

ABSTRACT

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The analysis of classroom interaction is a very important in teaching learning process to get the objective of learning. This study was aimed at investigating the questioning strategy dominantly used by Male and Female English teacher and elaborating the reason why the Male and Female English asked the question as the way they are. This study was carried out on Senior High School. The design of the study was descriptive qualitative. The data was collected by observing, recording and interviewing the teacher's during teaching learning process. The data were analyzed based on Wu (1993) and Richard and Lockhart (1996). The finding showed that there were 5 kinds of questioning strategy used by Male and Female English teacher such as Rephrasing, Simplification, Repetition, Decomposition and Probing. Decomposition was the most dominant of questioning strategy used by Male and Female English teacher during teaching and learning process. In addition, the researcher found that there were six reasons of asking the question such as to stimulate and maintain the students' interest, to encourage students to think and focus on the content of the lesson, to enable a teacher to clarify what a student said, to enable a teacher to elicit particular structures or vocabulary items, to enable teachers to check students' understanding and to encourage student participation in a lesson.

Keywords: *Teacher's Gender, Questioning Strategy, Classroom Interaction*

