

TABLE OF CONTENTS

	Pages
APPROVAL SHEET	i
DECLARATION	ii
PREFACE	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF APPENDICES	x
LIST OF FIGURES	xi

CHAPTER I: INTRODUCTION

1.1. Background of The Study	1
1.2. Research Questions	3
1.3. The Objective of the Study	4
1.4. The Significance of the Study	4
1.5. The Definition of Terms	4
1.6. Thesis Organization	5

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Classroom Activitie, Students' Learning and Questioning	6
2.1.1 Types of Classroom Activities	7
2.1.2 From classroom Activities to Questioning	12
2.2 Questioning and Classroom Teaching.....	14
2.2.1 Definition of Questioning	16
2.2.2 The Purpose of Questioning	17
2.2.3 The Function of Questioning	20
2.3 Teachers' Questions and Classroom Second Language Learning.....	24
2.3.1 Comprehensible Input Hypothesis	27

2.3.2	Output Hypothesis.....	29
2.3.3	Interaction Hypothesis	31
2.3.4	Classroom Interaction and Questioning	34
2.4	MLUMeasurement	40
2.5	The Types of Teachers' Questions	46
2.6	Studies on Questioning	50

CHAPTER III: RESEARCH METHODOLOGY

3.1	Research Design	54
3.2	Research Method.....	55
3.3	Research Validity	56
3.4	Participants	57
3.5	Research Setting	57
3.6	Data Collecting Techniques	58
3.6.1	Observation	58
3.6.2	Video Recording	59
3.6.3	Interview	60
3.7	Data Analyzing Techniques	62
3.7.1	Observation and Video Recording	62
3.7.2	Interview Data	64

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS

4.1	Classroom Activities and Types of Teachers' Questions	65
4.1.1	Whole Class	72
4.1.2	Groupwork and Pairwork	75
4.1.3	Individualwork or Solowork	79
4.1.4	Games	82
4.1.5	TPR	85
4.1.6	Role-Play	86
4.2	Students' Response on Teachers' Questions.....	91
4.2.1	Students' Response on Teachers' Display Questions	93
4.2.2	Students' Response on Teachers' Referential Questions	94

4.2.3	Students' Response on Teachers' Clarification Request, Comprehension Check and Confirmation Check	97
4.3	Teachers' Questions and Classroom Language Learning	98
4.3.1	Teachers' Questions and Language Input	101
4.3.2	Teachers' Questions and Interaction	107
4.3.3	Teachers' Questions and Students' Output	115
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS		
5.1	Conclusions	121
5.2	Recommendations	123
REFERENCES		124
APPENDICES		137

LIST OF TABLES

	Pages
Table 2.1 Mean Length of Utterance and Age	41
Table 2.2 Bloom's Question Taxonomy	47
Table 4.1 Kinds of Classroom Activity elaborated by Teachers	68
Table 4.2 Types and Numbers of Questions used by Teachers	70
Table 4.3 Students' Language Learning on Different Types of Questions in the perspective of Input, Interaction, and output Hypothesis	99
Table 4.4 Students MLU on Teacher Display Questions	106
Table 4.5 Students MLU on Teacher Referential Questions	117

LIST OF APPENDICES

	Pages
Appendix 1 Observation Notes	121
Appendix 2 Observation Transcripts	126
Appendix 3 Interview Guidance for Teachers	139
Appendix 4 Interview Transcripts	140
Appendix 5 Teachers' Personal Data	163



LIST OF FIGURES

		Pages
Figure	2.1 Input & Output through Teacher Questioning	19
Figure	2.2 The Input Hypothesis Model of L2 Learning and Production	21
Figure	2.3 Process of Classroom Interaction	28

