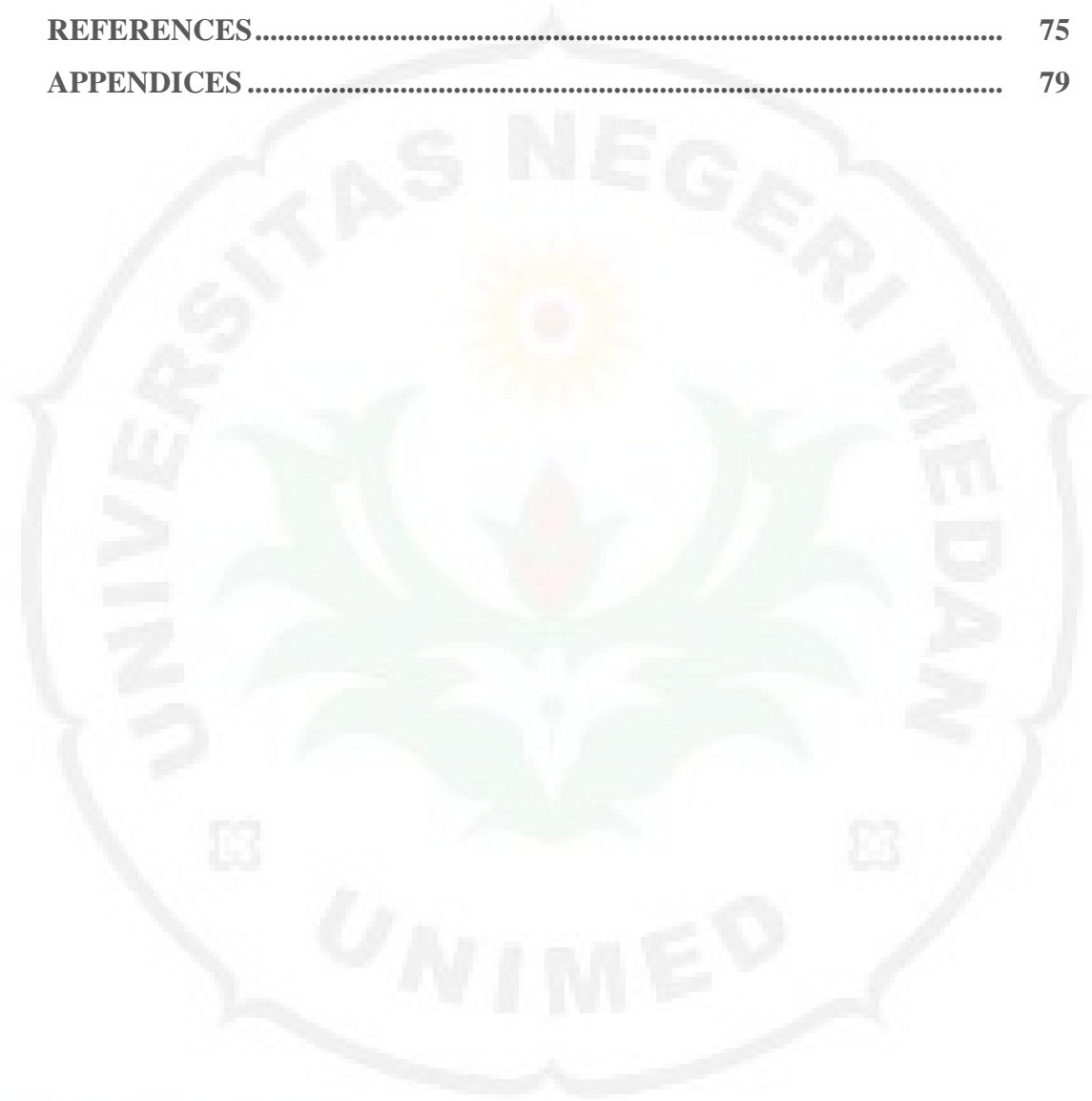


TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 The Problems of the Study	8
1.3 The Objectives of the Study	9
1.4 The Scope of the Study	9
1.5 The Significance of the Study	9
CHAPTER II REVIEW OF LITERATURE	11
A. Theoretical Framework	11
2.1. Question	11
2.1.1 Teachers Questions	12
2.1.2 The Reasons for Asking Questions	14
2.1.3 The Types of Teacher’s Questions.....	17
2.1.4 The Function of Teacher’s Questions	20
2.2. Teacher’s Skill of Questioning	21
2.2.1 Skills of Preparing Questions	22
2.2.2 Skills of Designing Questions	25
2.2.3 Skills of Controlling for Questions.....	26
2.2.4 Skills of Evaluating for Questions	31
2.3. The Effectiveness of Questions.....	33
B. Relevant Studies	36

C. Conceptual Framework	39
CHAPTER III RESEARCH METHOD	40
3.1 Research Design.....	40
3.2 Data and Source of Data	41
3.3 Instrument of Data Collection.....	41
3.4 Techniques of Data Collection.....	41
3.5 Trustworthiness.....	42
3.6 Techniques of Data Analysis	44
CHAPTER IV DATA ANALYSIS	47
4.1 Data Analysis	47
4.1.1 The Types of Teacher’s Question	48
4.1.1.1 Open and Closed Questions.....	48
4.1.1.2 Display and Referential Questions	50
4.1.1.3 Yes/No Questions	52
4.1.2 The Effectiveness of Teacher’s Questions	55
4.1.2.1 Very Effective.....	55
4.1.2.2 Effective.....	57
4.1.2.3 Quite Effective.....	58
4.1.2.4 Less Effective	59
4.1.2.5 Ineffective	60
4.1.3 The Reasons of Teacher’s Question.....	61
4.1.3.1 Procedural	62
4.1.3.2 Convergent.....	63
4.1.3.3 Divergent	65
4.2 Research Findings.....	67
4.3 Discussions	68
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	71
5.1 Conclusions.....	71
5.2 Suggestions	73

REFERENCES..... 75
APPENDICES 79



THE
Character Building
UNIVERSITY