

**EXPLORING THE USE OF TEACHER QUESTIONING STRATEGIES IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) AT SMAN 5
BANJARMASIN**

SARJANA'S THESIS

**AHMAD RIZADIN HABSA
REG. NUMBER: 2110117210018**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN
2026**

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BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

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BANJARMASIN
2026**

LETTER OF APPROVAL

This is to certify that the Sarjana's Thesis Proposal of Ahmad Rizadin Habsa, Reg. Number 2110117210018, entitled **"Exploring the Use of Teacher Questioning Strategies in Teaching English as a Foreign Language (TEFL) at SMAN 5 Banjarmasin"** has been approved by the advisor for oral examination.

Banjarmasin, 11 December 2024

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Banjarmasin, 22 June 2026

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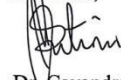
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Banjarmasin, 22 June 2026

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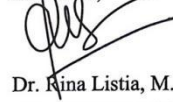
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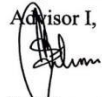
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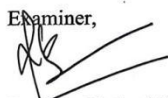
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Banjarmasin, 16 July 2026

Chair Person,



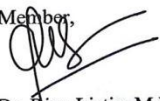
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ABSTRACT

Habsa, Ahmad Rizadin. 2026. *Exploring the Use of Teacher Questioning Strategies in Teaching English as a Foreign Language (TEFL) at SMAN 5 Banjarmasin*. Sarjana's Thesis. English Department, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Cayandrawati Sutiono, M.A., the second advisor: Dr. Hj. Noor Eka Chandra, M.Pd.

Keywords: Teacher questioning strategies, implementation of questioning strategies, classroom interaction, teaching English as a foreign language (TEFL)

Teacher questioning is one of the essential components of the teaching and learning process because it promotes classroom interaction, encourages students' participation, and facilitates students' understanding of the lesson. The problems of this study are focused on what teacher questioning strategies are employed by English teachers at SMAN 5 Banjarmasin and how the questioning strategies are implemented during classroom instruction.

This study employed a descriptive qualitative design using Conversation Analysis. The subjects of this study were three English teachers teaching Grades X, XI, and XII at SMAN 5 Banjarmasin. The data were collected through classroom observations, video recordings, and semi-structured interviews. The collected data were transcribed, coded, classified, and analyzed based on Turney et al.'s framework of questioning strategies.

The findings of the research show that there were 207 questioning instances consisting of Brief Questions (77), Structuring (44), Probing (20), Spreading (18), Focusing (11), Prompting (9), Sorting (8), Wait Time (6), Cognitive Demand (5), Classroom Interaction (5), and Redirecting (4). All eleven questioning strategies were implemented during the pre-teaching, while-teaching, and post-teaching stages to activate students' prior knowledge, monitor students' understanding, encourage classroom participation, and facilitate classroom interaction.

It can be concluded that teacher questioning strategies function as effective instructional tools to support students' engagement and cognitive development in TEFL classrooms. It is suggested that English teachers employ a greater variety of higher-order questioning strategies to develop students' critical thinking skills. Future researchers are also encouraged to conduct similar studies in different educational contexts and investigate the relationship between teacher questioning strategies and students' learning outcomes.

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The researcher realizes that this thesis still has limitations. Therefore, comments and suggestions for improvement are greatly appreciated. It is hoped that this study will contribute to the field of English language education and provide a useful reference for future researchers.

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Researcher

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