

Narongsak Sangsri 2011: An Analysis of Questioning Patterns in Junior High School Science Textbooks. Master of Education (Science Education), Major Field: Science Education, Department of Education. Thesis Advisor: Assistant Professor Sumalee Kanjanachatrie, Ed.D. 123 pages.

The purpose of this research was to analyze questioning patterns in junior high school science textbooks. The study method bases on documentary analysis in which the researcher collected data from six junior high school science textbooks published by two private publishers. There were 2 books from grade 7, 2 books from grade 8 and 2 books from grade 9. The instrument used for questioning analysis was a question patterns analysis of science textbooks. Context and questions type were applied to classify and find out the frequency of questions. After that the question patterns were finally analyzed.

The results of this study indicated that question patterns in junior high school science textbooks were the questions appeared in three contexts: questions were inserted in lesson contents, questions of activities or experiments and exercise questions. Each context had 6 question types. 1) Knowledge questions had two aspects. The first aspect was the questions that asked the student's ability to recall data and information. The second aspect focused on description or quantitative properties of objects, including changes in what was observed. 2) Comprehension questions had two aspects. The first aspect was the questions that the students explain what they studied by using prior knowledge and experience. The second aspect was the data which was done by the students, it was based on their understanding of the calculation. 3) Application questions were questions that the students adopted rules and procedures that they learned to solve the problem or similar to situations. 4) Analysis questions had three aspects. The first aspect was the questions for students to study the relation of the event from given situations. The second aspect asked the students to classify objects or things. The third aspect asked the student to compare and contrast or differentiate objects or things. 5) Synthesis questions were the questions that the students had to interpret or tell the relationship of existing data and make conclusion. 6) Evaluation questions were the questions that required the students to consider, make a decision, evaluation and selected items.

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Thesis Advisor's signature