

## ABSTRACT

**ANDI MUTIA RATIH GUNAWAN, 2019.** *“Teacher Questioning Strategies to Elicit Students Verbal Responses in Classroom Interaction (At The Tenth Grade of SMAN 2 Wajo) (A Descriptive Qualitative Research)”*. A thesis of English Education faculty of Teacher Training and Education Muhammadiyah University of Makassar (Supervised by Erwin Akib and Hj. Ilmiah)

Questioning strategies have long been known as one of the important tools in teaching and learning process. Questioning strategies can help teachers develop their own strategies to enhance the students work and thinking. So teachers can find out students' understanding about the material.

The main objective of this research were to find out the English teacher questioning strategies in classroom interaction and the students' responses towards the teacher question. The participants of this research was the one of Englis teacher and 26 students' at X MIPA 1 class in the 2019/2020 academic year at SMAN 2 Wajo.

This research used decriptive qualitative method. The data collected by recording the interviewing with the English teacher and giving the questionnaire to the students'. The transcript of Interview were made

Based on the research findings, the English teacher at SMAN 2 Wajou usually used yes/no question, short answer question, and display question in classroom interaction, the findings also shows the students responses towards the teacher question. The students at SMAN 2 Wajo prefer to answer : Yes/No question, Short Answer question, and Display question more than the other type of teacher question. Also this research shows, most of the students agree if the teacher question not easy to answer, and also the students prefer to silent if the teacher asked the question because of the students feeling panic, confused, nervous, and horrified.

***Key words:*** *Teacher Questioning Strategies, Types of Question, and Students Responses.*