



**A TEACHER'S QUESTIONS IN THE EFL CLASSROOM  
INTERACTION: A DISCOURSE ANALYSIS USING  
SINCLAIR AND COULTHARD'S (1975) IRF FRAMEWORKS**

**THESIS**

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LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2017**



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## STATEMENT OF THESIS AUTHENTICITY

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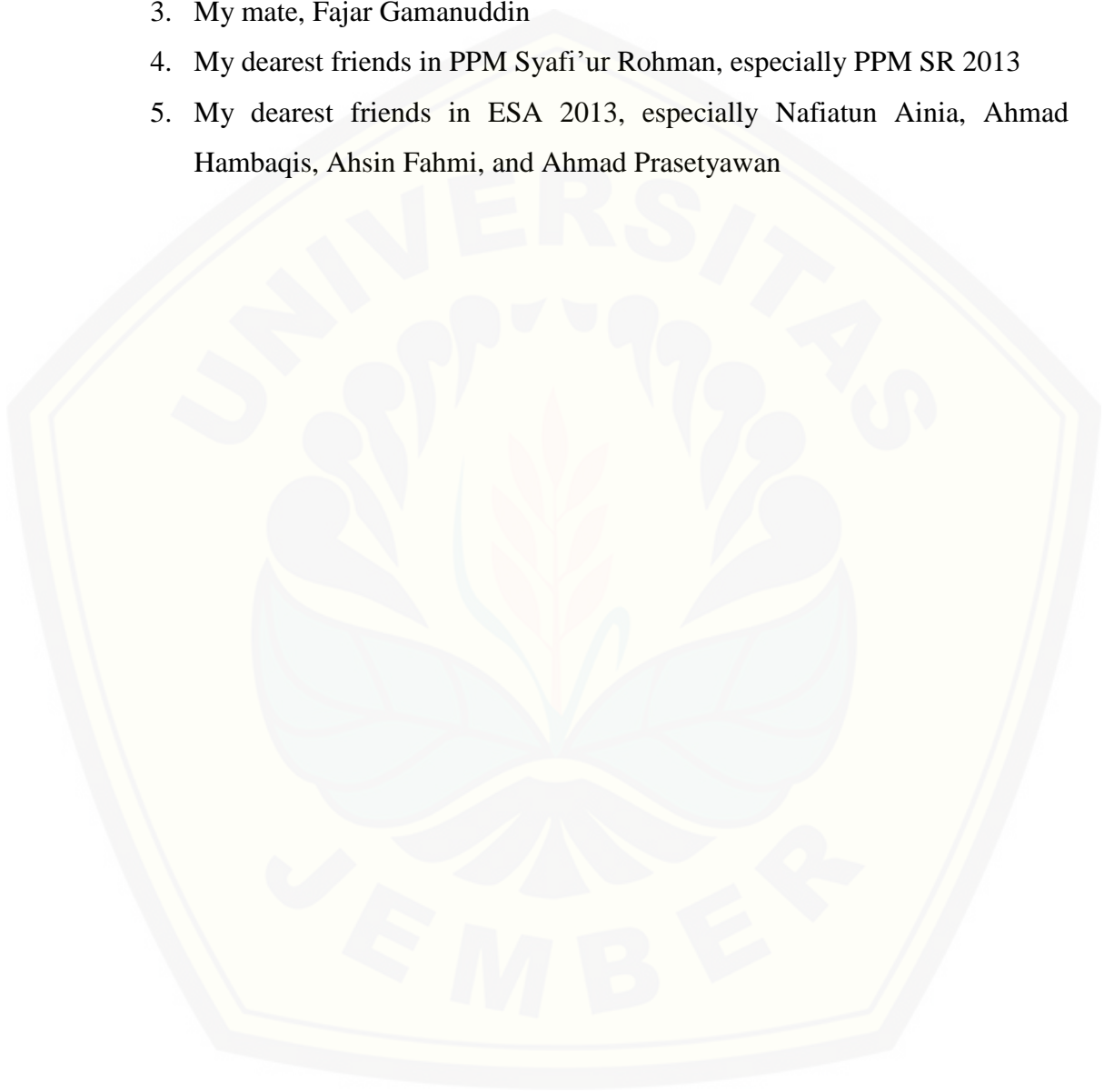
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September , 2017

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Kun Kumariyati Endang Agustini and Rusman Hidayat
2. My beloved sisters, Lalita Oka Aninditha and Ayu Oka Anjali
3. My mate, Fajar Gamanuddin
4. My dearest friends in PPM Syafi'ur Rohman, especially PPM SR 2013
5. My dearest friends in ESA 2013, especially Nafiatun Ainia, Ahmad Hambaqis, Ahsin Fahmi, and Ahmad Prasetyawan



**MOTTO**

*“Reading makes a full man, meditation a profound man,  
discourse a clear man.”*

(Benjamin Franklin)



**CONSULTANT'S APPROVAL**

**A TEACHER'S QUESTIONS IN THE EFL CLASSROOM  
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Jember, September 2017

The Writer



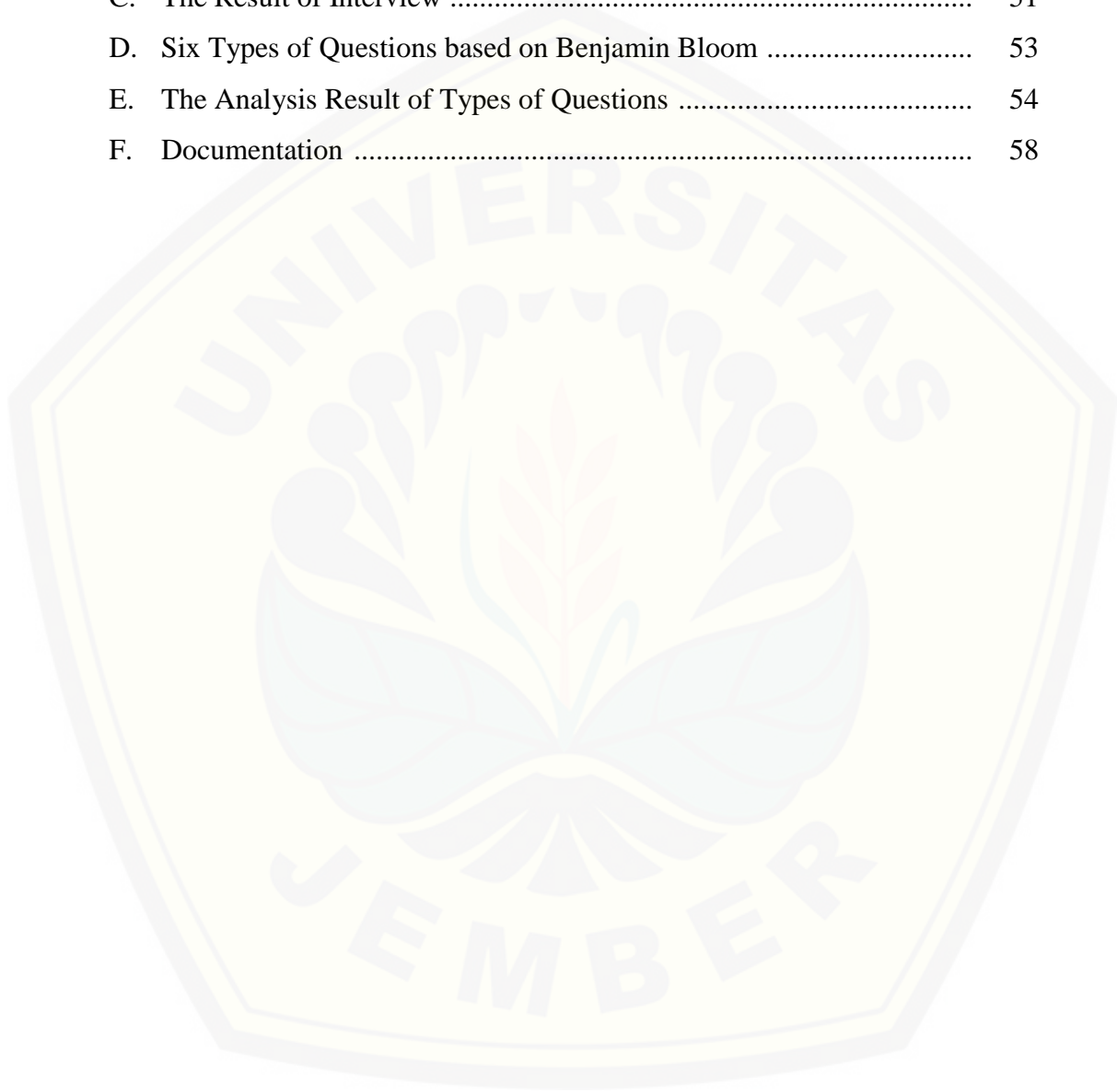
**TABLE OF CONTENTS**

	Page
<b>TITLE</b> .....	ii
<b>DEDICATION</b> .....	iv
<b>MOTTO</b> .....	v
<b>CONSULTANT’S APPROVAL</b> .....	vi
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	vii
<b>ACKNOWLEDGEMENT</b> .....	viii
<b>TABLE OF CONTENT</b> .....	ix
<b>LIST OF APPENDICES</b> .....	xi
<b>SUMMARY</b> .....	xii
<b>CHAPTER I. INTRODUCTION</b>	
<b>1.1 The Background of The Research</b> .....	1
<b>1.2 The Problem of The Research</b> .....	2
<b>1.3 The Objectives of The Research</b> .....	3
<b>1.4 Research Contribution</b> .....	3
1.4.1 Practical Contribution .....	3
1.4.2 Empirical Contribution .....	3
<b>CHAPTER II. REVIEW OF RELATED LITERATURE</b>	
<b>2.1 Theoretical Framework</b> .....	5
<b>2.2 Conceptual Framework</b> .....	5
2.2.1 Discourse Analysis .....	5
2.2.2 Spoken Discourse .....	6
2.2.3 Classroom Discourse .....	6
2.2.4 Types of Classroom Discourse .....	7
2.2.4.1 Questioning .....	8
2.2.4.2 Teacher Talk and Giving Feedback .....	9
2.2.5 Benefits of Analyzing Classroom Discourse .....	10

2.2.6 Sinclair and Coulthard's (1975) IRF Model of Analysis .....	11
2.2.7 Procedures of Analysis Using IRF Framework .....	14
<b>2.3 Previous Research Review .....</b>	<b>15</b>
 <b>CHAPTER III. CONTEXT</b>	
<b>3.1 Research Design .....</b>	<b>16</b>
<b>3.2 Research Context .....</b>	<b>17</b>
3.2.1 Teacher's Questions .....	17
3.2.2 IRF Framework by Sinclair and Coulthard (1975) .....	17
3.2.3 Acts .....	18
<b>3.3 Area Determination Method .....</b>	<b>18</b>
<b>3.4 Participant Determination Method .....</b>	<b>18</b>
<b>3.5 Data Collection Method .....</b>	<b>19</b>
3.5.1 Observation .....	19
3.5.2 Interview .....	19
<b>3.6 Data Analysis Method .....</b>	<b>20</b>
 <b>CHAPTER IV. REFLECTION ON THE IMPLEMENTATION</b>	
<b>4.1 Reflection on the Implementation of the Research .....</b>	<b>21</b>
4.1.1 The Result of Observation .....	21
4.1.2 The Result of Interview .....	28
<b>4.2 Critical Evaluation of the Research Findings .....</b>	<b>28</b>
<b>4.3 Pedagogical Implication of Result .....</b>	<b>29</b>
 <b>CHAPTER V. CONCLUSION</b>	
<b>5.1 Conclusion .....</b>	<b>30</b>
 <b>REFERENCES .....</b>	<b>31</b>
<b>APPENDICES .....</b>	<b>34</b>

**LIST OF APPENDICES**

	Page
A. 22 Types of Acts by Sinclair and Coulthard (1975) .....	34
B. Table Analysis of Questioning Exchange .....	36
C. The Result of Interview .....	51
D. Six Types of Questions based on Benjamin Bloom .....	53
E. The Analysis Result of Types of Questions .....	54
F. Documentation .....	58



## SUMMARY

**A Teacher's Questions in the EFL Classroom Interaction: A Discourse Analysis Using Sinclair and Clouthard (1975) IRF Frameworks;** Raras Oka Anggana, 130210401060; 2017:30 pages; English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University

Discourse analysis is concerned with the analysis of language in use. Classroom discourse is known as the distinctive type of discourse that occurs in classrooms. Discourse in the language classroom is a matter of the oral use of language in the classrooms. It is also one way for teachers to monitor both the quantity and quality of students' output. By applying classroom discourse analysis, teachers find out whether the language use in the classroom already stimulates students to learn language or not. Questioning is one of interaction patterns happens in EFL classroom. It is reported as one of the commonly used strategies, as the success of a class largely depends on questioning and feedback. It also stimulates students' thinking and oral communication in learning and initiates students to build and improve their self-confidence in participating actively in learning process.

This research was a qualitative research especially on case study of analyzing a teacher's questions in the EFL classroom interaction. The purpose of the research was to identify the types of questions delivered by the English teacher and describe the interaction patterns between teacher and students in the EFL classroom based on the descriptive framework proposed by Sinclair and Coulthard (1975). The area of the research was SMAN 2 Lumajang which was chosen purposively by the researcher. The participant of the present study was a teacher together with their students in EFL class in SMAN 2 Lumajang. The class observed was XI MIPA 4 which consisted of 30 students.

The data of this research were gained from the classroom observation of interaction between teacher and students especially on questions delivered by the teacher to the students during the teaching learning process especially when the

material given. Besides, the researcher also applied interview to get the data on kinds of questions delivered by the teacher.

The result of observation showed that the teacher started the teaching and learning process by asking some leading questions about the materials. Then, she delivered the materials first and followed by giving questions to the students dealing with the materials given. Some of the questions were based on the tasks in the textbook. The students responded to the teacher's questions actively, but at some of the time most students responded at the same time and at another time they were just silent and did not give any response at all because they did not get the meaning of the questions. After hearing the students' responses, the teacher gave feedback on their responses. Expressions such as yeah, good, OK were the kinds of feedback given by the teacher. The teacher also evaluated the students' responses if they were not appropriate with the questions.

The research result of data analysis of questioning patterns showed that various types of questions had significantly increased students' language acquisition and students' active participation in the classroom. It was also supported by the amount of time given to the students to participate in the classroom discourse especially in questioning exchange. Thus, it is important to identify, describe, and explore more questioning patterns in delivering materials especially for English teachers in order to improve the quality of classroom interaction and students' language acquisition. It is also to make the learning process to be more student-centered, so that the students get more opportunities to express their own ideas. It is expected that the result of this research can be used by the future researchers as a reference or information in conducting the same study by using different research design.



## CHAPTER I. INTRODUCTION

This chapter presents some issues underpinning the topic of the research. It includes the background of the research, problem of the research, objectives of the research, and research contribution.

### 1.1 The Background of the Research

Discourse is defined as “the language in use” (Cook, 1989:6) and discourse analysis is concerned with “the analysis of language in use” (Brown and Yule, 1983:1). It refers to the study of the relationship between language and the contexts in which it is used. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts.

Nunan (1993) views classroom discourse as the distinctive type of discourse that occurs in classrooms. Discourse in the language classroom is a matter of the oral use of language in the classrooms. Cazden, 1988 (Cited from Wittrock, 1988) argues that the application of discourse analysis to second language teaching and learning can reveal how teachers can improve their teaching practices by investigating actual language use in the classroom, and how students can learn language through exposure to different types of discourse. So, by applying classroom discourse analysis, teachers find out whether the language use in the classroom already stimulates students to learn language or not.

Classroom discourse analysis is an aspect of classroom process research, which is one way for teachers to monitor both the quantity and quality of students' output. It has been analyzed by many researchers, such as Yu (2009) and Liu & Le (2012) to improve the quality of teaching and training. Classroom discourses which happen in EFL classrooms varies. One of them discusses about interaction patterns between teachers and students in the language classroom, such as questioning.

Questioning is one of interaction patterns happens in EFL classroom. It is reported by Mercer (2001) as one of the commonly used strategies, as the success of a class largely depends on questioning and feedback. One reason, as Mercer (Cited from Candlin & Mercer, 2001) states, it is the most frequent model of

teacher-student talk in the classroom, in terms of the model described by Sinclair and Coulthard as Initiation-Response-Feedback (IRF) exchanges.

Thus, this study was conducted because the analysis of classroom discourse has relation with language use and conversational interaction or communicative event in the classroom. Previous study conducted by Ermawati (2012) discussed about the analysis of classroom interaction, focusing on the analysis of teacher's feedback on the students' descriptive text writing and the students' attitude toward the feedback given. It is reported that the analysis result of teacher's feedback on the students' descriptive text writing was important and useful for students to find out their mistakes in writing descriptive text. Another previous research was done by Rashidi and Rafieerad (2010). They investigated the interaction patterns of classroom discourse in EFL classroom in Iran. The result showed that there were variation, sharing, and make use of a variety of discourse acts among students though the teacher was rather dominated the classroom interaction.

However, the study of classroom interaction under the analysis of teacher's questions which focuses on the IRF exchanges has not been investigated intensively. Therefore, it is necessary to conduct this research which focuses on an analysis of an EFL teacher's questions in the classroom interaction at secondary school.

The problem investigated in this research was the classroom discourse patterns focusing on classroom interaction in a way of teacher's questions. It can be expected to show useful findings which contributes to deeper insights about the ways to improve teaching and learning in foreign language classroom.

## **1.2 The Problem of the Research**

Based on the background of the research, the research problem were formulated as:

- a. How do interaction patterns between teacher and students happen in the EFL classroom based on the framework proposed by Sinclair and Coulthard (1975)?



- b. What types of questions does a teacher make in the classroom interaction at a senior high school in Lumajang?

### **1.3 The Objective of the Research**

Based on the problems of the research, the objectives of the research were:

- a. To identify the interaction patterns between teacher and students in the EFL classroom based on the descriptive framework proposed by Sinclair and Coulthard (1975)".
- b. To find out types of questions made by a teacher in the classroom interaction at a senior high school in Lumajang.

### **1.4 Research Contribution**

According to its central discussion on teachers' questions in the EFL classroom, this research has contribution for a number of areas including practical and empirical contribution.

#### **1.4.1 Practical Contribution**

The result of this study helps the English teachers to investigate the classroom behavior in order to improve the teaching and learning activities to make it more effective. Moreover, this study stimulates teachers to improve and explore their teaching behavior in overall aspects of delivering teaching and learning materials, but especially give more variation in delivering questions to their students. This study is also expected to enrich English teachers' awareness especially in delivering questions to their students.

#### **1.4.2 Empirical Contribution**

The result of this research is probably attracting future researchers especially for those who are interested in conducting a classroom research. This study also provides information about kinds of teachers' questions in the EFL classroom and also provides information about the analysis of interaction patterns between teacher and students in classroom life. More studies on classroom

interaction especially on teacher's questions will of course increase teachers' insights to have more awareness and options to teach their students effectively and constructively.



## CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter reviews some related literature based on the subject which was analyzed in this research. They cover theoretical framework, conceptual review, and previous research review.

### 2.1 Theoretical Framework

There are so many theories that could be used in analysing discourses, such as speech act theory, cooperative principle, pragmatics, conversational analysis, etc.

Dealing with the focus of the research, the theory used in this research was an IRF framework proposed by Sinclair and Coulthard (1975). This framework is a three part structure which consists of Initiation, Response, and Follow-Up. It is used to analyze questioning interaction between teacher and students in EFL classroom.

### 2.2 Conceptual Review

The conceptual review in this research covers discourse analysis, spoken discourse, classroom discourse, types of classroom discourse, benefits of analyzing classroom discourse, Sinclair and Coulthard (1975) Initiation Response Follow-Up model of analysis, and procedures of analysis using IRF framework. All of them were explained further as follows.

#### 2.2.1 Discourse Analysis

Brown and Yule (1983:ix) state that discourse analysis examines 'how human use language to communicate' and in particular 'how addressees construct linguistic messages for addressees, and how addressees work on linguistic messages in order to interpret them', and 'how forms of language used in communication'. In short, discourse mainly discusses about language in use. Based on definitions of discourse analysis above, we can conclude that discourse analysis is an analysis of an idea of what you believe in heart in relation to mentally and physically certain situation and certain period of time.

Discourse can be divided into two categories, namely spoken and written discourse (Brown and Yule, 1983:4). Due to the focus of the research, only the spoken discourse will be explained further.

### **2.2.2 Spoken Discourse**

Spoken discourse can be defined as discourse produced in real time and our descriptive system attempts to deal with the 'now-coding' aspect of speech (Coulthard, 1992:14). Speakers commonly make mistakes, or realize that they could have expressed what they intended much better. A teacher may produce a question which he fully intends as an elicitation and then changes his mind. Obviously, he cannot erase what he has said, and he does not tell the students to ignore it, but he does signal that the students are not expected to respond as if it were an elicitation.

In all forms of spoken discourse there are rules about who speaks and when (Schegloff and Sacks, 1973:72). In the classroom, teacher has the right to speak whenever he wants to, and students contribute to the classroom discourse when he allows them to. Teachers differ in the degree of formality they impose on students' contributions, and the rigidity with which they stick to the rule of 'no shouting out'.

Thus, spoken discourse is defined as a medium of interaction between speaker and hearer which happen in certain discourse. Both speaker and hearer have their own speaking time, and sometimes there are pause or silence between their interactions.

### **2.2.3 Classroom Discourse**

Discourse can be defined in many different ways and can also be analyzed from a variety of perspectives depend on the underlying theoretical framework which is being used. Schiffirin (1994) differentiates between two main approaches to classroom discourse analysis: a) the formal approach, whereby discourse is defined as a unit of language beyond the sentence, and b) the functional approach, which defines discourse as language use.

Regarding to EFL classrooms, Walsh (2006) believes that the language used by teacher in the classroom is as equally important as the methodology which

teachers apply. Discourse analysis has mostly been used in classroom research for the investigation of the organization of talk at the level of individual speakers' turns and how these turns run and individual utterances fit within a discourse to form a coherent conversational interaction in the classroom. Seedhouse (2004:45) proposes that most previous investigations on second language classroom interaction have "implicitly or explicitly adopted what is fundamentally a discourse analysis approach". Language teachers can improve their professional practice by developing a closer understanding of classroom discourse and also by focusing on the complex relationship between language, interaction and learning.

There have been number of studies which have focused on specific aspects of classroom discourse in interaction such as teacher talk, students' speech, and question-answer exchange between teachers and students done by Myhill and Dunkin (2005) and Yu (2010). Discourse analysis studies have not only analyzed teacher and student talk, but have also investigated individual utterances from longer discourse units. A leading work in language classroom discourse is that of Sinclair and Coulthard (1975) which was initially used in English as the first language and then subsequently in the second and foreign language classrooms. In this model, classroom language consists of a mainly three-phase discourse: Initiation, Response and Feedback (IRF) exchanges.

#### **2.2.4 Types of Classroom Discourse**

There are two different types of classroom discourse, traditional and non-traditional lessons. Cazden (2001) makes an explicit contrast between the two categories. On one hand, traditional lessons refer to the using of a three-part sequence: teacher initiation, student response, and teacher evaluation or follow-up (IRE or IRF). This framework includes questioning and teacher talk and giving feedback. Non-traditional lessons, on the other hand, means the sequence of talk in classrooms does not fit an IRE structure on account of a changed educational goal (Cazden, 2001:31).



#### 2.2.4.1 Questioning

Most classroom discourse is dominated by question and answer routines. Classroom discourse is an aspect of classroom process research which is one of several ways for teachers to monitor both quality and quantity of students' output. Asking question in classroom is one of the most common used strategies. According to Yu (2009), two of the most common ways in English as a second language where teachers participate in interaction with learners are to ask questions and provide feedback which need some consideration. Focusing on questions and feedback can be anticipated to show useful findings which will cause to deeper perceptions about ways to improve second language teaching and learning.

The tool used in the direct interaction between the teacher and learners is "questions". The teacher questioning is a fundamental and important means of classroom interaction which is considered as one of the teacher's initiating activities to stimulate students' thinking and learning. It also facilitates students' language acquisition and initiates responses from them. In Ur's view (2000:229), the teacher questioning lets learners present their ideas, test their understanding, knowledge or skills, engage them actively in participating in learning, stimulate their thinking and get them to review and practice the previously learnt materials. According to Kissock and Lyortsuun (1982), questions keep the central role, so that it is important that teachers be familiar with the impact of the questions in communicating and learning in the classroom, and find ways to improve the use of questions by themselves and their students. Learning occurs as a result of questions which serves to focus the objectives of the curriculum. It is also said that a good teacher is a good questioner (Morgan and Saxton, 1991). Wood (1988, in Myhill, 2005:424) wrote that "the aim of pedagogical questions is to motivate, sustain and direct the thought-processes of the pupil".

Questioning is one of the primary and most influential discourse strategies (Piccolo, Carter, Harbaugh, Capraro, & Capraro, 2008). It is an important part of classroom teaching and learning and more effective than paper and pencil tests to find out what students know (Şahin & Kulm, 2008; Center for Faculty Excellence, 2009). Questions are used for different purposes including stimulating, thinking,

checking student comprehension, and clarification (Center For Faculty Excellence, 2009; Yackel, Cobb, & Wood, 1998), initiating discussion, reviewing material, and formative assessment (Centre for Educational Research and Innovation, 2008).

From the overall definition of questioning above, it can be concluded that questioning is an important part of classroom interaction which stimulates students' thinking and oral communication in learning, which also initiates students to build and improve their self-confidence in participating actively in learning process.

According to Bloom (1956), there are six types of questions based on Bloom's six cognitive levels, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation. First, knowledge are questions which identify and recall information. Second, comprehension are questions used to organize and select facts and ideas. Third, application are questions used to check facts, rules, and principles. Fourth, analysis are questions which separate a whole into component parts. Fifth, synthesis are questions used to combine some ideas to form a new whole. The last is evaluation are questions used to develop opinion, judgment, or decision (see Appendix D). Although there are much different classification to describe different types of questions, many classroom studies of teacher questions adopt the classification of display questions (i.e. where the questioner already knows the answer), and referential questions (i.e. questions for which the answer is not yet known). Display questions deal with language education so as to increase language practice; the use of referential questions is generally preferred to the use of display questions in communicative language teaching.

#### **2.2.4.2 Teacher Talk and Giving Feedback**

Liu and Le (2012:3) propose a model of classroom discourse arranged according to ranks. They found IRF model in the language classroom, which stands for Initiation, Response, and Feedback. For example:

Teacher	: What's the capital of France?	(Initiation)
Student	: Paris.	(Response)
Teacher	: Yes, Paris. It's correct.	(Feedback)



Those three steps, initiation-response-feedback, make an exchange. In the first step is initiation from teacher which is in a form of question, and is continued by the students' response, and ended with an assessing explanatory on the students' response, which is a feedback.

One basic aspect of classroom discourse is that the teacher talks most of the time. The amount of teacher talk affects the classroom teaching. The balance of teacher talk and students talk is important in English as a foreign language (EFL) classrooms, to give students more opportunities to take part in classroom conversations and enhance their language ability in learning English by using English (Liu and Le, 2012:2).

From the overall importance of teachers' talk above, teachers should pay attention to the number of teacher talk and to the language used during classroom discourses. The language should be encouraging and positive because teachers' negative oral communication style in interacting can lead to a lack of self-confidence for students, and negative feedback does not bring anything useful to the classroom discourses.

### **2.2.5 Benefits of Analyzing Classroom Discourse**

McCarthy (1991:11) states "it is in this respect, the interest in whole discourse structures, that discourse analysis adds something extra to the traditional concern with functions/speech acts". It means that by understanding the complete structure of a discourse will put into deeper understanding about the speech acts also. Sinclair and Coulthard who used speech act theory as a starting point, attempted to create a model that could be used to look at the 'whole of discourse'. This 'looking at the whole' may be very important in an analysis of classroom discourse because it may tell us a great deal about how lessons or teaching and learning activities begin and end, how often students have chances to communicate and how turn-taking is accomplished. Further, we may be able to see what kinds of exchanges are taking place throughout the lesson and therefore be able to evaluate the meaningfulness of the communicative interaction.

Thus, the application of discourse analysis to language teaching and learning can reveal much about how teachers can improve their teaching practices by investigating actual language use in the classroom, and how students can learn language through exposure to different types of discourse. Practicing and analyzing classroom discourse also enhance the overall experience of teaching, and keep the teacher engaged intrinsically in professional pursuits as teacher.

### 2.2.6 Sinclair and Coulthard (1975) Initiation Response Follow-Up Model of Analysis

Sinclair and Coulthard (1975) develop a model for the description of teacher-students talk based on a hierarchy of discourse units. The Sinclair and Coulthard model was devised in 1975 and slightly revised in 1992. It consists of five ranks: *lesson*; *transaction*; *exchange*; *move* and *act*. The ranks are hierarchical in nature with *lesson* as the largest unit and *act* as the smallest as shown in figure 1.

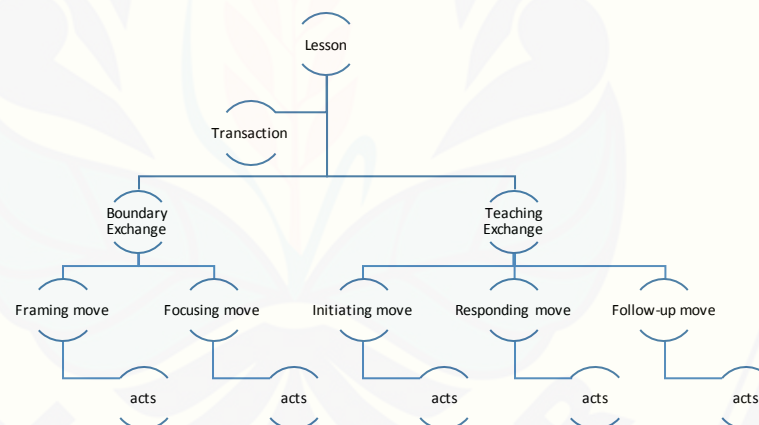


Figure 1. Sinclair and Coulthard's rank

The highest rank "lesson" cannot be structured according to "transaction", because the structure of "lesson" has not been found yet (Dexing, 1998:202). "Transaction" is composed of "exchange", and is clearly structured. The boundary of transaction is marked by the words like "OK", "well", "right", "now" and "good" which are usually stressed, have a falling tone and with a short pause. These words are referred to as "frame". A teacher tends to use a meta-statement after a frame to

indicate the beginning of a transaction and when a transaction is finished, another meta-statement is used as conclusion. This kind of meta-statement is called “focus”.

For example:

- 1) Frame: Now,  
Focus: I want to tell you about a king who lived a long time ago in Ancient Egypt.
- 2) Focus: What we’ve just done, what we’ve just done is giving some energy to this pen.  
Frame: Now,

(Dexing, 1998:202-203)

The exchange which is made up of a frame and a focus is called “boundary exchange”. The structure of a transaction begins with a boundary exchange and is followed by a sequence of informing exchange, directing exchange or eliciting exchange, etc, which constitute “teaching exchange”. A transaction is often ended by a boundary exchange too.

An “exchange” is composed of “moves” and has its own structure. Boundary exchange is composed of framing move and focusing move. Teaching exchange consists of opening move, responding move and follow-up move. For example:

- 3) T: Can you tell me why do you eat all that food? Yes.  
P: To keep you strong.  
T: To keep you strong. Yes. To keep you strong. Why do you want to be strong?

(Dexing, 1998:204)

Abbreviations: T = Teacher, P = Pupil/Student

There is a boundary in the middle of the teacher’s second sentence, “Yes”. According to Sinclair, there are two moves, namely: focusing move and opening move.

A huge amount of classroom discourse data like the example above shows that an eliciting exchange is made up of three moves and its structure is T-P-T. To put it in detail, the teacher raises a question, then the students answer it, and the teacher gives an evaluative follow-up before raising another question. The three moves that constitute an eliciting exchange is referred to as “initiation”, “response” and “follow-up”. This kind of eliciting exchanges is made up of the three moves

which is a common exchange happens in classrooms. When a student replies the teacher's question, the other students may not hear clearly sometimes. So the teacher needs to repeat the student's words to make it clear to all the students. The more important is that the teacher should give "feedback" to the student's answer, to show whether the answer is right or whether it is the answer expected by the teacher. For example:

- 4) T: (elicit) What does the food give you?  
P: (reply) Strength.  
T: (feedback) Not only strength, we have another word for it.  
P: (reply) Energy.  
T: (feedback) Good, energy, yes.

(Dexing, 1998:206)

In this kind of three-move structure if the third move does not appear, that is usually a hint that the student's reply is not correct.

A "move" is formed by one or many "acts", and also has its structure. Sinclair and Coulthard (1992) provide a definition of the discourse act: "Discourse acts are typically one free clause, plus any subordinate clauses, but there are certain closed classes where we can specify almost all the possible realizations which consist of single words or groups". The "act" here is defined and classified according to its exchange function. For instance, the function of elicitation act is to require a linguistic response and the function of informative act is to provide information, whereas directive act is to request a non-linguistic response Sinclair and Coulthard, 1992:9) There are all together 22 acts put forward by Sinclair and Culthard (1975) (see Appendix 1).

Sinclair and Coulthard also contributed a lot to the analysis of exchange structure. They found in the language of traditional native-speaker school classrooms a pattern of three-part exchanges, where the teacher made the initiation and the follow-up move, while pupils were restricted to responding moves (Coulthard, 1985, quoted in McCarthy, 1991). According to Coulthard (1985, quoted in Dexing, 1998), an exchange is a structure made up of five moves: I (R/I) R (F) (F). An exchange is formed by at least two moves (initiation and response), and at most by five moves.

### 2.2.7 Procedures of Analysis Using IRF Framework

IRF pattern involves the teacher asking a question to which the teacher usually already knows the answer. The purpose of such questioning is to elicit information from the students so that the teacher can ascertain whether the students know the material or not. They are expected to provide a brief but correct response to the questions, which is then evaluated by the teacher with such typical phrases as “Good”, “That’s right”, or “No, that’s not right”. After completing one round of interaction with a student, the teacher typically moves right into another round by asking either a follow-up question of the same student or the same or a related question of another question. The IRF pattern is exemplified in the following example.

- Teacher : (elicit) Who can tell me the answer of the first question?  
Budi?  
Budi : (reply) Jakarta.  
Teacher : (feedback) Yeah, that’s right, Jakarta.  
(elicit) Who can answer number two? Hani. What do you have?  
Hani : (reply) Jakarta is the capital city of Indonesia.  
Teacher : (feedback) The capital city of Indonesia?  
(Ib) Dinda, what is Jakarta?

As we can see, the teacher begins the initiation part by directing a closed known-answer question to Budi in a form of free exchange that is elicit move, to which Budi provides a short reply, “Jakarta” and with the phrase “Yeah, that’s right”, the teacher positively gives feedback to Budi’s reply, followed by a related elicit move to another student. Just like Budi, Hani also gives a short reply, “Jakarta is the capital city of Indonesia”. Rather than responding with an evaluative phrase, the teacher repeats the student’s reply, then poses the same question to a different student and continues to a bound initiation “The capital city of Indonesia? Dinda, what is Jakarta?”. That is the way that the teacher uses in order to repair the answer of the previous student. It is commonly used by teachers in IRF exchange to indicate that the student’s reply is incorrect and thus needs to be repaired.



### 2.3 Previous Research Review

The previous research was done by Ermawati (2012) investigated about the analysis of classroom interaction, focusing on the analysis of teacher's feedback on the students' descriptive text writing and the students' attitude toward the feedback given. It is reported that the analysis result of teacher's feedback on the students' descriptive text writing was important and useful for students to find out their mistakes in writing descriptive text.

Another previous research was done by Rashidi and Rafieerad (2010). They investigated the interaction patterns of classroom discourse in EFL classroom in Iran. The result showed that there were variation, sharing, and make use of a variety of discourse acts among students though the teacher was rather dominated the classroom interaction. However, the study of classroom interaction under the analysis of teacher's questions which focuses on the IRF exchanges has not been investigated intensively. Therefore, it is necessary to conduct this research which focuses on an analysis of an EFL teacher's questions in the classroom interaction at secondary school.

## CHAPTER III. CONTEXT

This chapter presents the research context that consists of the research design, research context, area determination method, participant determination method, data collection method, and data analysis method.

### 3.1 Research Design

The design of this research was a qualitative research especially on case study. According to Yin (2003,1), case study can be used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena. Meanwhile, according to Anderson and Arsenault (2005:161) case study is a holistic research method that uses multiple sources of evidence to analyze or evaluate a specific phenomenon or instance. This present research used an explanatory case study because of its relation with the objectives of the research which were to provide a detailed linguistic description and explanation of the teacher's patterns of questions and interaction patterns between teachers and students in the EFL classrooms based on the descriptive framework proposed by Sinclair and Coulthard (1975).

Analyzing the classroom discourse of teacher's questions in the EFL class at secondary school was the focus of the research. XI MIPA 4 was a class that was analyzed by the researcher. It was because the students in that class had the highest level on teaching and learning success among the students in other classes.

The procedures of the research design were as follows.

1. Determining the research area purposively;
2. Determining the subjects of the research area purposively;
3. Collecting data about the interaction between teacher and students especially on questioning during the teaching learning process. It was done by observing, recording and audio-taping the learning process by using a handy camera and recorder. Besides, the researcher also



collected the data on kinds of questions which were delivered by the teacher by using interview;

4. Transcribing the recorded data;
5. Analyzing the collected data by using an IRF framework proposed by Sinclair and Clouthard (1975);
6. Concluding the research results descriptively to answer the research problems.

### **3.2 Research Context**

The definition of several terms discussed in this research were explained as follows.

#### **3.2.1 Teacher's Questions**

According to Ur (2000:229), teacher questioning serves purposes such as let learners present their ideas, test their understanding, knowledge or skills, engage them actively in participating in learning, stimulate their thinking and get them to review and practice the previously learnt materials. In this research, the researcher concerned on the questioning series, started from kinds of questions delivered while materials given, and responses given by the students based on teacher's questions, and ended with teacher's follow up on students' response.

#### **3.2.2 Initiation-Response-Follow Up Framework by Sinclair and Coulthard (1975)**

IRF pattern stands for Initiation – Response – Feedback framework proposed by Sinclair and Coulthard in 1975. It is defined as teacher-students interaction which commonly happens in the classroom. The framework starts from how the teacher opens the exchange and marks a new phase of activity with several discourse markers, for example 'so'. This opening pattern, which is called initiation (**I**) is commonly in the form of question which leads the student to response (Sinclair & Coulthard 1975:28). Response (**R**) depends on the initiation provided by the teacher (Sinclair & Coulthard 1975:31). Next, the teacher offers follow up

or feedback (**F**) to what the learner has said, such as 'Right, yes'. Feedback is an important feature of the three-part exchange since it allows learners to see whether their response has been accepted or not. Frequently, feedback entails some kinds of evaluation, such as *good, right, ok* (Sinclair & Coulthard 1975:36).

### 3.2.3 Acts

Act was defined and classified according to its exchange function. There are 22 acts proposed by Sinclair and Clothard (1975) dealing with IRF framework. For example, the function of informative act was to provide information, nomination act was to call or give permission to a pupil to contribute to the discourse, elicitation act was to request a linguistic response, whereas directive act was to request a non-linguistic response (Sinclair and Coulthard, 1992:9). The researcher observed all acts dealing with questioning interaction done by teacher and students in the classroom. The interaction was recorded and then transcribed by arranging the transaction and giving certain notation on the acts.

### 3.3 Area Determination Method

The area of the research was determined by purposive sampling method. SMAN 2 Lumajang was chosen purposively as an area determination of this research because of some reasons. First, it was possible to get permission to conduct the research from the school. Second, the headmaster and the English teachers worked cooperatively while the present research is conducted. Third, no one had ever conducted a research in analyzing classroom discourse especially on teacher's questions in this school.

### 3.4 Participant Determination Method

The participants of the present study was a teacher together with their students in EFL class in SMAN 2 Lumajang. The class observed was XI MIPA 4 which consisted of 30 students.

### **3.5 Data Collection Method**

The data of this research were gained from the interaction between teacher and students especially on questions delivered by the teacher to the students during the teaching learning process. It was done by doing observation. Besides, the researcher also applied interview to get the data on kinds of questions delivered by the teacher. The interview was done after observing the questioning interaction in the classroom. It was done to get more information dealing with the result of classroom observation.

#### **3.5.1 Observation**

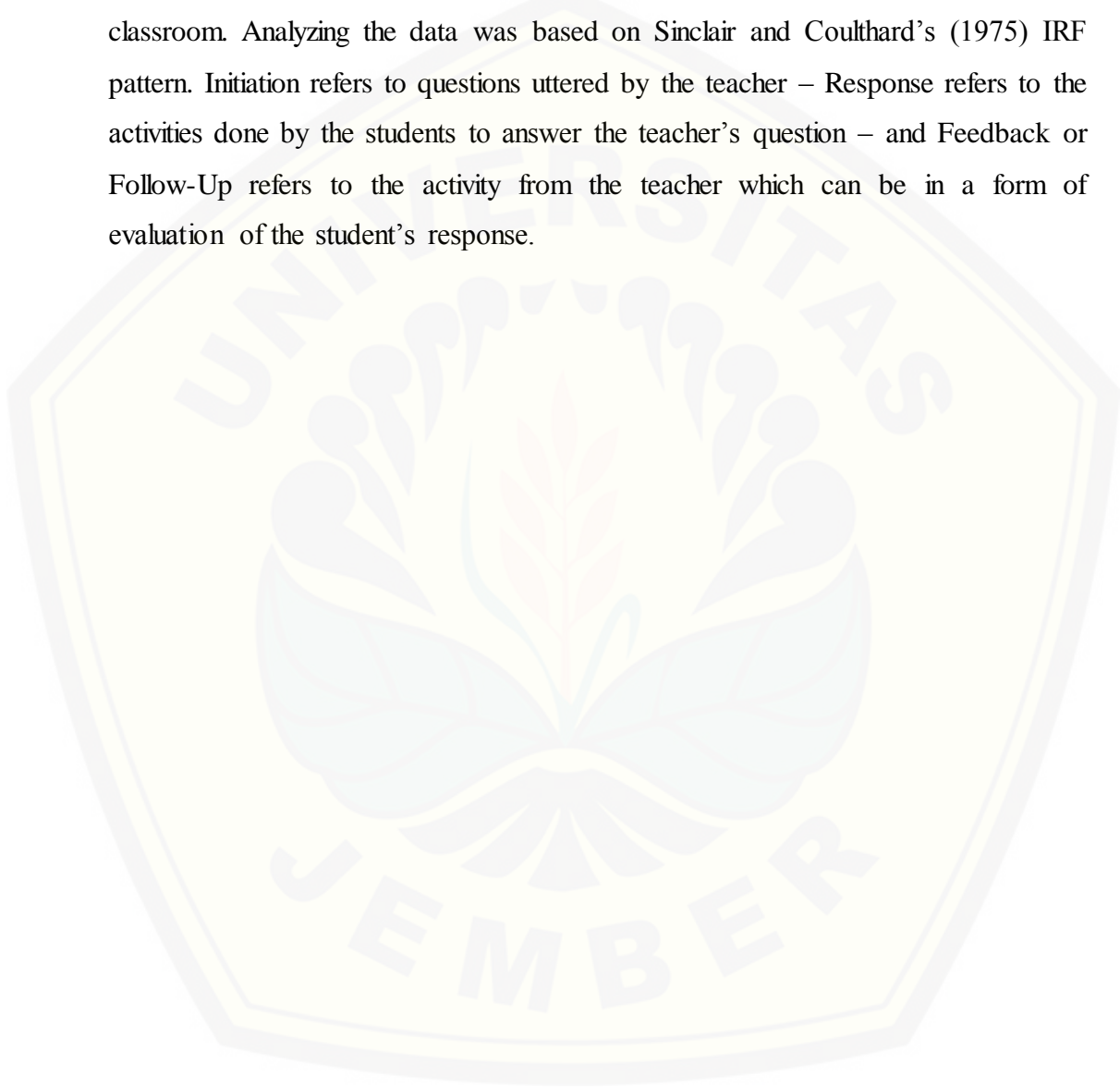
Observation is a method used to describe the activities, response, and involvement of the students in the teaching learning process (McMillan, 1992:128). Observation in this research was conducted to record the questioning interaction between teacher and students when the material was given in the EFL classroom. The teacher's questions were observed, videoed and audio-taped using a handy cam and a recorder. The researcher was present in the classroom as a non-participant observer during the process of data collection. The class lasted for about forty-five minutes. Transcriptions were made after the completion of data collection.

#### **3.5.2 Interview**

Interview is a data collection method in which questions are asked orally (McMillan, 1992:132). In the present research, the researcher interviewed the English teacher of SMAN 2 Lumajang to collect the data on the kinds of questions delivered by the teacher to the students while delivering material. It was also to find out the effect of questions on the students' success in learning the subject being taught. The researcher interviewed the English teacher in the form of semi-structured interview by applying an interview guide, where it was still able to elaborate more questions. It was done after conducting the classroom observation.

### 3.6 Data Analysis Method

The collected data from recording and transcribing the conversations were analyzed in detail by giving certain notation to derive the patterns of interaction among participants in the EFL classrooms (see Appendix 2). The analysis was based on the IRF model proposed by Sinclair and Coulthard (1975). Talks that was analyzed was considered as interaction between teacher and students in the classroom. Analyzing the data was based on Sinclair and Coulthard's (1975) IRF pattern. Initiation refers to questions uttered by the teacher – Response refers to the activities done by the students to answer the teacher's question – and Feedback or Follow-Up refers to the activity from the teacher which can be in a form of evaluation of the student's response.



## CHAPTER V. CONCLUSION

This chapter presents conclusion with respect to stated objective of the research.

### 5.1. Conclusions

Based on the research result of data analysis that has been discussed and interpreted in Chapter 4, it can be concluded that the interaction patterns between teacher and students in the XI MIPA 4 were identified using 8 exchanges and 30 IRF frameworks proposed by Sinclair and Coulthard (1975). This result was in line with Cazden (2001) that this class followed traditional lesson type of classroom discourse. It is also can be concluded that there were 14 evaluation types of questions, 6 comprehension types of questions, 6 synthesis types of questions, 3 knowledge types of questions, 2 analysis types of questions, and 0 application type of questions based on Benjamin Bloom's six cognitive levels . It was showed that the English teacher already gave more opportunities to the students to participate in the classroom interaction by delivering several types of questions. The students also had more chances to express their idea in responding to the teacher's questions. At last, the teacher gave feedback to evaluate the students' responses.

Thus, it is important to identify, describe, and explore more questioning patterns in delivering materials especially for English teachers in order to improve the quality of classroom interaction as well as to improve students' language acquisition. It is also to make the learning process to be more student-centered, so that the students get more opportunities to express their own ideas.



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## Appendix A

1. Table 1 explains about 22 types of acts together with their notations and function put forward by Sinclair and Coulthard (1975) taken from Raine (2010:9-10)

Act	Notation	Function	Reference #
marker	m	to mark (transaction) boundaries in the discourse	IV.1
silent stress	^	to emphasize a marker	IV.11
starter	s	to prime pupils for a correct response to an initiation	IV.2
elicitation	el	to request a linguistic response	IV.3.1
check	ch	to ascertain whether there are any problems preventing successful progress of the lesson	IV.3.2
directive	d	to request a non-linguistic response	IV.3.3
informative	i	to provide information	IV.3.4
prompt	p	to prompt a response to a previous directive or elicitation	IV.4.1
clue	cl	to provide additional information to help students respond to a previous directive or elicitation	IV.4.2
bid	b	to signal a desire to contribute to the discourse	IV.5.2
cue	cu	to evoke an appropriate bid	IV.5.1
nomination	n	to call on or give permission to a pupil to contribute to the discourse	IV.5.3
acknowledgment	ack	to show that an initiation has been understood	IV.6
reply	rep	to provide a linguistic response appropriate to a previous elicitation	IV.7.1
react	rea	to provide a non-linguistic response to a previous directive	IV.7.2
comment	com	to provide additional information relating to a previous informative	IV.8
accept	acc	to indicate that a reply or reaction was appropriate	IV.9
evaluate	e	to positively or negatively evaluate a previous reply	IV.10
meta-statement	ms	to help students follow the future structure of a lesson	IV.12.1
conclusion	con	to help students understand the past content of a lesson	IV.12.2
loop	l	to elicit the repetition of a student reply	IV.13
aside	z	includes any elements of discourse intended not intended to elicit a reply or reaction, such as the teacher thinking out loud or talking to himself	IV.14

2. Example of table analysis of questioning exchange by using IRF framework proposed by Sinclair and Coulthard (1975) adapted from Cockyane (2010:14)

Exchange	Opening (O)	Act	Answering (R)	Act	Follow Up (F)	Act
<b>Frame</b>	Okay^	m/q				
<b>Focus</b>	I'm gonna give you ... I'm not gonna use the timer. I'm gonna clean the board. It's a race to see who's finished first and when I'm finished, we'll check.	m/s				
<b>Check</b>	Okay?	ch	<b>NV</b> (No reaction from students indicates no problems)	<b>rep</b>		
<b>Frame</b>	Oh^	m/q				
<b>Elicit</b>	Before I'd started, you'd finished?	el	Yes	<b>rep</b>	Wow	e
<b>Direct</b>	I let me check	d	<b>NV</b> (students allow teacher to check their work)	<b>rep</b>		

Appendix B

Table analysis of questioning exchange between teacher and students in the EFL classroom, XI MIPA 4, by using an IRF framework proposed by Sinclair and Coulthard (1975) adapted from Cockyane (2010:14).

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
		(the teacher explaining the materials)					
1.	Frame	OK.	m				
	Focus	So, for example, I make the situation and you give the advice or suggestion. My mother is very busy, but I'm just playing game in my room. My mother is very busy in the kitchen, but I'm just playing game in my bedroom.	ms  el	You should ... (students reply at the same time)	rep		

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	T direct	Raise hand!	d	(a student raised her hand) I advise you to stop playing game	b rep	I advise you to stop playing game	acc
	Listing	Any other suggestion?	p	A student raised his hand	b	Yes	n
				If I were you I will ...	rep	I?	e
				If I were you I would help my mother	rep	Alright. If I were you I would help my mother	acc
				(another student raised his hand)	b	Okay. Billy ...	n
				Why don't you help her	rep	Why don't you help her. Kenapa kamu tidak merawat dia? Yak an? Okay	acc
	Listing	Any other?	p	You had better you help her	rep	You had better you help her. Yeah. You'd better you help her	acc
	Listing	Any other suggestion?		(no response)			



No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
2.	Frame	Okay	m				
	Focus	The second situation. I have much money because I am rich and I always shopping. I have much money because I am rich and I always shopping every day.	ms				
	T elicit	What is your suggestion?	el	You should save your money in the bank	rep	You should save your money in the bank. Yeah	acc
	Listing	Any other suggestion?	p	How about giving some money to someone yang tidak punya uang	rep	Someone who poor. How about giving some money to someone who poor. Yeah	e
	Listing	Any other suggestion?	p	You'd better to make your money ...	rep	You had better ...	e

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
				You had better you use your money to build the mosque	rep	You had better you use your money to make a mosque. Yes	acc
				If I were you I would use the money for buy a house	rep	OK. If I were you I would use your money to buy a house. Yeah	acc
				Mam, satu lagi	b	Hmm	n
				If I were you I will	rep	I?	e
				I would .. opo? Make kos-kosan	rep		
				(the other students laughing at her answer)	rea	If I were you I would make boarding house	e
		(the teacher delivering the materials)					
	Check	Any questions?	ch	(a student raised his hand)	b	Yap, Bahrul	n

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	P elicit			Can I use could and should?	el	Yes, it's OK. You can use could, should, can shall, modal. In present or pas. It's OK	rep
	Check	Next?	ch	How to use interrogative sentence in suggestion	i	Interrogative sentence. Hmm. If in suggestion, the content of the sentence is a something you ask something to someone to do But if you use interrogative sentence you ask something to someone.	rep

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	Check	Any question?	ch	(no reaction from the students indicates no problems)	rea	No?	ch
3.	Frame	OK.	m				
	Focus	Now, for the practice. You can go back to page a ... Page 67. There are three situation that you must give the expressions of suggestion or advice	d ms	(students laughed on the other student who fell asleep)	rea	Yeah. Kevin is sleeping in the class. That is one example of ...	z
	Focus	Now. Please. You look at the picture 1, 2 and 3 and then think of the suggestions you must give to each picture.	ms	(students had their discussions)	rea		
	Check	Ok. Ready.	ch				

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	T elicit	For picture one, the question, look at picture one. How is the boy dressing?	d el	Too big (students answered at the same time)	rep	So?	e
	T elicit	What do you suggest him to do?	el	(students answered the question at the same time)	rep		
	T direct	Raise hand. Raise hand	d	(a student raised her hand)	b	Ok	n
				If I were you I would not wearing my father's dress	rep	Ok. If I were you I would not wear my father's clothes	e
	Listing	How do you know if it is his father's clothes?	el	Kebesaran, Mam	rep	Yeah. Oversize	e
	Listing	Another opinion? Still number one	p	Why don't you wear clothes that fit to your body	rep	Ok. Why don't you wear the clothes that fit to your body.	acc



No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	Listing	Ok. One more ... suggestion for picture one	p	(a student raised his hand)	b	Hmm Naufal	n
				Why don't you buy new clothes?	rep	Ok. Why don't you buy new clothes?	acc
	Focus	Ok.	m				
4.	Frame	Now, picture two.	ms				
	T elicit	Evelyn, look at picture two. What is the student sitting in the second table doing?	n el	Sleeping (students answered at the same time)	rep		
	T elicit	So, what do you advise her not to do?	el	(a student raised his hand)	b	(the teacher pointed at the student who raised his hand)	n
				If I were you I would sleep at home	rep	If I were you would sleep at home.	acc
	T elicit	So, you don't go to school? Yeah?	el	(no response)	rea	Ok.	e

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	Listing	Next?	p	(another student raised his hand)	b	Bayu	n
				If I were you I would to go to toilet to wash my face	rep	If I were you I would go to toilet to wash my face	e
	Listing	And then?	p	(another student raised his hand)	b	Yeah, Naufal	n
				If I were you I would sleep at ishoma	rep		
				(the other students were laughing on Naufal's answer)	rea		
	Check	But, what if it is in the first period? (smiling)	ch	(no response)	rea		
	Check	Well?	p	(another student raised her hand)	b	Ok. Erma	n

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
				What about sleeping earlier in the night so you are not sleepy. (answering with low voice)	rep	Please repeat?	e
				What about sleeping earlier in the night, so you are not sleepy	rep	What about sleeping earlier in the night, so you don't be sleepy	e
	Focus	Ok.	m				
5.	Frame	Now. Look at picture three. What mistake do the boys do?	ms	Terong-terongan. Cenglu. (students answered the questions at the same time)	rep		
	Focus	Ok.	m				
	T elicit	What do you suggest them to do?	el	(a student raised his hand)	b	Hmm. Bima	n

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
				If I were you I would not ride a motorcycle without use helmet	rep	So. Bima would help them. If I were you I would not ride a motorcycle without helmet. Yes	acc
	Listing	Ok. Next?	p	(another student raised his hand) It had better if you obey the rule	b rep	Eh it is better ... It had better if you obey the rule. Okay	acc
				(another student raised his hand) Why don't you use the public transportation	b rep	Ok. Why don't you use the public transportation	acc
	T inform	There are many reasons ... maybe maybe they don't have money	i				
	Listing	And then?	p	(no response)	rea		

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	Focus	Ok. So, now you had practiced about ... by looking at situation and then you try to give advice or suggestion	con				
	Focus	Now, look at task two.	m				
		(the teacher only read the examples and continued to the next page)					
	Focus	Ok.	m				
6.	Frame	Now, we continue the material	ms				
	Frame	Study the following dialogue and identify the expressions in bold typed.					
		Give suggestion or making suggestion	ms				



No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
	T direct	But before, read the dialogue first. Nimas and Hafizah, please!	d n	(Nimas and Hafizah read the dialogue)	rea		
	Focus	Ok.	m				
7.	Frame	So, from the word in bold typed here. Is it included as giving or making suggestion?	ms				
	T elicit	Number one. My father suggest me to have a part time job.	el	Giving (students answered at the same time - classroom discussion)	rep	Ok. Giving	acc
	T elicit	Then, she advises me to spend my vacation taking a music course.	el	Giving (students answered at the same time - classroom discussion)	rep	Giving	acc
	T elicit	If I were you, I'd take your mother's suggestion	el	Making (students answered at the same	rep	Giving	e

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
				time - classroom discussion)			
	T elicit	You'd better choose only one of them, working or studying	el	Giving (students answered at the same time - classroom discussion)	rep	Giving	acc
	T elicit	I suggest that you are able to use your time wisely	el	Giving (students answered at the same time - classroom discussion)	rep	Giving.	acc
	Focus	So, all of the bold typed here are giving suggestions	con				
	Focus	Right.	m				
8.	Frame	Now, please task four	ms				
	Frame	Identify the following expressions if they are expressions of making	ms				

No.	Exchange	Initiation	Act	Response	Act	Follow-up	Act
		suggestion, respond to suggestion, or other expression.					
	T elicit	Ok. Please give sign thick for making, respond or other expression	el				



## Appendix C

## The Result of Interview

No.	Question	Answer
1.	What kinds of questions that you apply in delivering material? Is it display? Referential? Or any other kind?	Display questions. Actually I ask the student to ask his/his friends and they must answer in pairs.
2.	What are your purposes in delivering such questions?	To help the students about how to express suggestions in many ways. Not only in one kind of questions.
3.	Are there any difficulties in delivering questions to your students?	I will find difficulties if I teach reading. Because in reading there are many vocabularies. But it is about expressions, so I think they are familiar with the situation and the vocabularies that they use is very simple. So I think for this time there is no difficulties in vocabulary, but maybe only one or two students ask about it.
4.	How do you handle the classroom if none of your student does not give any response to your question?	Sometimes if I ask the students and there's no answer, I will give examples, for example I ask someone "why are you sleepy?" and there's no answer, then I give him suggestion. After that I tell the students that is the example what I mean.

No.	Question	Answer
		I will give another question to students and maybe some of them try to imitate my sentence.
5.	What are your obstacles in delivering questions?	It is depend on the situation. If it is still in the morning, the students are still fresh, can answer my questions fast, and many of them raise hand. But, if in the afternoon in 8, 9, 100 period it will be more difficult for the students to know what I mean. Sometimes I go directly to the material.
6.	Do you think that it is important to pay much attention in delivering questions?	Yes, it is quiet important.

## Appendix D

## Six Types of Questions based on Benjamin Bloom's Six Cognitive Levels

1. Knowledge: identification and recall of information
  - “Who, what, when, where, how ...?”
  - “Describe ...”
2. Comprehension: organization and selection of facts and ideas
  - “Retell ...”
  - “Summarize ...”
3. Application: use of facts, rules, and principles
  - “How is ... an example of ...?”
  - “How is ... related to ...?”
  - “Why is ... significant?”
4. Analysis: separation of a whole into component parts
  - “What are the parts or features of ...?”
  - “Classify ... according to ...”
  - “Outline/diagram ...”
  - “How does ... compare/contrast with ...?”
  - “What evidence can you list for ...?”
5. Synthesis: combination of ideas to form a new whole
  - “What would you predict/infer from ...?”
  - “What ideas can you add to ...?”
  - “How would you create/design a new ...?”
  - “What might happen if you combined ...?”
  - “What solutions would you suggest for ...?”
6. Evaluation: development of opinions, judgments, or decisions
  - “Do you agree ...?”
  - “What do you think about ...?”
  - “What is the most important ...?”
  - “How would you decide about ...?”
  - “What criteria would you use to assess ...?”



Appendix E

The Analysis Result of Types of Questions based on Benjamin Bloom's Six Cognitive Levels

Initiation	Act	Types of Questions
(the teacher explaining the materials)		
OK.	m	
So, for example, I make the situation and you give the advice or suggestion. My mother is very busy, but I'm just playing game in my room. My mother is very busy in the kitchen, but I'm just playing game in my bedroom.	ms	Knowledge
Raise hand!	d	
Any other suggestion?	p	Evaluation
Any other?	p	Evaluation
Any other suggestion?		Evaluation
Okay	m	
The second situation. I have much money because I am rich and I always shopping. I have much money because I am rich and I always shopping every day.	ms	
What is your suggestion?	el	Synthesis
Any other suggestion?	p	Evaluation
Any other suggestion?	p	Evaluation
(the teacher delivering the materials)		
Any questions?	ch	Evaluation
Next?	ch	Evaluation
Any question?	ch	Evaluation

Initiation	Act	Types of Questions
OK.	m	
Now, for the practice. You can go back to page a ... Page 67. There are three situation that you must give the expressions of suggestion or advice	ms	
Now. Please. You look at the picture 1, 2 and 3 and then think of the suggestions you must give to each picture.	ms	
Ok. Ready.	M	
For picture one, the question, look at picture one how is the boy dressing?	el	Knowledge
What do you suggest him to do?	el	Synthesis
Raise hand. Raise hand	d	
How do you know if it is his father's clothes?	el	Evaluation
Another opinion? Still number one	p	Synthesis
Ok. One more ... suggestion for picture one	p	
Ok.	m	
Now, picture two.	ms	
Evelyn, look at picture two. What is the student sitting in the second table doing?	el	Knowledge
So, what do you advise her not to do?	el	Synthesis
So, you don't go to school? Yeah?	el	Evaluation
Next?	p	Evaluation
And then?	p	Evaluation
But, what if it is in the first period? (smiling)	ch	Synthesis
Well?	p	
Ok.	m	

Initiation	Act	Types of Questions
Now. Look at picture three. What mistake do the boys do?	ms	Knowledge
Ok.	m	
What do you suggest them to do?	el	Synthesis
Ok. Next?	p	Evaluation
There are many reasons ... maybe maybe they don't have money	i	
And then?	p	
Ok. So, now you had practiced about ... by looking at situation and then you try to give advice or suggestion	con	
Now, look at task two.	m	
(the teacher only read the examples and continued to the next page)		
Ok.	m	
Now, we continue the material	ms	
Study the following dialogue and identify the expressions in bold typed. Give suggestion or making suggestion	ms	
But before, read the dialogue first. Nimas and Hafizah, please!	d	
Ok.	m	
So, from the word in bold typed here. Is it included as giving or making suggestion?	ms	Comprehension
Number one. My father suggest me to have a part time job.	el	
Then, she advises me to spend my vacation taking a music course.	el	

Initiation	Act	Types of Questions
If I were you, I'd take your mother's suggestion	el	
You'd better choose only one of them, working or studying	el	
I suggest that you are able to use your time wisely	el	
So, all of the bold typed here are giving suggestions	con	
Right.	m	
Now, please task four	ms	
Identify the following expressions if they are expressions of making suggestion, respond to suggestion, or other expression.	ms	Analysis
Ok. Please give sign thick for making, respond or other expression	el	Analysis

Appendix F  
Documentation



Pict 1. The teaching and learning process



Pict 2. The researcher observing the classroom interaction



Pict 3. Observing class using handy cam



Pict 4. Interviewing the English teacher