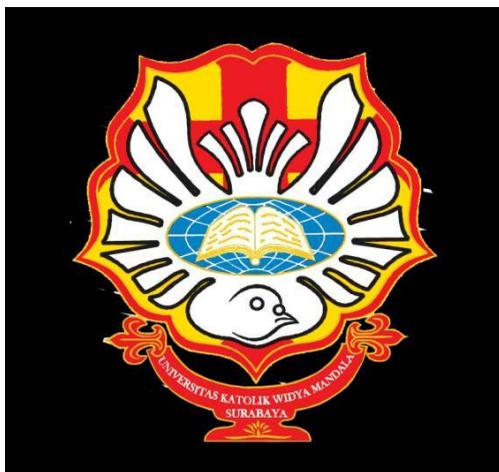


Running Head: TEACHER QUESTIONS IN CLASSROOM

**TEACHER QUESTIONS IN JUNIOR HIGH SCHOOL
CLASSROOM**

THESIS

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
Magister in Teaching English as a Foreign Language



By:

Delvidus Nong Bapan

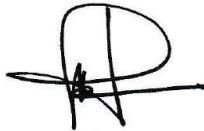
Student Number: 8212713023

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2016**

TEACHER QUESTIONS

ADVISOR'S APPROVAL SHEET

This thesis entitled "*Teacher Questions in Junior High School Classroom*" prepared and submitted by Delvidus Nong Bapan (8212713023) has been approved to be examined by the Thesis Board of Examiners.



Dr. V. Luluk Prijambodo, M.Pd

Date: June 13th, 2016

TEACHER QUESTIONS

THESIS EXAMINER BOARD'S APPROVAL SHEET

This thesis entitled "*Teacher Questions in Junior High School Classroom*" prepared and submitted by Delvidus Nong Bapan (8212713023) has been approved and examined by the Thesis Board of Examiners on July 21st, 2016.



Dr. Ignatius Harjanto, M.Pd
Chair



Dr. V. Luluk Priambodo, M.Pd
Secretary



Prof. Anita Lie, Ed. D
Member



Prof. Anita Lie, Ed. D
Director

TEACHER QUESTIONS

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled "Teacher Questions in Junior High School Classroom" to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, July 2016



Delvidus Nong Bapan
8212713023

TEACHER QUESTIONS

ACKNOWLEDGMENTS

I would like to express my gratitude to anyone who involved in the completion of my thesis. I would have never been able to accomplish my thesis without the guidance of Almighty God and my thesis advisor. I might have also never been able to complete my thesis without support from the whole family of mine and helps from friends.

To the omnipresent God:

My greatest gratitude is dedicated for His guidance and great blessings during the completion of my study. I am indebted that He has strengthened me when I almost gave up completing my study. I am grateful that He endowed me such abilities to work on this thesis into the finishing line of my study. I am grateful for all His kindness and lessons that I have experienced. In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

To my thesis advisor, Dr. V. Luluk Prijambodo, M.Pd:

I express my gratitude to him for helping me to outline the research topic, guide me to start writing the thesis, and create the structure of research design. I am really thankful for his expertise, understanding, and patience that have been added

TEACHER QUESTIONS

considerably to my graduate experience. I thank him for his willingness to build good communication and his great contribution to the completion of my thesis.

To the members of thesis board examiners:

My thankfulness is dedicated to Dr. V. Luluk Prijambodo, M.Pd, Prof. Anita Lie, Ed. D, and Dr. Ignatius Harjanto, M.Pd for their time and precious inputs that contributed a lot to the completion of my thesis. I appreciate their knowledge and invaluable insightful advice during the revisions of this thesis.

To Buah Hati and Cita Hati Junior School-West Campus:

I am indebted to Buah Hati Christian School for allowing me to conduct research within my working hours. I owe special thanks to Mrs. Dhiana Megawati as the Principal of Buah Hati Christian School, a place where I work, for allowing and supporting me to go out within my working hours to do the research. My grateful thanks go to Mrs. Clara Yap as the Principal of Cita Hati Junior High School, a place where I conducted the research, for allowing me to take the data in Grade 7. My thanks go to Mr. Limris as the English teacher in Grade 7 and also all the students in Grade 7 of academic year 2015-2016 who had become the participants of the study.

TEACHER QUESTIONS

To my beloved parents, brothers, and sisters:

My grateful thanks are presented to my father (Arnetus Paket) and my mother (Alexia Bona), my brothers (Agus, Niko, David, Evan), and my sisters (Novi, Sinta, Oliva) who have kept on supporting me. I am truly grateful for their love, prayer, and encouragement.

To all MPBI XX friends:

I am glad to share experiences with all of you. Thank you for encouraging one another. Special thanks to Mr. Henry Rio and Mr. Joaquin Xavier who used to spend time together.

To the whole relatives and people in my village (SP V Pantun): I dedicate my grateful thanks to Brother Simon and family, Brother Heribertus and family, Brother Paul and family, and all the people in my village, who cannot be mentioned personally, who have encouraged me to complete my study. Thank you for all your prayers and supports. God bless you all!

TEACHER QUESTIONS

TEACHER QUESTIONS IN JUNIOR HIGH SCHOOL CLASSROOM

Abstract

Addressing questions in the classroom is naturally employed by teachers in their teaching process. It is a basic technique used by teacher in order to build interaction in the classroom as well as to arouse the learners to involve actively in the classroom interaction. Unfortunately, some teachers do not realize the importance of using appropriate types of questions, so that some learners are anxious facing the questions raised by the teacher.

This study attempted to describe the types of questions, to examine the frequency of the questions types, to find out the reasons teacher addresses the high frequency questions as well as what the learners respond to those questions in seventh graders of Cita Hati Junior High School.

This is a descriptive case study research dealing with the teacher questions in seventh graders of Cita Hati Junior High School. Audio-recorder was used to record the teacher and the student talk. The teacher was also interviewed to obtain his reasons of asking question in the classroom.

Prior to the data analysis, the recorded data that have been transcribed were analyzed to reveal the objectives of the study.

The results demonstrated that both display and referential questions were asked by the teacher in his teaching. However, referential questions were more addressed. The teacher's reasons of asking referential questions were to dig more information and build interaction with the students.

TEACHER QUESTIONS

By asking referential questions, his teaching was more alive since his students were in high English proficiency. It shows that both referential and display questions could produce students' long verbal form responses. Furthermore, the finding shows that the students could also produce not only longer but also more complex responses toward referential questions.

Above all, it shows that the teacher question types are not only used to acquire the form of students' responses but also to achieve the teacher's purposes of asking questions.

Key words: student talk, teacher talk, question, teacher questions

TEACHER QUESTIONS

Table of Contents

Title	i
Advisor’s Approval Sheet	ii
Thesis Examiner Board’s Approval Sheet	iii
Statement of Authenticity	iv
Acknowledgments	v
Abstract	viii
Table of Contents	x
List of Tables	xiii
List of Figure	xiv
List of Appendices	xv
Chapter 1	1
Introduction	1
Background of the Study	1
Research Questions.....	8
Purposes of the Study	9
Scope and Limitation	9
Theoretical Framework.....	10
Significance of the Study.....	13
Assumptions	13
Definition of Key Terms.....	14
Thesis Organization	15

TEACHER QUESTIONS

Chapter II	17
Review of Related Literature	17
Questions	17
Teacher Questions	19
The Impact of Teacher Questions.....	20
The Types of Teacher Questions	27
Functions and Purposes of Teacher Questions	34
Questioning Strategies	41
<i>Physical setting.</i>	42
<i>Listening skills.</i>	42
<i>Wait-time.</i>	43
<i>Handling student responses.</i>	43
<i>Encouraging participation.</i>	44
Chapter III	47
Research Method	47
Research Design	47
Subjects / Participants.....	49
Sources of Data, Data, and Unit of Analysis	50
Instruments and Tools.....	51
Data Collection	52
Data Analysis.....	53
Triangulation.....	55

TEACHER QUESTIONS

Chapter IV	57
Results and Discussions	57
Results of the Study	57
<i>The types and the frequency of the teacher questions.</i>	57
<i>The teacher's reasons for asking high-frequency questions.</i>	80
<i>The students' verbal form responses.</i>	83
Discussion of the Findings	89
<i>The types and the frequency of the teacher questions.</i>	89
<i>Teacher's reasons for asking high-frequency questions.</i> ..	95
<i>The students' verbal form responses.</i>	103
Chapter V	108
Conclusions and Suggestions	108
Conclusions	108
Suggestions	110
References	112
Appendices	118

TEACHER QUESTIONS

List of Tables

Tables	Pages
Table 4.1. The types and frequency of teacher questions in the 1st meeting	59
Table 4.2. The types and frequency of teacher questions in the 2 nd meeting	65
Table 4.3. The types and frequency of teacher questions in the 3rd meeting	72
Table 4.4. The students' verbal form responses in the 1st meeting	84
Table 4.5. The students' verbal form responses in the 2nd meeting	86
Table 4.6. The students' verbal form responses in the 3rd meeting	88

TEACHER QUESTIONS

List of Figure

Figure	Page
Figure 3.1: The Structure of Research Design	48

TEACHER QUESTIONS

List of Appendices

Appendices	Pages
Appendix A: Transcripts	119
Appendix B: Teacher's Observation Sheet	135
Appendix C: Interview Guideline	138
Appendix D: Students' Responses Sheet	141
Appendix E: Letters	146