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Submitted in Partial Fulfillment
of the Requirements for the Degree of
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David Christanto
112009125

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND LITERATURE
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2015
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : DAVID CHRISTANTO
NIM : 112009125
Fakultas : BAHASA DAN SASTRA
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul tugas akhir : TYPES OF QUESTIONS USED IN TEACHING ENGLISH AT LEBIH PUTIH SCHOOL OF LIFE

Pembimbing :
1. MARTHA NANDARI, M.A
2. Prof. Dr. Gusti Astika, M.A

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Nama : David Christanto
NIM : 112000125
Fakultas : Bahasa dan Sastra
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : Types of questions used in teaching English at Lebak Puthik School of Life

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TYPES OF QUESTIONS USED IN TEACHING ENGLISH AT LEBAH PUTIH SCHOOL OF LIFE

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David Christanto
112009125

Approved by:

Martika Nandari, M.Pd
Supervisor

Prof. Dr. Gusdi Astika, M.A
Examiner
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David Christanto
112009125

Approved by:

Martha Nandari, M.Si.
Supervisor

Prof. Dr. Gusti Astika, M.A
Examiner
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Abstract

This study aims to describe the types of questions that are used for teaching English to the first graders at Lebah Putih school of Life. Real-time observation was used to collect the data in the classroom as the main instrument aided by digital camera and voice recording. This article presents the example of type of questions used by first grader English teacher at Lebah Putih School of Life. Kearsley’s (1976) theories were used as a main theory in this study. There are six types of questions as stated by Kearsley (1976). However, in five times class observations at Lebah Putih, only three types of questions were used by the teacher in the class observations. They are Echoic, Social Control, and Epistemic (Referential question), the other three types of questions (Attentional, Expressive, and Verbosity) were not used by the teacher.

Key-word: types of questions, teachers’ question.

INTRODUCTION

In Indonesia, English is considered as a foreign language and is very important. There are many Elementary schools which offer English as a subject to be learned by the students at the beginning of its grade (first grade). The goal is to prepare the young students to deal with the globalization era because English has an important role in many aspects such as technology, economy, and also education (Alwasiah, 2004).

It is believed that English can be taught from elementary school level because it is best to start it since childhood. Harmer (2001) said that children can learn more effectively than adults. English as a foreign language is taught in most elementary schools in Indonesia, and one of them is SD Lebah Putih school of life in Salatiga. Moreover, according to Trawick Smith as cited in Andriani (2011) it is stated that when children learn to speak two languages or more, they prefer to choose one of the language to draw their concepts of thoughts. If the two languages are used at home, then children who are in ages over 18 months tend to use both languages and choose the language used by their family. It is better for children to learn some languages before the age of 10, because childrens’ language ability will be better if he or she learns language before 10 (Lennenberg, 1999)
Talking about teaching and learning process, one thing that we could not separate is the role of teacher’s questions in the English teaching and learning process. In addition, teaching English to students of elementary school especially the first grade is not as easy as we think. The teacher must have great patience to teach the children. Children tend to be self-centered; therefore it will be difficult to get their attention if the delivery of the materials is not interesting. Moreover it is easier for young learners to change their mood and move their body all the time. According to Harmer (2001:37), young children have the following characteristics: children are enthusiasts, their understanding does not come just from explanation, but also from their experience like seeing and hearing, they respond to the meaning even if they do not understand the individual words and they have limited attention spans, so they can easily get bored. So, knowing the situation and characteristics of the students, teachers should have appropriate techniques such as questioning strategies so the students will enjoy to learn the language.

Teachers should be aware of question types and how they can be used for different purposes. To make good interaction between students and teacher, it may depend on how teacher questions are contributed. Teacher questions play an important role for the students to learn the target language (Branbrook and Skehan, 1989). Hence, this study is aimed to describe what types of questions were used by the teacher in teaching English to the first grader. Yet, the scope of this study is limited because it is just observing the type of questions usually used by the teacher to make the students get involved in the teaching and learning process.

Septiadji (2013) in his study observed the type of questions used by Elementary school teachers at Satya Wacana Elementary school. He found four types of questions in his research. They are Echoic, Social control, Expressive, and Epistemic. He stated that those
questions could improve teacher’s quality in teaching. In addition, questions increase the amount of learners output, and if output leads to better learning, then questions can be an important tool in the language classroom, especially in EFL contexts (Shomoossi, 1997).

It is hoped that teachers will be aware of the use of questions in classrooms. It is because questions can lead the success of teaching. Besides, questions are functional and purposeful in the classrooms so that teachers can be inspired to vary the questions to their students. Moreover, teachers can use questions effectively to improve their teaching quality.

From the explanation above, a research question has been constructed to achieve the purposes of this study. The research question is “What types of questions are used for teaching English in Lebah Putih school of life?”.

**REVIEW OF LITERATURE**

**Teacher Questions**

Questioning is one of the most common techniques used by teacher in the classroom (Richard, 1994). According to Marzano, Pickering, and Pollock (2001) question is a key way of gaining information about and from other people. In some classrooms over half of class time is occupied by questions-and-answer exchanges (Richards & Lockhart, 1994). It was supported by Gall (2003) who said “In some classroom over half of class time is taken up with question and-answer exchanges”. Questioning is part of the teaching learning process. By asking questions teachers can gather a lot of information. Macnaughton (1998) said that questioning is a very good and pervasive teaching technique which is relevant to most learning experience especially for young learners.

Blosser (1973) states that teacher questions are classified in four major types: Managerial, Rhetorical, Closed, and Open questions. Managerial questions are used by the teacher to keep the classroom operating and to move activities toward the desired goals for
the period, lesson, or unit. The other teacher questions is Rhetorical questions, which is used by the teacher to reinforce a certain point or for emphasis. The last two types of teacher questions are Open and Closed questions. Open questions are questions to anticipate a wide range of acceptable responses rather than one or two “right answers”. The questions draw students’ past experience but it also causes students to give and justify their answer. Meanwhile, closed questions are questions which have a limited number of acceptable responses or “right answers”. It is expected that students have already been exposed to the information requested by a closed question.

**Reasons for asking questions**

In the classroom, teachers ask questions for several purposes. There are several opinions from some researchers for example Gabrielatos (1997), Doff (1998), and Richards (1994). According to Gabrielatos (1997) one of the reasons why the teacher ask questions during teaching and learning process is to elicit information from the students. Moreover, questions facilitate teachers to test the students’ background knowledge, recall and recognize the material (Al-Khataybeh & Al-Jafreh, 2012). Raymond (2004) also adds that questions are also uttered by teachers to stimulate students interests. In line with Raymond (2004), teachers ask questions about students’ personal information about what they like or dislike, their activities, their experiences, and other personal question (Lee, 2007).

In order to test the students’ background knowledge, recall, and recognize the material, teachers use questions to get students participate in the classroom. Gordon (2007) believes that questioning is an effective strategy that provides interaction opportunities and increase students talking time to maximize classroom participation. Brualdi (1998) adds that teachers ask questions to keep their students involved during lessons. Based on the statement from Gordon (2007) and Brualdi (1998) the writer concludes that asking questions can be an effective strategy to make students get involved during lessons.
Stimulating students to get involved and participated in the classroom through questioning, helps them to express their ideas and thoughts. Accordingly, teachers questions not only contribute pupils high communicative intent to get the teachers attention or permission to either ask questions or to provide information related to teaching and learning context (Yi-fen & Chien-ju, 2009) but also facilitate students higher-order thinking (Tekene, 2006).

Another teachers’ purpose for asking questions to the students is related to the classroom management. Gabrielatos (1997) stated that questions help teachers to control the classroom especially dealing with the students attitudes. Yeh & Chang (2009) also state that teachers often use questions as “Management/Discipline”. Management/Discipline refers to the questions related to management of classroom order or control of pupils behavior.

There are a lot of reasons to ask questions. According to Doff (1998) there are three reasons for asking questions. The first one is to check student’s understanding. By asking questions teachers can check student’s understanding about the lesson given. Second is to give student’s practice. When teachers ask questions, they give students opportunity to practice what they have learned by answering the teacher questions. The last one is to find out what the students think or know. By asking questions teachers can encourage students to talk about what’s on their mind and express their experience.

In addition to Doff’s theory, Richards (1994) states that there are five reasons for asking questions. The reasons are to stimulate and maintain student’s interest, encourage students to think and focus to the lesson, to check students’ understanding, to clarify what students’ said, and to encourage students to participate in a lesson.
Firstly, to stimulate and maintain students’ interest. It means by asking questions, teachers can attract student’s interest. Teachers stimulates students’ interest by giving the present or reward, so by doing this students more concentrate on teachers questions, because by answering it they get a reward from teachers. Second is to encourage students to think and focus on the lesson. Teacher encourages students to keep focusing on the lesson that teacher are delivering by asking question. Third is to check students’ understanding. Teacher usually ask students some questions related with the lesson on that day in order to check their understanding. Fourth is enable to teacher to clarify what students’ said. When teachers ask questions to students and get the answer, teachers can ask the same question to the same student to repeat his or her answer in order to clarify what students’ said. Fifth is to encourage students’ participation in a lesson. The situation in the classroom will be more alive if the students are active, so by asking question teachers encourage students to participate in classroom activities by answering teachers’ questions.

Based on the researchers above it is shown that they have different number in reason, but the main point from those three researchers is to check students’ understanding.

Types of Question

In educational field, there are many types of questions. Yang (2010) states that questions can be classified into three types: 1) Display and Referential questions, 2) Open-Ended Questions, 3) Yes-No questions. Display questions are the type of questions that teacher actually knows the answer, and it has one answer only. On the other hand, a Referential question is the type of question which has no right or wrong answers. Instead it invites students to draw answers from their experiences as stated by Ho (2005). Moreover, MacNaughton (1998) believes that open questions are questions which have more than one answer. Open questions also have some purposes, for example sharing theories or
understanding (Why is this part important), sharing feelings (How did you feel when Karen is crying?), and sharing imaginings and provoking thoughts (What do you think would happen if ....?). Meanwhile, closed questions are questions which have only one answer. Closed questions also have some purposes as recalling facts (What is your name?), and recalling experiences (Who was visiting you yesterday?).

The other type of question is yes/no question. This type of question requires short and simple responses in which the students need to answer ‘yes’ or ‘no’ only (Gabrielatos, 1997). As cited in Yang (2010), Thompson (1997) believes that “Yes/No question are normally straight forward to answer”. He also adds that Yes/No questions encourage weak learners to respond. Therefore, Yes/No questions are used by the teachers in low level of students proficiency. The reason is that teachers try to encourage students to participate in the classroom since these questions are easy for learners to answer as the teachers have already given the context (Farahian & Rezaee, 2012).

Kearsley (1976) proposed questions and made the following taxonomy of questions’ types as cited in Shomoossi (1997), Toni (2013), and Septiadji (2013). The first type is Echoic. These are questions which ask for the repetition of an utterance or confirmation that an utterance from teacher has been interpreted as intended (E.g. Pardon? Sorry, what?). The second one is Epistemic. This is type of question serves the purpose of acquiring information. In this taxonomy, Kearsley differentiated epistemic questions into two: the first Epistemic question is Referential; which is intended to provide contextual information about situations, events, actions, purposes, relationships or properties (Wh-questions, “Or” questions, “Yes/No” questions for example how is your relationship with your friends? What is your opinion?). Then the second Epistemic questions are Evaluative which ask students to establish the addressee's knowledge of the answer (sometimes called display, known
information questions, or test questions). The third type is Expressive: this question is
conveying attitudinal information from the addresser to the addressee. In this group the
addresser is the teacher and the addressee is the students (e.g. Do you understand or not?).
The fourth type is Social control which are questions used to exert authority by maintaining
control of the discourse. (E.g. Are you ready to start today's lesson?). The fifth type is
Attentional which allows the questioner to take over the direction of the discourse (for
example is “ listen to me” or “ think about this”). And the last type is Verbosity; which asked
only for the sake of politeness or to sustain conversation ( e.g. cocktail party questions).

THE STUDY

This study is descriptive research. The descriptive research attempts to describe,
explain and interpret conditions of the present i.e. “what is’. The purpose of a descriptive
research is to examine a phenomenon that is occurring at a specific place(s) and time. A
descriptive research is concerned with conditions, practices, structures, differences or
relationships that exist, opinions held, processes that are going on or trends that are evident.
In this study it tries to describe what types of questions that were used by teacher in teaching
English to first graders at Lebah Putih school of Life.

Context of the study

This study is done in the context of English teacher. The study analyzed type of
questions used by English teacher to the first graders at Lebah Putih school of Life. The
setting of this study is an Elementary school called Lebah Putih school of life which is
located in Tegalrejo, Salatiga, Central Java, Indonesia.
Participants

The participants of this study are three first grader English teachers of Lebah Putih school of Life. Their major in teaching is English. The writer focused on the English teacher, so the writer used purposive sampling method to collect the data. The writer chose all of the first grader English teachers to enrich the data about types of questions for teaching English there.

Instrument of data collection

In this study, the writer used classroom time technique observation as the instrument of data collection. This technique of observation gives information about the pacing of the class and students’ engagement in the teaching and learning process. During the classroom observation the writer observed the types of question that teachers used to the first grader students of Elementary school in Lebah Putih. The observation duration is based on the length of the classes which is 35 minutes. The amounts of times for the writer to conduct the study were five times classrooms observation. To conduct the writers’ classroom observations, the writer used observation protocol and also recorded the teaching learning processes by using a digital camera and a voice recording.

Data analysis procedure

The data were gathered from Real-time observation. The data were recorded and transcribed using time sampling protocol. The data were categorized into some types of questions used in the classroom which I obtained in the observations. The data in this study were analyzed descriptively. After gathering the data from the observation, the data were analyzed based on Kearsley (1976) as cited in Shomoosi (1997) as cited in Toni (2013) and cited by Septiadji (2013) about the types of questions used by teacher. The categories of types
of questions were divided into six types of questions. They are Echoic, Epistemic (Referential and Evaluative / Display), Expressive, Social control, Attentional, and Verbosity.

DISCUSSION

This study aimed to analyze types of questions used by first grader English teachers in Lebah Putih school of Life. The types of questions were grouped based on Kearsley’s six categories of questions. They are Echoic, Epistemic (Referential and Evaluative / Display), Expressive, Social control, Attentional, and Verbosity. There were some excerpts for each type of questions from the data. From the overall six types of questions written by Kearsley (1976) there were only three which showed up in the observation. The three types of questions were Echoic, Epistemic (Referential), and Social Control. Expressive, Verbosity and Attentional questions did not show up in the observation.

TYPES OF QUESTIONS

Echoic Questions

An echoic question is a question for the repetition of an utterance or confirmation that an utterance has been understood. For example: What? Ok? Do you understand?. In the observations, one of the three teachers used echoic questions. Below is the example from the teacher using echoic questions in the classroom to make the study more understandable as follows:

(Excerpt 1)

Some others: Grass kak bahasa Inggrisnya.
Teacher: Good. Bagus Rina. it is grass. Can you repeat once again?
Student: Grass.
(Excerpt 2)

Some students: Flower.

Teacher: Sorry, what is that?

Some students: Flower.

(Excerpt 3)

Teacher: Good job Ridho, Bagus. Now, I have some worksheets. Sekarang kakak punya lembar tugas. The exercise is to match the picture and the words. Tugasnya mencocokkan gambar dan kata-katanya. Do you understand? Mengerti ya? All of you could do the exercise please. Nah, sekarang kalian mengerjakan latihannya ya. OK?

Some students: Baik kak.

Some others: OK kak.

(Excerpt 4)

Some others: Kak, kalo foggy itu apa ya?

Teacher: What?

Some others: Kak, kalo foggy itu apa ya?

(Excerpt 5)


Students: Ya, kak.

In this situation like in excerpt 1, the teacher asked a question in the form of phrases. On this question the teacher wanted the students to repeat the words that they had said before. The question asked by the teacher belongs to echoic question because the teacher wanted to check the students’ comprehension by asking them to repeat the answer (Bowman, 2003).
In excerpt 2 and excerpt 4, the Wh-question also belong to echoic questions. The teacher wanted to make sure that the student already understood by asking the same question to the same student to repeat his or her answer (Richard, 1994).

It can be seen that there are two Echoic questions in the excerpt 3: “Do you understand?” and “OK?”. and one Echoic question in excerpt 5: “understand”. The teacher asked those questions in order to give command to the students to do the exercise and also check their understanding. It is supported by Doff (1998), who said that the purpose of such questions surely was that the teacher wanted to check students’ understanding toward teachers’ explanation and exercises.

**Social Control Questions**

Social control question is used to exert authority by maintaining control of the discourse. In this social control questions the teacher used their power to maintain the discourse. These are some examples from the observation excerpts.

(Excerpt 6)

Teacher : OK. I’ll wait for you. *Is everybody ready to start today’s lesson?*

Students : Yess!

(Excerpt 7)

Students: “BED”

Teacher : *Louder please?*

Students : “BED”.

(Excerpt 8)

Teacher : (the students were talking each other). No talk.....No talk!! *Ayo diam....diam anak-anak. Ichi, Ridwan, Faza, Rina, Hamid, Ridho yang tenang. Are you ready?*
Students : Yess!

(Excerpt 9)

Teacher : Listen!! Who wants to watch video? Ayo anak-anak dengarkan kakak, siapa yang mau nonton video?. Today is the last meeting for weather. Hari ini adalah hari terakhir kita untuk membahas tema weather atau cuaca. We will watch summer time activities on video. Who wants to watch it? Kita mau lihat video nih. Siapa mau nonton?

In the situation like in excerpt 6 and excerpt 8, the teacher asked these questions in order to check whether students were ready or not to study. These questions belong to Social Control questions because the teacher wanted to manage the students preparation toward the material or the lesson (Goodman, 2007). In excerpt 8 the teacher also used the phrases “no talk...no talk!!” to control or manage the class as the students were busy talking to one another.

In excerpt 7 the teacher asked one of the students to read the word in a louder voice. This question belongs to Social Control questions because the teacher used the louder voice from the student who read the word to grab the other students attention in order to manage the classroom well (McDonald, 2010).

Moreover, in excerpt 9 the teacher asked students for watch a film. This question belongs to Social Control question because the teacher tries to manage the classroom through offering students watching a film or video, so the students will pay attention to the teacher (Gollnick, 2013).

Epistemic question (Referential)

An epistemic question, in this case Referential question is a question to provide contextual information about situation, events, actions, purposes, relationships, or properties. This type of questions usually use “Wh”- Questions, “Or” questions, “Yes/No” question,
because this type of question only needs a short answer to answer the questions. Below is an example of the use of referential questions in the English classroom.

(Excerpt 10)


Some students: *Huruf “I”!!*

(Excerpt 11)


Some students: *Boneka kak.*

(Excerpt 12)

Teacher: *Bagus Dina.* Next picture! *Gambar berikutnya.* (teacher shows the picture of a clock). We usually look at this to know the time. *Kita biasanya melihat benda ini kalau ingin mengetahui tentang waktu.* What is this? (teacher writes the letter “C” on the blackboard).

Some students: *Jam kak!!!*

(Excerpt 13)


Students: *Mendung kak!!*

(Excerpt 14)


Some students: *Berkabut kak!!!*
Teacher: Good. (teacher drew a rainy day on the blackboard). How is the weather? Sekarang ini gambar cuaca apa anak-anak? Kalau cuaca ini banyak air nya.

Some others: hujan Kak!

(Excerpt 16)

Teacher: Okay students. What do you think of the video? Bagaimana pendapat kalian tentang video nya anak-anak?

Students: Bagus kak, lucu, menyenangkan.

Teacher: Why is it funny? Kenapa kok itu lucu?

Some others: Gambarnya bagus kak, ada lagunya juga. Itu tentang kegiatan di musim panas ya kak videonya?

In excerpt 10, 11, and 12 the teacher asked the students those questions after students saw pictures. The question asked by the teacher belongs to Referential question because the teacher wants to recall the formerly material, the formerly material in here was the picture that students had seen before.

In excerpt 13, 14, and 15 it can be seen that the teacher asked the students the same question which is “how is the weather?” The questions asked by the teacher is Referential question because the question increases the amount of speaking in the classroom (Brock, 1986).

There are two Referential questions in excerpt 16. They are “What do you think of the video?” and “Why is it funny?”. Both questions belong to Referential questions which use Wh-questions (Kearsley, 1976). The teacher also asked those questions in order to check students’ comprehension and built active interaction between teacher and students (Thompson, 1997).
From the five categories of question types based on Kearsley (1976), it was found out that only three types were used by the teachers. They are Echoic questions, Social control questions, and Epistemic (Referential) questions.

In the writer’s opinion, those types of questions were used because the students were still the first graders and the lessons were still around introducing the basic vocabulary. Students need to hear and say the words many times, so that is why the echoic questions were used. And since they were still the first graders who certainly needed to be managed and controlled all the time, social control questions were often used as well. The type of questions that were more challenging were the referential questions such as “What do you think of the video” or “Why is it funny?” although with this type of questions the teachers couldn’t expect the students to answer the question in English.

Conclusion and Suggestion

This study describes the type of questions used by first grader English teachers at Lebah Putih school of Life. Based on the analyses of the observation data which were time technique observation, the writer comes to the conclusion. Among the six types of questions based on Kearsley’s question categories there are only three types of questions showed from the five times observation at Lebah Putih. They are Echoic questions, Social Control questions, and Epistemic (Referential) questions. The other three types of questions, Attentional, Verbosey, and Expressive question were not used by the teachers during the five times class observations. This study recommended for teacher in elementary school to used three types of questions in order to increase teachers’ quality in teaching of English subject. These findings were a little bit different from the previous study conducted by Septiadji (2013) who found four types of questions including Echoic question, Social control question, Evaluative question, and Expressive question who were used by the teachers at Satya Wacana
Elementary school. The differences of the findings may be affected by factors such as the background knowledge, social environment, and economical background of the students. Since this study was conducted in a limited time and was just to analyze the type of questions teachers used, the writer suggests that other writers who have interest on the same field conduct the study not only limited on the types of questions but also the factors or aspects which influence the using of questions by the English teacher in the classroom like gender, family background, educational background, and other student factors.
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REFERENCES


Monday, March 24th 2014

Teacher : OK. I’ll wait for you. Is everybody ready to start today’s lesson?

Students : Yess!!

Teacher : OK. Today we’ll learn about plantation and things around us.

Now, I’ll draw some pictures which are related to plantation. Can you guess the picture? Now, I will draw a picture on the blackboard. Can you guess it?

So, what do you think of this picture? What is this? (Teacher draws a line on the blackboard).

Some students : It is “J”. Is that correct?

Some others : It’s “L”.

Teacher : No. It’s not “J” or “L”, Hamid, Sasa, and Rina. It is a plantation. Plantation is Tumbuhan. Its big and we can find it around us. So, what is that?

Some students : Pohon! (The students answer in Bahasa Indonesia)

Some others : Tree! Yeeeee.....

Teacher : Good. Good job kids, it’s a tree. Next, can you guess the next picture? What is it? Apa ini? Amir, can you try to guess the picture? (Teacher draws a line on the blackboard)

Some students : It’s ‘’ I ‘’ !!

Some others : No, it’s not “I”. It’s like a leaf, am I correct?
Teacher: No, it’s not leaf Rosyid. It is a small plantation, *itu tumbuhan kecil* (the teacher repeat it in Bahasa Indonesia), it is around us. What is that?

Some students: *Rumput kak*. (Some students answer in Bahasa Indonesia)

Some others: *Grass kak bahasa Inggrisnya*.

Teacher: Good. *Good job Rina*. it is grass. Can you repeat once again?

Student: Grass.

Teacher: Great!! Next, how about this picture? What is it? *Apa ini*? (teacher draws a small circle and repeat the question in Bahasa Indonesia). It is a small and beautiful plantation. *Kecil tapi tanamannya indah, berwarna warni lho* (the teacher repeat the explanation in Bahasa Indonesia). What is that?

Some students: Flower.

Teacher: Sorry, what is that?

Some student: Flower.

Some others: *Bunga kak. Ada mawar, melati, anggrek, aku punya dirumah kak*.


So, now, please do the exercise!

Some students: *Baik kak*. (some students answer in Bahasa Indonesia, and others answer in English)
Thursday, March 27th 2014

Teacher : (the students were talking each other). No talk....No talk!! *Ayo diam....diam anak-anak. Ichi, Ridwan, Faza, Rina, Hamid, Ridho yang tenang* (the teacher tries to control the student in Bahasa Indonesia). Are you ready?

Students : Yess!

Teacher : OK, Let’s study. Our theme today is still things around us. *Tema kita hari ini masih tentang benda disekitar kita.* Here, I have a picture. Can you guess it? Anybody knows? What is this? *Apa ini?* (Teacher shows the picture of a doll and repeat the question in Bahasa Indonesia). A girl usually plays with this stuff. (Teacher writes the letter “D” on the blackboard).

Some students : *Boneka kak.* (some students answer in Bahasa Indonesia)

Some others : It’s a doll. I have a teddy bear.

Some students : *I have a panda*

Teacher : *Nah, boneka itu bahasa Inggrisnya “DOLL”. Apa anak-anak?*

Students : DOLL.

Teacher : Repeat it once again?

Students : DOLL.

Teacher : Good. Good job. Dina, could you write “DOLL” on the blackboard?

Student : OK, I’ll try.
Teacher : *Good job Dina*. Next picture! *Gambar berikutnya*. (Teacher shows the picture of a clock). We usually look at this to know the time. What is this? (teacher writes the letter “C” on the blackboard).

Some students : *It’s a clock*

Some others : *It’s a watch!*

Some others : *no, it’s a clock!!*

Teacher : *Ya betul. Jam dinding. Dalam bahasa Inggris yaitu “CLOCK”.* Repeat after me? “CLOCK”?

Students : “CLOCK”.

Teacher : Repeat once again?

Students : “CLOCK”.

Teacher : Good. Hamdan, come forward please! *Hamdan, tulis ke depan ya?*

Student : OK kak.

Teacher : *Good job Hamdan*. Next picture! *kira apa ya?* What is it? (Teacher shows the picture of a bed). We sleep on it. *Kita biasanya tidur diatasnya.* (Teacher writes the letter “B” on the blackboard and repeat the explanation in Bahasa Indonesia).

Some students : *Tempat tidur kak!!*

Some others : *Kasur kak.*

Some others : *Spring bed tu lho kak, yang empuk.*
Teacher: yeah, all of you give the correct answer. If it is in English, then we call it as “BED”.

Students: “BED”

Teacher: Louder please?

Students: “BED”.

Teacher: Good job!! Habib please write on the whiteboard. *Ayo Habib sini maju.*

Student: OK kak. *I already wrote it, is that correct?*

Teacher: *Yeah, good job Habib.* Next picture. (Teacher shows the picture of a mirror). We can see ourselves on it. *Kita bisa melihat diri kita sendiri lho.* (teacher writes the letter “M” on the blackboard). What is it?

Some students: *Kaca kak. Biasanya dikamar mandi!!*

Some others: *Cermin kak. Betul tidak?*

Teacher: *Good. Cermin. Bahasa Inggrisnya cermin itu “MIRROR”. So, what is this?*

Students: “MIRROR”.

Teacher: Say it once again. “MIRROR”.

Students: “MIRROR”.

Teacher: Good job students. Understand? Now all of you do the exercise. please. I’ll give thirty minutes to do it. *30 menit yaa.*
Teacher: OK! Listen! Today we will sing together about weather. *Kita akan nyanyi sama-sama ya anak-anak.* Let me give all of you the song. (write songs on the blackboard) “*tik tik tik bunyi hujan* (sounds of rain) *namanya* rainy (it is called rainy), *langitnya cerah namanya* sunny (when the sky is clear, it is sunny), *kalo berawan disebut* cloudy (when there is cloud, it is cloudy), *berkabut* foggy (when there is fog, it is foggy), *bersalju* snowy” (with snow, it is snowy). So, this is our song for today, let’s sing together. *Ayo kita nyanyikan bersama ya.*

Students: “*tik tik bunyi hujan* (sounds of rain) *namanya* rainy(it is called rainy) , *langitnya cerah namanya* sunny (when the sky is clear, it is sunny), *kalo berawan disebut* cloudy (when there is cloud, it is cloudy), *berkabut* foggy (when there is fog, it is foggy), *bersalju* snowy”(with snow, it is snowy).

Some students: *Kak, snowy itu yang ada saljunya seperti di film-film itu ya kak?*


Some others: *how about foggy?*

Teacher: *What?*

Some others: *foggy?*

Teacher: *Foggy itu berkabut Hamid, Ridwan. If you get up early in the morning, you will see smoke, that’s what we call fog. But, fog is so fresh and cold, and it’s not like other smoke like pollution.*
Teacher : Ok anak-anak...Kira-kira ini cuacanya apa ya? Ada mataharinya bersinar sangat terik. (Teacher drew a sunny day on the blackboard). How is the weather?

Some students : Kemarau Kak!! Panas!

Some others : Bikin haus kak cuacanya.

Teacher : hahaha... iya ga papa. Kemarau itu Sunny. Apa anak-anak?

Students : SUNNY.

Teacher : Repeat once again? Ulangi lagi?

Students : SUNNY.

Teacher : Good. (teacher drew a rainy day on the blackboard). How is the weather? We will find a lot of water in this weather.

Some others : hujan Kak!

Some students: Aku biasanya suka hujan-hujan kak.


Teacher : Nah, its Rainy. Repeat after meRAINY.

Students : RAINY.

Teacher : Repeat once again. RAINY.

Students : RAINY.
Teacher: Great! Pintar anak-anak. (Teacher drew a cloudy day on the blackboard).

How is the weather? It’s usually happen before rain comes. Anybody knows?

Some students: Mendung kak.!!

Teacher: Mendung itu bahasa Inggrisnya Cloudy. Apa anak-anak?

Students: CLOUDY kak.

Teacher: OK. Repeat after me. CLOUDY.

Students: CLOUDY.

Teacher: Excellent! Next picture (teacher drew a foggy day on the blackboard). How is the weather?

Students: Berkabut kak!! (students answer it in Bahasa Indonesia)

Teacher: kalau berkabut nama cuacanya adalah FOGGY. Apa anak-anak?

Students: FOGGY.

Teacher: Repeat once more. FOGGY.

Students: FOGGY.

Teacher: Good job. The last one. Satu lagi ya. (teacher drew a snowy day on the blackboard). How is the weather? Sekarang apa cuacanya?

Some students: Bersalju kak. Pasti dingin itu kak.

Teacher: Iya Ridwan, snow is cold, but you cant find it in Indonesia. You can find it in Europe and America. Nah, bersalju itu SNOWY. Apa anak – anak?
Students : SNOWY.

Teacher : Repeat once again. SNOWY.

Students : SNOWY.

Teacher : Perfect!! Pintar. Now, please see on your worksheet. Lihat di kertas. Your job is match the weather and the numbers. Understand? Tugas kalian mencocokkan gambar dengan angkanya. Mengeri?

Students : Ya, kak.

Teacher : OK. You can ask your friends or me, if you don’t really understand.

Monday, April 7th 2014

Teacher : Listen!! Today is the last meeting for weather. Hari ini adalah hari terakhir kita untuk membahas tema weather atau cuaca. We will watch summer time activities on video. Who wants to watch it? Kita mau lihat video nih. Siapa mau nonton?

Some students : Me, Me, Me.

Some others : Saya kak, saya kak, saya kak.

Teacher : Okay. Now, you should sit down and watch the video. Nah, sekarang kalian harus duduk yang tenang ya?

(After watching the video)

Teacher : Okay students. What do you think of the video? Bagaimana pendapat kalian tentang video nya anak-anak?
Students: *Bagus kak, lucu, menyenangkan.*

Teacher: Why is it funny? *Kenapa kok itu lucu?*

Some others: *Gambarnya bagus kak, ada lagunya juga. Itu tentang kegiatan di musim panas ya kak videonya?* (the students respond the teacher question in Bahasa Indonesia)

Teacher: *Good Habib, Ichi, Dina, Maliq.* Now, I have a worksheet, you should write the activity that you have done at summer time for example go swimming like what you have watched from the video. Okay? Understand?

Students: *yeah.*

Teacher: good. If you don’t know the name of the activity in English, you can ask me. Then, if you have finished, you can go home.
Time Sampling Protocol

35 minute observation period

5 minute intervals

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