMP Muhammadiyah Sumbang. The result found that not all teachers applied all questioning techniques. Display question was the most dominant question given by the teachers. The other 5 questioning techniques are procedural question, referential question, convergent question, and divergent question. The 5 questioning techniques were intended to check students' understanding, to give students' practice, and to find out students' ideas.