

ABSTRACT

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The title of this thesis is *Teacher's Questioning in Classroom Interaction*. This study are aimed to find out the types of questions used by teachers and describing teacher's questioning in the teaching-learning process. The data of this study were taken from two teachers and two schools in grade ten first semester academic year 2016/2017. First teacher is from SMA Yayasan Pendidikan Syaffiyatul Amaliyyah (YPSA) Medan and the second teacher is from SMA Swasta Tunas Pelita Binjai. The writer applies the two theories, from Adedoyin (2010) is about teacher's questions and Xiaoyan (2008) is about classroom interaction. This is a descriptive qualitative research; the data were collected by recording the teaching and learning process and interviewing the English teacher. The transcript of the teaching and learning process and the interview were made. The description of teacher's questions in teaching-learning process was finding.

Based on the research findings, it was discovered that the teacher utilized certain types of questions. Referential-open questions that were used by the teacher were considerably fewer than the display-closed questions. Referential-open questions that can elicit longer responses had the percentage 15%. On the other hand, display-closed questions had the percentage 85%. Questions that are categorized as display/closed questions were widely used for checking students' understanding of the materials questions that categorized as referential/open questions were widely used for looking for certain information from the students. This study also found that the relation between teacher's questions and teaching-learning process is teacher's questions brought the process of classroom interaction from begin at last. Teacher's questions built interaction between teacher and students from pre-activity, main-activity, and post-activity.

Keywords: *Teacher's Questioning, Teaching-Learning Process, Classroom Interaction.*