

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:

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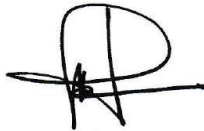
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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
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2016**

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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.

A handwritten signature in black ink, consisting of a large, stylized letter 'D' with a horizontal line extending to the right and a vertical line crossing it, and a smaller, more complex scribble below it.

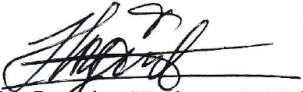
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STATEMENT OF AUTHENTICITY

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
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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.

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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

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