

## ABSTRACT

**Leliana. *Patterns of Questions in English Classroom Interaction*. A Thesis. English Applied Linguistics Study Program. Postgraduate School. State University of Medan. 2010.**

The main objective of this research was to investigate the patterns of questions used in English classroom interactions and to find out differences in patterns of questions used by male and female learners. The method of the study was descriptive method with qualitative approach. The source of data was taken from the 2009/2010 students of Grade eleven of the State Senior High School 3 Medan. The sample was taken from 6 classrooms interaction. The data were collected in 3 ways. They are recording 6 classroom interaction, transcribing the utterances in classroom interaction, and identifying all students' questions. The data were analysed to describe patterns of question in male and female learners, finding some differences of using question between male and female learners, and describing the causes of the differences by giving explanation. The findings of the study indicate that; a) there are 36 patterns of questions used by the students in English classroom interaction which comprise the three structure patterns such as yes-no question, tag questions, wh-questions, and their cross combination with 6 aspects of personal engagement and markedness. The personal engagement includes interesting engaging, committing, interlising, interpreting, and evaluating. Markedness is distinguished into marked and unmarked. b) the significant differences in the choice of question used by male and female learners. The differences are: a) female learners tend to use yes-no questions, tag questions, personal engagement, and markedness, b) male learners tend to use wh-questions. c) the differences in using patterns of question between male and female learners are caused by social context because; a) male learners tends to get things done and to accomplish objects; b) female learners tend to connect and enhance relationship.