

ABSTRACT

This study aims to find out how teachers implement questioning strategies and what types of questions teachers use for students who have low motivation in learning speaking. The research method used is a qualitative approach using a case study. The research data were collected through observation and interviews. Then, the research results were transferred into text form and analyzed. Finally, the researcher interpreted the data based on theories and previous research that had been studied. The participants of this study were an English teacher and fifteen tenth-grade students at a Vocational High School in Ciamis Regency. The researcher found that teachers used several steps in implementing questioning strategies in the EFL classroom, namely Deciding the purpose for asking, selecting the content for asking and structuring the questions. Teachers use two types of questions, namely convergent questions used for students who have low motivation and divergent questions used for students who have medium or high ability in speaking. In the learning process, teachers also use a special strategy for students who have low motivation, the strategy is to use think-pair-share. Based on the results of observations and interviews, using questioning strategies makes students more active, deepens understanding, develops critical thinking skills, and also builds communication. In addition, it can provide benefits such as creating student-centered learning and facilitating assessment.

Keyword: *Teaching strategies; questioning strategies; speaking skill*