**ABSTRACT**

This study aims to determine the teacher's strategy in classroom interaction. This study is an attempt to provide an in-depth understanding of the teacher’s strategies used by vocational school English teachers. This study uses qualitative data. Using conversational analysis, three teachers were selected, observed, and recorded during teaching hours. The data went through a five-step analysis. The participants of this study were three teachers and three English classes at SMK. The results showed that there were two types of interactions used by SMK teachers, namely interaction management strategies and questioning strategies. In terms of strategic management, the teacher displays the types of interactions, namely topic selection, body language, and accompanied by code switching in English and Indonesian. In terms of elicitation techniques, the teacher approaches the students while asking and asking repeatedly. This research is expected to add insight for teachers in managing learning.

*Keywoard: teacher’s strategies; teaching English language; vocational high Schoola*