

## ABSTRACT

Ayu Erianti. 2017. *An Analysis of Teachers' Questioning Strategies in ELT (English Language Teaching): The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 UNISMUH Makassar (A Descriptive Qualitative Research)* Thesis. English Education, Faculty of Teacher Training and Education Makassar Muhammadiyah University. Consulted by Erwin Akib and Farisha Andi Baso,

In a language teaching, typically teachers ask a lot of question. This research deals with teacher questions in senior high school English classroom. The study was conducted to answer question what types of questions are used in English language teaching (ELT) by teacher in eleventh grade, What are the reasons of teacher in English language teaching (ELT) in using questions by English teacher at eleventh grade and How is the effect of questions in English language teaching (ELT) on the response of the students at eleventh grade. The study was conducted at SMA Muhammadiyah 1 UNISMUH Makassar with descriptive qualitative method. The study was carried out by observing, interview and taking video recordings of 1 English teacher and 15 students. The researcher take 2 class in one meeting consist of 90 minutes each class.

The result showed that types of questioning strategies used by the teacher in the classroom are procedural (13%), display (74%) and referential (13%). However, the reason why teacher used the types of the question is according to the function of the question type. Then the effect of question to the students based on 6 questions that researcher asked. The percentage of students agree with the Q1 is 60% and 40% disagree. For the Q2 100% students agree with the question that researcher ask and also the Q3 100% students agree with the question. While for Q4 60% students agree and 40% of them disagree. The Q5 40% students agree and 60% disagree and last 80% agree and 20% disagree for the Q6.

**Key Words:** teacher question, ELT classroom interaction, student responses