

# **The Power of Teacher Questioning as a Strategy to Improve Students' Speaking Skills: A Library Research**

**A THESIS**



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**Faculty of Teacher Education**  
**Widya Mandala Surabaya Catholic University**  
**2025**

# **The Power of Teacher Questioning as a Strategy to Improve Students' Speaking Skills: A Library Research**

**A THESIS**

Presented to Teacher Education Faculty Widya Mandala Surabaya Catholic University in partial fulfilment of the requirement for the Degree of *Sarjana Pendidikan* in English Language Education

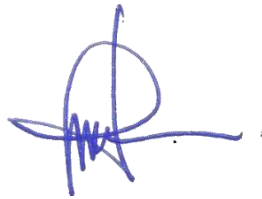


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## APPROVAL SHEET (I)

This thesis entitled “The Power of Teacher Questioning as a Strategy to Improve Students’ Speaking Skills: A Library Research”, prepared and submitted by Theresia Wonda Larantukan (1213021040), has been approved as one of the partial fulfilment of the requirements for the degree of *Sarjana Pendidikan* in Teaching English as a Foreign Language, with the approval of the following advisor.



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Thesis Advisor

## APPROVAL SHEET (II)

This thesis entitled "The Power of Teacher Questioning as a Strategy to Improve Students' Speaking Skills: A Library Research", prepared and submitted by Theresia Wonda Larantukan 1213021040 has been approved to be examined by the Thesis Board of Examiners.

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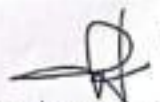
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## STATEMENT OF AUTHENTICITY

I declare that this thesis is entirely my own work. I affirm that I have not taken ideas or scientific work from others in a dishonest manner. All sources and references used in this thesis have been properly acknowledged in accordance with academic writing ethics standards. I fully accept any consequences if plagiarism is found in this thesis.

Surabaya, May 2025



Theresia Wonda Larantukan/1213021040

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## ABSTRACT

This study aims to examine questioning as a strategy used by teachers in improving students' speaking skills, especially in the context of English language learning. The research method used is library research by analyzing 15 relevant articles and previous research. The main focus of this research is to describe how questioning as a strategy can improve students' speaking fluency, the types of questions that teachers frequently use, and the challenges faced in its implementation.

The research design involved qualitative content analysis of selected literature to systematically categorize findings related to the use of questioning as a strategy in improving speaking skills.

The results showed that questioning as a strategy, especially the use of referential questions, was most frequently in increasing students' active participation and speaking fluency. Teachers who employed a variety of question types also encouraged students to think critically and develop ideas orally. However, the research also found some challenges, such as students' lack of confidence, time constraints, and teachers' inexperience in designing effective questions.

This study concludes that questioning as a strategy is an important tool in learning to speak. Training for teachers as well as the support of a conducive learning environment are needed so that this strategy can be implemented optimally in improving students' speaking skills. This study recommends that teachers be more active in creating their questioning techniques and receive continuous professional development to overcome the challenges and maximize the benefits of questioning as a strategies in teaching speaking.

Keywords: *questioning as a strategy, speaking skills, fluency, teacher questions.*

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