

ABSTRACT

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This study was aimed to find out the teacher questioning strategies used and how students respond to teacher questions in classroom interactions. This study used descriptive qualitative methods to achieve the research objectives. There are three steps in collecting data, namely observing classroom interactions to find out the questioning strategies used by teacher, recording data using video and audio recordings, and interviewing teacher. Interviews were used as additional information for this study. The results showed that teacher used four types of questions according to Blosser (1975) in classroom interactions, namely probing questions 45 times (61%), factual questions 13 times (17%), divergent questions 8 times (10%), and higher order questions 8 times (10%). And dominantly used lower-order thinking responses (89%) than higher-order thinking responses (10%).

Keywords: *Teacher Questioning Strategies, Students' Responses, Classroom Interaction*