THE TEACHERS’ QUESTION MODIFICATION IN STRUCTURE II CLASSES OF AN ENGLISH DEPARTMENT IN SURABAYA

A THESIS

As a Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Education Teaching

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The Writer
# TABLE OF CONTENTS

Approval Sheets ............................................................. i  
Acknowledgment ............................................................ iii  
Table of Contents ............................................................ v  
Abstract ................................................................. viii

### Chapter I: Introduction

1.1 Background of the Study ................................................. 1  
1.2 Statement of the Problems ............................................. 3  
1.3 Significance of the Study ............................................... 4  
1.4 Theoretical Framework ................................................. 4  
1.4.1 Types of Questions ................................................. 4  
1.4.2 Modification in Questions ......................................... 4  
1.5 Limitation and Scope ................................................... 5  
1.6 Definition of Key Terms .............................................. 5

### Chapter II: Review of Related Literature

2.1 Underlying Theories ..................................................... 6  
2.1.1 Second Language Learning ........................................ 6  
2.1.2 The Comprehension Hypothesis ................................... 7  
2.1.3 Classroom Interaction ............................................. 8  
2.1.4 Teacher Talk .......................................................... 9  
2.1.5 Teacher Questioning Behavior .................................... 10  
2.1.5.1 Types of Questions ............................................. 11  
2.1.5.2 Modification in Questioning .................................. 12  
2.1.5.3 Questioning Patterns ........................................... 14  
2.1.5.2 Questions in Interaction ..................................... 14  
2.2 Previous Studies ...................................................... 15
Chapter III: Research Method

3.1 The Design .......................................................... 18
3.2 Subjects/ Participants ............................................... 19
3.3 The Data Source and Data ....................................... 20
3.4 The Research Instrument ....................................... 20
3.5 The Procedure of Data Collection ........................... 21
3.6 The Techniques of Data Analysis ............................. 22

Chapter IV: Findings and the Discussion of the Findings

4.1 Findings ................................................................. 23
4.1.1 The Frequency of Question Modification in Structure II Classes .................................................. 24
4.1.2 Possible Reasons of Using Question Modification ................................................................. 26
4.2 Discussion of the Findings ....................................... 28

Chapter V: Conclusion and Suggestion

5.1 Conclusion ............................................................. 36
5.2 Suggestion ............................................................ 37
5.2.1 Suggestion for the Lecturers of Structure II ............... 37
5.2.2 Suggestion for Further Researcher ......................... 38

Bibliography ............................................................... 39

Appendix A: Observation Sheet ...................................... 41
Appendix B: Question Modification Counting Sheet .......... 42
Appendix C: The Transcript of Teacher A ...................... 43
Appendix D: The Transcript of Teacher B .................................................. 56

Appendix E: The Transcript of Teacher C .................................................. 76
ABSTRACT


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Key words: teacher question, question modification, Structure II

English is one of the languages preferable to be spoken by speakers of other languages for communication. People globally agree that English is important to master. Learning the other language itself is not an easy task. Even though students have easy access to find lots of language exposure by themselves, there is no guarantee that students will be able to master the target language. Thus, it is the teachers who played an important role of transferring knowledge that they have to students with their language level. Various activities can be used to present the teacher’s knowledge to students; one of them is through questions. A series of question might help students to understand the material easier if the question is understood at the first place. Thus, question modification is necessary when a question addressed by teachers is not understood by the students.

The objectives of this study are to know how many times the question modification appear in Structure II classes and the possible reasons based on the researcher’s assumption. This study is based on Chaudron's Types Question Modification. A non-participant observation is applied to the research design for this study is a qualitative research. A voice recorder, a video camera, an observation sheet, analyses tally, and the transcript of teacher-students talk are the instrument of the study. Three teachers teaching Structure II were observed once. In analyzing the data, the researcher classified the data based on the Chaudron’s Question Modification classification. This study showed that Narrowing was the most commonly used question modification, whereas Repeating with ‘or-choice’ was the least one. The possible reason for using question modification among teachers was quite similar to one another.

It is suggested that teachers use various question modification in the classroom and find out which combination suits the student best to help teacher convey the knowledge.