

## ABSTRACT

**Lenta, J Pandiangan, NIM 2191121021, Questioning Strategies Used by Teacher in Classroom Interaction in The Tenth Grade of Sma Swasta Amir Hamzah, A Thesis, Faculty of Language and Arts, State University of Medan, 2024.**

This study is aimed at finding out the types of questions used by teacher in classroom interaction and to explore the process or application of questions used in the teaching and learning process. The data for this study were taken from one teacher in the tenth grade of Sma Swasta, Amir Hamzah Medan (2023–2024). This is descriptive qualitative research; the data were collected by recording the teaching and learning process and interviewing the English teacher. A transcript of the teaching and learning process and the interview were made. Based on the research findings, it was discovered that the teacher produced four types of questioning strategies: intentional questioning, incidental questioning, lower cognitive questioning, and higher cognitive questioning. The teacher applies different types of questioning strategies. The first is intentional questioning by giving nine questions to the students during the learning and teaching process in English classroom interaction. And the second one is an incidental question by giving one question to the students; the third one is a lower cognitive question by giving ten questions to the students; and the last is a higher cognitive question by giving three questions to the students. And based on all the types of questions that teachers use in classroom interaction, the incidental question and the lower cognitive question are The most dominant is the use of ten-grade teacher Sma Amir Hamzah Medan. This study also found that the process of the teacher using questioning strategies in classroom interaction was based on seven processes of questioning strategies in classroom interaction. They are: start of questioning (what could it be?, drag out your wait time), Techniques to use when calling upon students (ask multiple students before providing feedback, build upon the wrong answer, cold calling, fist to five) Follow-up Question: Ask deep and meaningful follow-up questions.

**Keywords:** *Questioning strategy, Types of Question, Classroom interaction*