

**EFL TEACHERS' QUESTIONING STRATEGIES IN ENGLISH CLASS  
AT A VOCATIONAL HIGH SCHOOL IN PURBALINGGA**



A THESIS

Submitted to the English Language Education Study Program as a Partial  
Fulfillment of the Requirements for the S.Pd. Degree

By

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## MOTTO

*It is not that I do not feel the pain,  
It is just I am not afraid of hurting anymore.*



## ACKNOWLEDGEMENT

### *Assalamu'alaikum Warahmatullahi Wabarakatuh*

A huge praise is sent to Allah the Almighty, whose blessings and grace have become a guide for the researcher to complete the following thesis without any obstacles. Shalawat and salam are also presented to our prophet Muhammad SAW, because his presence lightened up the world from the darkness.

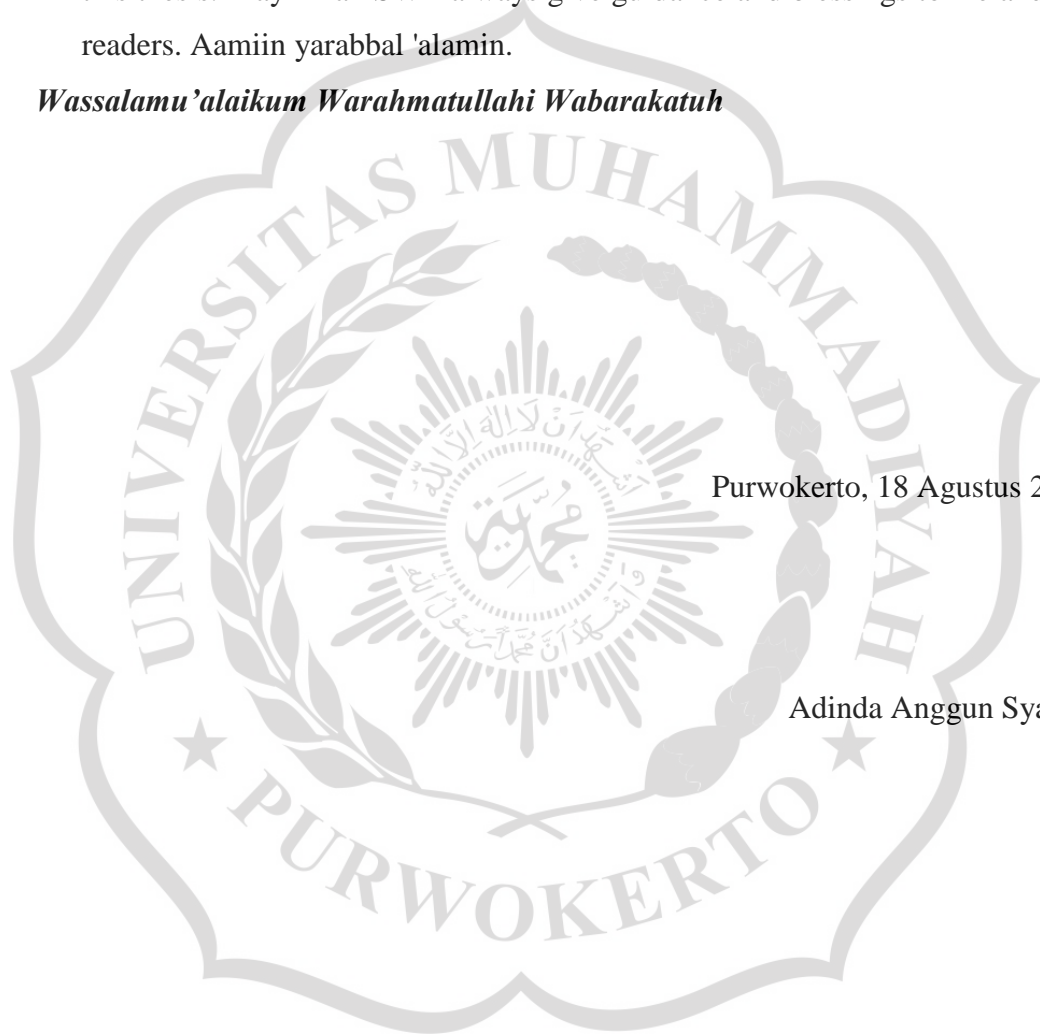
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Finally, the researcher hopes this thesis will contribute to teaching English. The author expects criticism and suggestions from readers for the perfection of this thesis. May Allah SWT always give guidance and blessings to me and the readers. Aamiin yarabbal 'alamin.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*



Purwokerto, 18 Agustus 2023

Adinda Anggun Syafira

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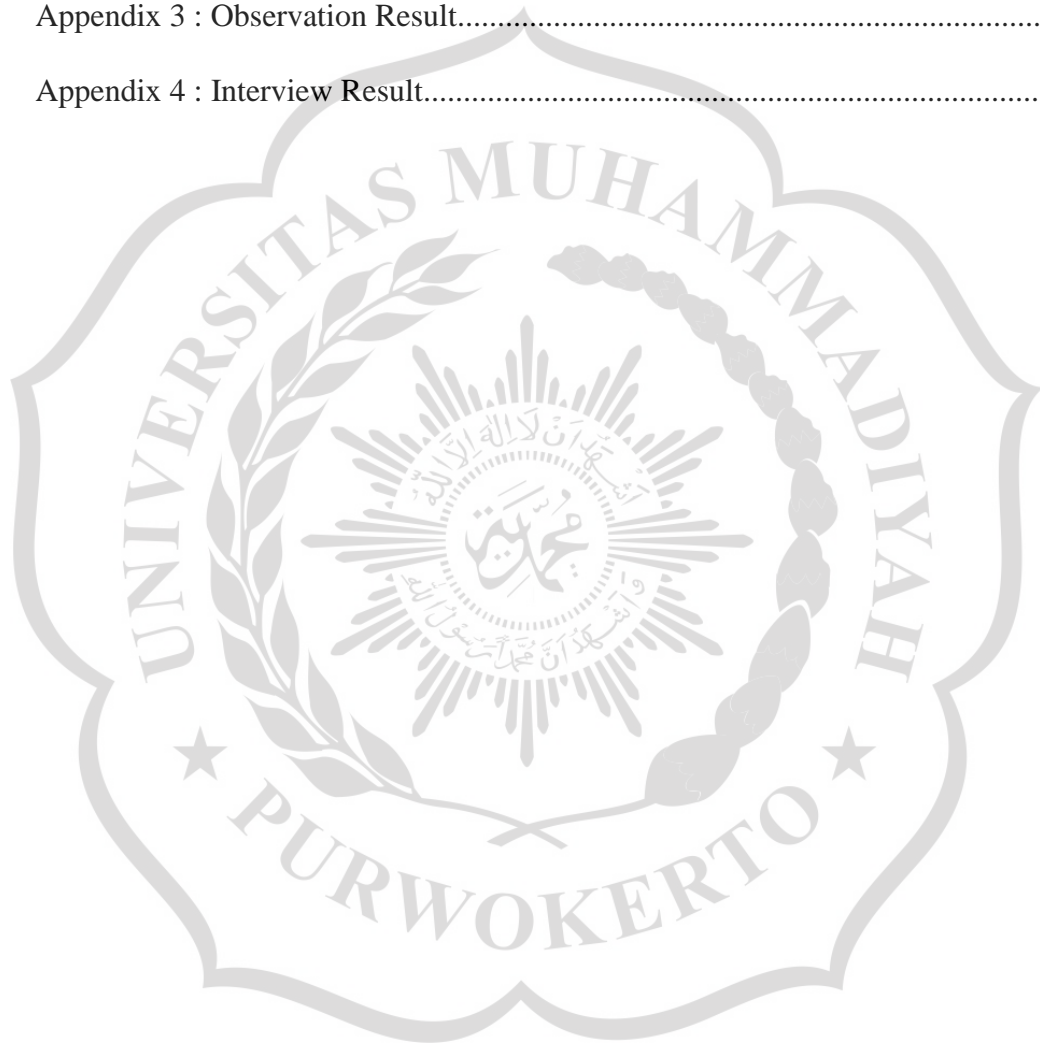
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## ABSTRACT

This study aimed to find out EFL teachers' questioning strategies in English class at a vocational high school in Purbalingga. As a research model, qualitative method was used with utilizing descriptive qualitative method to describe teachers' questioning strategies in EFL class. Using classroom observation and interview as research instruments, the data were collected by involving two English teachers who taught in XI and XII classes at a vocational high school in Purbalingga. Several steps were applied in data analysis, namely; a) Data Reduction; b) Data Display; c) Conclusion Drawing; and d) Verification. This study found that procedural, convergent, and divergent questions were used as questioning strategy in EFL class. The procedural question examines the students' assignments to determine whether the task is clear and capable of controlling the class. Convergent questions are designed to encourage students to respond to material-based questions. And the divergent question was to encourage the students to respond the question based on their knowledge, experience, and information they have.

**Key Words:** *question strategies, vocational high school, descriptive qualitative*

