



**A CASE STUDY OF TEACHER TALK: THE MOST FREQUENT  
TEACHER QUESTIONS USED FOR JUNIOR HIGH SCHOOL  
STUDENTS IN BANYUWANGI**

**THESIS**

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

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**THESIS**

**Presented as Partial Fulfillment of the Requirement to Obtain the Degree of  
S1 of the English Education Study Program, Language and Arts Department,  
Faculty of Teacher Training and Education, Jember University**

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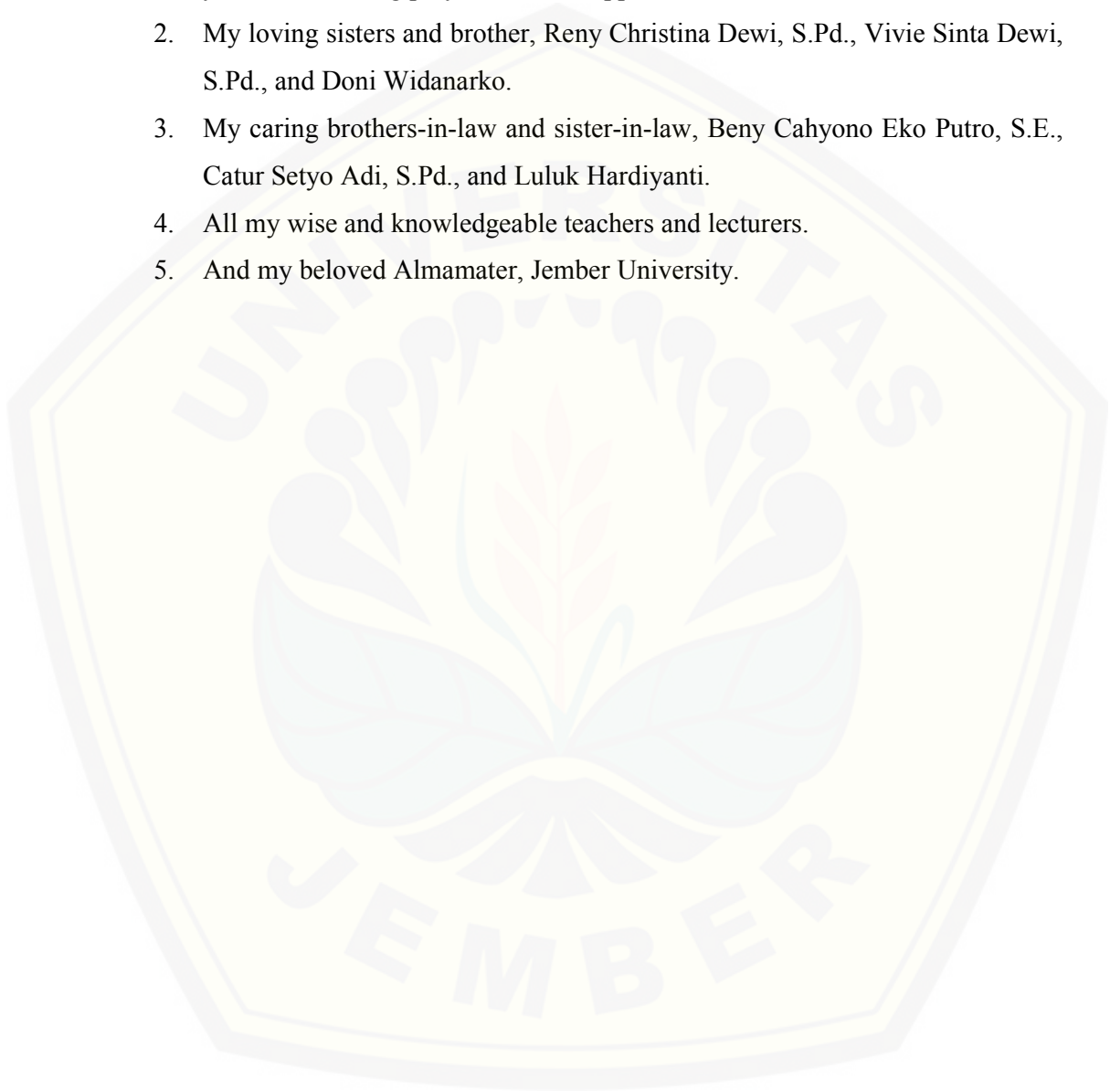
**ENGLISH EDUCATION STUDY PROGRAM  
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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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**2019**

## DEDICATION

This thesis is honorably dedicated to:

1. My precious and beloved parents, Mr. Sarwi Antoni and Mrs. Winarti, for your never ending pray, love, and support.
2. My loving sisters and brother, Reny Christina Dewi, S.Pd., Vivie Sinta Dewi, S.Pd., and Doni Widanarko.
3. My caring brothers-in-law and sister-in-law, Beny Cahyono Eko Putro, S.E., Catur Setyo Adi, S.Pd., and Luluk Hardiyanti.
4. All my wise and knowledgeable teachers and lecturers.
5. And my beloved Almamater, Jember University.



**MOTTO**

The roots of education are bitter, but the fruit is sweet.

*-Aristotle-<sup>1</sup>*



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<sup>1</sup> [www.brainyquotes.com](http://www.brainyquotes.com)

**APPROVAL SHEET**

**A CASE STUDY OF TEACHER TALK: THE MOST FREQUENT  
TEACHER QUESTIONS USED FOR JUNIOR HIGH SCHOOL  
STUDENTS IN BANYUWANGI**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English  
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**STATEMENT OF THESIS AUTHENTICITY**

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far for being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, January 25<sup>th</sup>, 2019

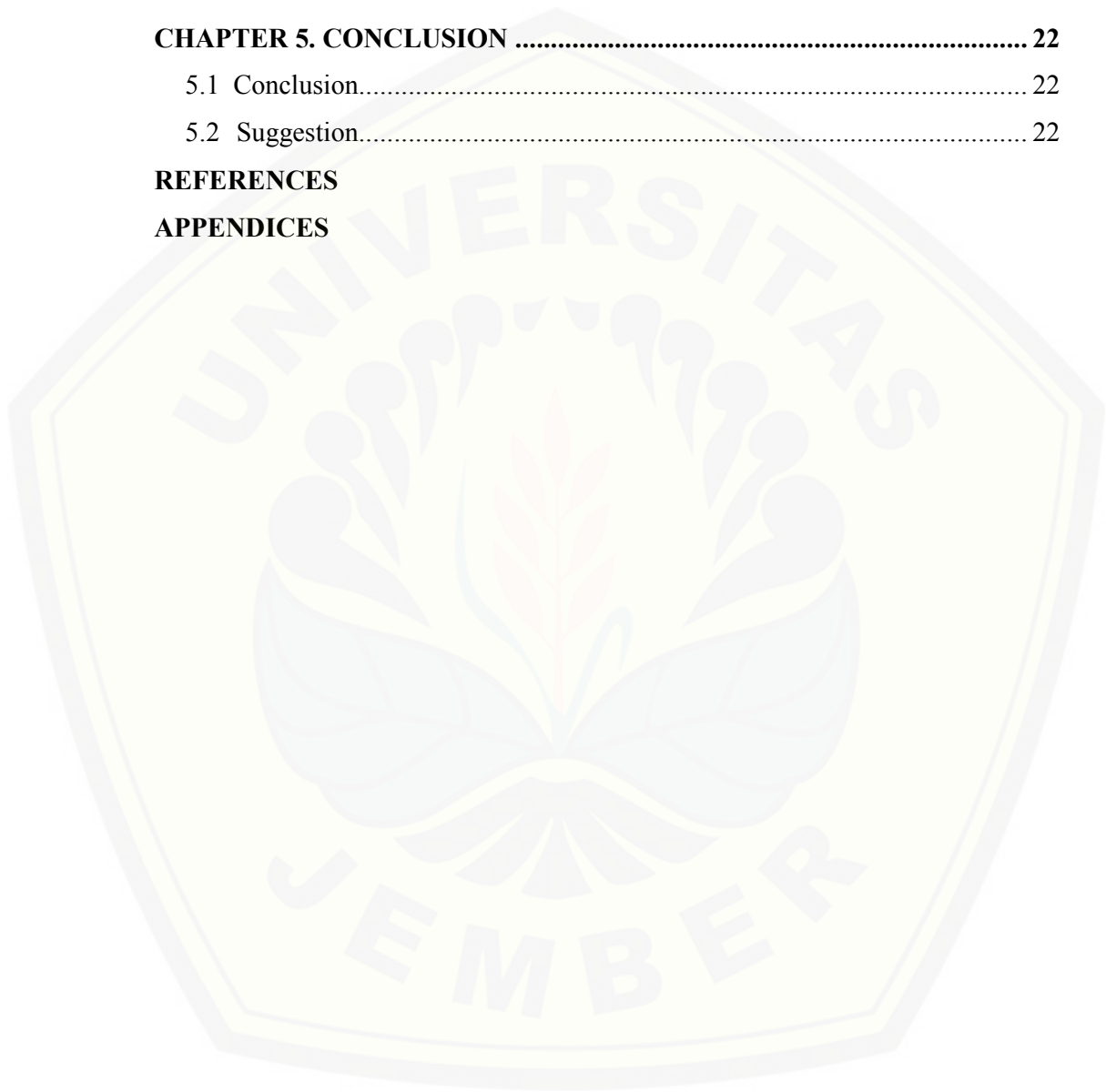
The writer



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## SUMMARY

**A Case Study of Teacher Talk: The Most Frequent Teacher Questions used for Junior High School Students in Banyuwangi; Dilla Crisvianti Dewi, 2014, 140210401035; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.**

In teaching and learning process, most students are not able to learn effectively and perform their best (Zuhdi, 2015). One of the reasons is the way teachers teach them. That is why, it is important for teachers to modify their talk in the classroom by adding some more questions to elicit students' response. These questions are called "teacher questions". Teacher questions as part of teacher talk are used to facilitate students' active participation and students' meaningful learning (Kim, 2015). Rymes (2008) divides teacher questions into two categories, they are known-answer questions and open ended questions.

There has been a range of researches undertaken that draw on the utilization of teacher questions in the English teaching and learning process. The researchers conducted their studies in different institutional levels and proficiency levels. From the researches which the researcher has read, the researcher found that there was only one research focusing on the utilization of teacher questions conducted in Indonesia. It means that such a study is scarce. Therefore, in order to address this gap in knowledge, the researcher decided to conduct a research focusing on the most frequent teacher questions used for junior high school students in Banyuwangi, with the overarching research question: 'Which type of questions between known-answer questions and open ended questions frequently asked by the teacher in the English teaching and learning process?'

Teacher questions can be classified into known-answer questions and open ended questions through coding. In this research, both English and Indonesian questions were coded. The researcher used coding system proposed by Kerry (1982) to code the teacher questions. The research was done in SMP Negeri 2 Genteng for three days. It is National Standard School that the public perceive as

one of favourite junior high schools in Banyuwangi. In this study, the researcher placed herself as an observer who did not involve in teaching and learning process, while the participants were the English teacher of the school and his students in three classes.

The purpose of this research was to observe and describe a certain matter, in this case teacher questions. Based on this purpose, the researcher decided to choose a case study design and the method which was used to collect the data was observation through recording. During the observation, the researcher with the help of her colleague videotaped the English teaching and learning process through electronic devices. The data collected were transcribed selectively to focus on teacher questions. Then, the researcher coded the transcribed teacher questions.

After the researcher got the transcribed data, the percentage of the frequency of each type of teacher questions was then counted using the formula proposed by Ambroiso (2013) in order to get the result. Based on the research result, the researcher concludes that: (1) the frequency of known-answer questions was 16, this result showed that the teacher rarely asked known-answer questions to the students and (2) the frequency of open ended questions was 74, it means that the teacher frequently asked the students open ended questions.

## CHAPTER 1. INTRODUCTION

### 1.1 Research Background

In teaching and learning process, most students are not able to learn effectively and perform their best (Zuhdi, 2015). One of the reasons is the way teachers teach them. Most of the teachers apply lecturing method which makes students have very little chance to respond to what their teachers say. That is why, it is important for teachers to modify their talk in the classroom by adding some more questions to elicit students' response. Since the teacher talk is a crucial part in teaching and learning process in the classroom, it is almost impossible for teachers to have interaction with students without the existence of teacher talk. In general, the teacher talk is an indispensable part of foreign language teaching in organizing activities (Yanfen and Yuqin, 2010). It is one of the factors which influences students' learning ability and how well the students can process the input. In EFL classrooms, the teacher talk is very critical as it plays an important role as a medium to transfer the target language input to the students (Nunan, 1991). By applying the appropriate teacher talk in their EFL classes, teachers might create a good learning environment and the students will be able to learn the subject better.

According to Flanders (1970, in Pujiastuti, 2013), the teacher talk is divided into two categories, they are the teacher talk which gives direct influence and the teacher talk which gives indirect influence. Each category is divided into some parts, and one of the parts from the first category is "asks questions" (Flanders, 1970, in Pujiastuti, 2013). These questions are called "teacher questions". Teacher questions as part of teacher talk are used to facilitate students' active participation and their meaningful learning (Kim, 2015). Rymes (2008) divides teacher questions into two categories, they are known-answer questions and open ended questions. Teacher questions play a very crucial role as an interactive device in teaching and learning process. Teachers attempt to make students produce correct answers, say what in their mind and clarify what they have said by asking questions. It would make the students become enthusiastic and active (Nunan,

1991). This situation is in line with the purpose of 2013 Curriculum (K-13), that is the student-centered learning in the teaching and learning process. Moreover, teacher questions would also help stimulate students' thinking and support students' cognitive engagement (Ambrosio, 2013).

There has been a range of researches undertaken that draw on the utilization of teacher questions, both known-answer and open ended questions, in the English teaching and learning process. The researchers conducted their studies in different institutional levels and proficiency levels. In institutional levels, the researchers conducted their studies in preschool classroom (Lee and Kinzie, 2011; Gort, Pontier and Sembiane, 2012; Bay, 2016), primary school (Hamiloğlu and Temiz, 2012; Sardareh and Saad, 2013; Othman et al., 2014; Döş et al., 2016), middle school (Chin, 2007), secondary school (Dekker-Groen, Van der Schaaf, and Stokking, 2014; Peen and Arshad, 2014), and college classrooms (Feng, 2013; Milawati, 2017). In proficiency levels, the researchers conducted their studies in elementary classroom (Ambrosio, 2013) and pre-intermediate classroom (Farahian and Rezaee, 2012).

From those researches, the researcher found that there was only one research focusing on the utilization of teacher questions conducted in Indonesia. Therefore, it could be said that the issue dealing with the utilization of teacher questions in the English language teaching in Indonesia attracts less attention. In order to address this gap in knowledge, the researcher decided to conduct a research which focused on the most frequent teacher questions used for junior high school students in Banyuwangi, with the overarching research question: 'Which type of questions between known-answer questions and open ended questions frequently asked by the teacher in the English teaching and learning process?'

## **1.2 Research Problems**

The research problems of the present study were as follows:

1. What is the frequency of the known-answer questions asked by the teacher in the English teaching and learning process?



2. What is the frequency of the open ended questions asked by the teacher in the English teaching and learning process?

### **1.3 Research Contribution**

Based on the research problems, the contributions of the present study were:

1. Theoretically, to provide the latest data whether the previous theory was relevant with the research results or not, so the present study might strengthen or weaken the theory.
2. Empirically, to give additional information for future researchers who are willing to conduct a research on a similar topic.
3. Practically, to give worth contribution for other English teachers and future English teachers in order that they can analyze their own performance and able to create type of questions that might help most students in participating in the teaching and learning process.

## CHAPTER 2. RELATED LITERATURE REVIEW

### 2.1 Theoretical Framework

Teacher questions are part of discourse. Based on Cambridge Advanced Learner's Dictionary, discourse is communication in speech or writing, while Rymes (2008) states the simplest definition of discourse is language-in-use. Based on the explanation, the term discourse analysis defined as the analysis of language in use and the contexts in which it is used (Brown and Yule, 1988; McCarthy, 2000). Discourse analysis covers the study of written and spoken language. Written and spoken language is different in dialect and accent. The other differences are spoken language contains many incomplete sentences and may rely on gaze direction to supply a referent (Brown and Yule, 1988). In this study the researcher only discussed about spoken language.

McCarthy (2000) describes spoken language as different types of speech in everyday live which could be classified as follows: telephone calls, service encounters, interviews, classroom, rituals, monologues, language-in-action, casual conversation, and organizing and directing people. Further, Rymes (2008) explains that in the classroom, the spoken language is called classroom talk which is divided into two types; (1) teacher talk and (2) student talk. It is one of the components of classroom discourse. Classroom discourse is language used in the classroom in the form of both spoken and written language, therefore the term classroom discourse analysis means the study of language function which is used in the classroom (Rymes, 2008). According to Walsh (2006, 2011), there are four features of classroom discourse, they are control of patterns of communication, elicitation techniques, repair strategies and modifying speech to learners. He explains that the most common elicitation technique used by teachers is giving questions. These questions are functioned to elicit new information and encourage students' involvement, which might increase students' ability in producing verbal expression and valuing their talk (Edward and Westgate, 1994).

From the explanation above, it could be said that classroom discourse can not be separated from the interaction between teacher and students as it is the

central of language teaching. Walsh (2006) mentions that interaction is crucial in language teaching, because it facilitates second language acquisition, increases opportunities for practice, and promotes reflection. Because of its importance, teacher needs to make the students participate actively in the teaching and learning process by asking a number of questions to elicit students' response. These questions are called 'teacher questions'. Teacher questions need to be coded to categorize the questions into appropriate categories. In this study, the coding system proposed by Kerry (1982) was chosen to code the data. It will be explained further in the conceptual review below.

## **2.2 Conceptual Review**

### **2.2.1 Teacher Talk**

Teacher talk is one of the main language inputs in language classroom. It is really important as it is the medium to transfer the message to students, as well as to organize and manage the class (Nunan, 1991). Szendrii (2010) defines teacher talk as language typically used by foreign language teachers in the process of teaching. Yanfen and Yuqin (2010) define teacher talk as an indispensable part of foreign language teaching in organizing activities. Forman (2012) defines teacher talk as a primary feature of much education which has important role in EFL contexts where exposure to the foreign language (English) is often confined to the language classroom.

In the English language teaching, teacher talk plays an important role as a medium to transfer the target language input to the students (Nunan, 1991). Teacher talk can be used to give direction or order, for example "Everyone, go through the whole article quickly, I will let someone read the passage, hope you can read it fluently." (Yanfen and Yuqin, 2010). Kim (2016) adds that teacher talk also used to share feedback, here is the example "Those are good, Cynthia. Alright, everybody, let me have your attention for a minute, Everyone!" Teacher talk starts when the teachers greet their students and introduce the learning materials. During the teaching and learning process, teacher

talk continues when the teachers explain and ask questions, which usually occupies most of the available class time (Skinner, 2016; Puasa, Asrifan, and Chen, 2017). Therefore, the teachers need to evaluate their talk so that they can use their talk effectively as expected.

### 2.2.2 Teacher Questions

Teacher questions are one manifestation of teacher talk. The most important function of teacher questions is to encourage students to participate in teaching and learning process (Farahian and Rezaee, 2012). Moreover, teacher questions might help students enhance their critical thinking by progressing from lower order to higher order questioning (Ambrosio, 2013). Walsh (2006) states that teacher questions are used to aid and maintain students' participation.

Nunan (1991) classifies teacher questions into two types; display questions and referential questions. Display questions are questions which we know the answers, while referential questions are questions which we do not know the answers yet. On the other hand, Rymes (2008) divides teacher questions into known-answer questions and open ended questions. Known-answer questions are used to prompt students to display information they know, while open ended questions do not seek one correct answer, because the 'asker' may not have any predetermined answer in mind (Rymes, 2008: p.162). These terms (display questions and known-answer questions, referential questions and open ended questions) are interchangeable. Known-answer questions are far more common than open ended question, but it only asked basic information that students already know, while open ended questions resulted in longer and more complex response (Brock, 1986; Nunan, 1987 in Nunan, 1991). Therefore, open ended questions might encourage students to reflect on their knowledge, beliefs, and attitudes while known-answer questions cannot (Nunan, 1991).

Teacher questions can be classified into known-answer questions and open ended questions through coding. In this research, both English and Indonesian questions were coded. Kerry (1982) presents coding system for teacher questions into seven codes as presented in the table below:

Table 2.2.2: Coding system for teacher questions proposed by Kerry (1982)

Code	Function	Example
Q0 (management level)	Questions in management level are used for class management and control purposes.	“Will you sit down, Johnny?”
Q1 (recall level)	Questions in recall level are used to recall previous learned information.	“What did we learn about oxygen yesterday?”
Q2 (comprehension level)	Questions in comprehension level are used to see whether students are able to understand simple information or not.	“What is the meaning of the word ‘jour’?”
Q3 (application level)	Questions in application level require students to apply what they have learned in the classroom in new situation.	“What examples of metaphors can you see in this poem?”
Q4 (analysis level)	Questions in analysis level require students to separate material or situation into its component parts and explain their inter-relation.	“In the poem, how does Eliot put across this feeling of claustrophobia?”
Q5 (synthesis level)	Questions in synthesis level require students to build a new idea, communication, plan or experiment.	“How would you test the hypothesis that migration in birds is an innate drive?”
Q6 (evaluation level)	Questions in evaluation level help students to make judgments about quality of ideas or phenomena.	“Which is the more convincing theory: that bird song is innate or that it is learned?”

(the transcript illustrations are taken from Kerry, 1982)

From those seven codes, only questions of recall level belong to known-answer question. Kerry (1982) states that asking each level of question is appropriate to help students structure their own thinking. Nunan (1991) also says that these questions might improve students' oral production more rapidly and might influence students' active participation. In addition, teacher questions are important in stimulating and maintaining students' interest and encouraging students to think and focus on the content (Richards & Lockhart, 1998 in Özcan, 2010).

### 2.2.3 English as Foreign Language (EFL) Classroom

English as a Foreign Language is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication (Kachru, 1985). EFL is usually learned in environments where the language of the community and the school is not English (Gunderson, 2009), but English is taught in schools (Fernandez, 2012). Based on those statements, EFL classroom means an English classroom in a country where English is not the dominant language. Students mostly learn English for academic purposes (Lake, 2013). Bell (2011) states that in EFL classroom, the teacher may be the only English speaker they have exposure to. Outside of the classroom students have very few opportunities to use English and have limited exposure to English-speaking culture. Therefore, EFL students need to practice a lot in using English in the classroom by speaking more, exposing the living English by finding pen-pals, learning its culture, and going for field trips.

### 2.3 Previous Studies

There were so many experts conducted researches concerning with teacher questions since teacher questions is one of the important issues in education. Lee and Kinzie (2011) conducted research focused on types of teacher questions in pre-kindergarten science activities in mid-Atlantic city. The data were collected through videotaped classroom observations and teacher interviews. The result showed that pre-kindergarten teachers predominantly used known-answer questions. The flow of classroom dialogue showed that if teachers began with an open-ended question but found students struggling to respond, they changed the type of questions from open-ended to known-answer.

Farahian and Rezaee (2012) showed that the number of known-answer questions exceeded open-ended questions based on their research which focused on EFL teacher's questions along with the students' responses. It was revealed that teachers' low level of proficiency and lack of experience played a great role in asking such questions. The research took place in pre-intermediate classroom in

Iran and the data were collected through audio-taped classroom observations and structured interview.

Different research conducted by Hamiloğlu and Temiz (2012) demonstrated types of teacher questions in an EFL class and how they affected students' learning. The findings revealed that the teachers mostly asked known-answer questions although this type of question was not recommended. Therefore, teachers should integrate all type of question as much as possible in teaching-learning context. Primary schools in Istanbul, Turkey were chosen to administer the research and observation was chosen to collect the data.

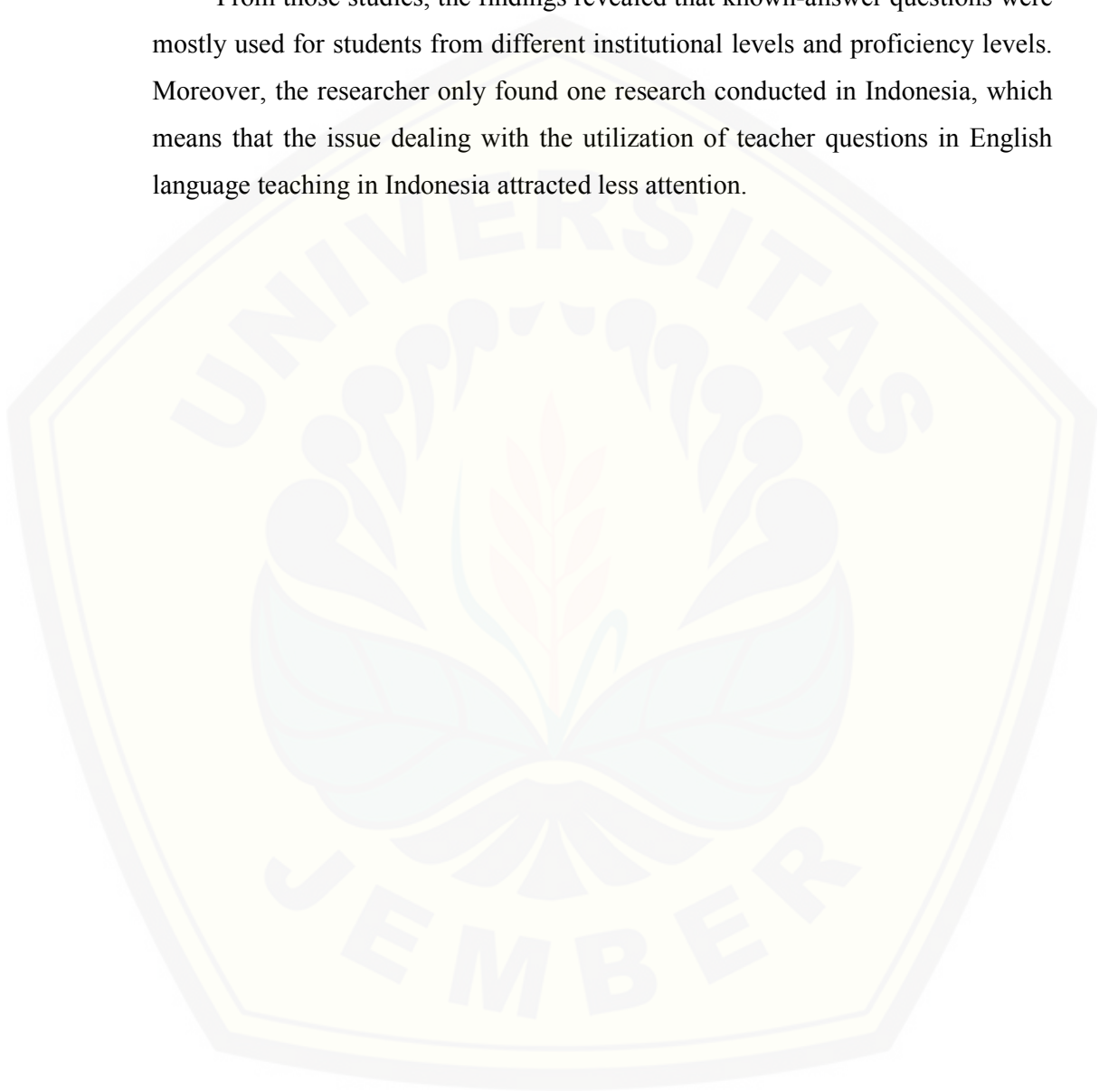
Ambroiso (2013) observed the occurrence of different types of questions raised by an elementary teacher in Philippine and its effect on students. He found that known-answer questions dominated the questions that the teacher used in the classroom. He concluded that this type of question was used to build foundation of concepts to be mastered prior to addressing the comprehension of the students, therefore the teacher should modify her way of teaching. Ambroiso (2013) collected the data through audio recording.

Sardareh and Saad (2013) conducted a research focused on two ESL teachers and the types of questions they used during assessment for learning. The research study was conducted in a selected primary school in Kuala Lumpur, Malaysia and the data were collected through classroom observation and teacher interview. The findings showed that the teachers mostly asked known-answer questions. It was also revealed that the teachers in this study formulated questions that at the first sight may seem to be open ended questions but they expected the students to provide a short-specific answer, therefore the questions did not help the students promote their thinking skills.

Another research administered by Bay (2016) focused on the structure of the questions asked by the candidate of preschool teachers in Michigan and Turkey. The data were collected through interview and question writing form. The findings of the research revealed that teacher candidates in Turkey asked more than twice as many known-answer questions than the teacher candidates in the US.

Milawati (2017) examined how teachers deployed questions to stimulate student thinking. She conducted the research in a state university in Indonesia and collected the data through observation and video recording. The result showed that known-answer questions were dominantly asked by the teacher.

From those studies, the findings revealed that known-answer questions were mostly used for students from different institutional levels and proficiency levels. Moreover, the researcher only found one research conducted in Indonesia, which means that the issue dealing with the utilization of teacher questions in English language teaching in Indonesia attracted less attention.





## CHAPTER 3. RESEARCH METHODOLOGY

### 3.1 Research Context

The research was done in SMP Negeri 2 Genteng. It is located at Jalan Anggrek No. 86 Kaligondo, Genteng, Banyuwangi. SMP Negeri 2 Genteng is a National Standard School that the public perceive as one of the favourite junior high schools in Banyuwangi. SMP Negeri 2 Genteng has produced many graduates with a number of achievements, both in academic and non-academic aspects. These achievements reach to the level of regency, province and even national. Here are some of their achievements which noted randomly: 3<sup>rd</sup> winner of Banyuwangi Local Dance Competition for junior high school and senior high school students in 2005, 1<sup>st</sup> winner of Article Writing Competition to commemorate Language Month in 2010, 2<sup>nd</sup> winner of 3 in 1 Olympiad held by SMAN 2 Genteng in 2011, 2<sup>nd</sup> winner of LPI Banyuwangi Regent Trophy for junior high school students in 2012, Best Creativity for Junior High School Cultural Parade in 2015, 3<sup>rd</sup> winner of Banyuwangi Basketball Student Competition 2016 (boy category) in SMAN 1 Genteng, Gold Medallist of National Science Olympiad in Palembang 2016, Representative for International Junior Science Olympiad (IJSO) 2016, and 3<sup>rd</sup> winner of Banyuwangi Basketball Championship for junior high school students in 2017. SMP Negeri 2 Genteng applies the 2013 curriculum (K-13) as the basic reference to conduct the teaching and learning process. This curriculum aims to encourage students to better observe, question, justify, and present what they have gotten from the learning material (Anwar, 2014).

Before conducting this research, the researcher sent a letter to the school principal to ask for permission to conduct a research in that school. Once the principal gave the approval, the researcher contacted the teacher whose classes were observed for data collection. After getting the permission from the teacher, the researcher matched the teacher's schedule and began the research. The data needed from the recording were transcribed for the purpose of data analysis. In this study, the researcher placed herself as an observer who did not involve in

teaching and learning process, while the participants were the English teacher of the school and his students in three classes.

### **3.2 Research Design**

The purpose of this research was to observe and describe a certain matter, in this case teacher questions. Based on this purpose, the researcher decided to choose a case study design. A case study is an intensive holistic description and analysis of a single instance, phenomenon, or social unit (Merriam, 1998). A case study is defined as a general term for the exploration of an individual, group or phenomenon (Sturman, 1997, in Starman, 2013). It is a very useful design when we want to explore and get holistic understanding of certain thing in specific area (Kumar, 2011).

Yin (2003) mentions that case study reports do not have such a uniformly acceptable outline, therefore case study reports end up in journals. Bassey (1999) says that the techniques used in the investigation may be varied, and may include both qualitative and quantitative approaches. That is the reason why Yin (2003) explains that that descriptive data should cover qualitative and quantitative information about the case. Merriam (1998) explains that a case study can be classified into three types, and one of them is a descriptive case study. The descriptive case study in education presents basic information about areas of education where little research has been conducted.

### **3.3 Research Participant**

The research participant of this study was the English teacher of SMP Negeri 2 Genteng. The teacher was chosen based on the purposive sampling technique because the researcher believed that the teacher might be able to provide sufficient information to answer the first and second research problem (Mack et al., 2005; Kumar, 2011).

### **3.4 Data Collection Method**

Yin (2003) says that the evidence for case studies may come from direct observation. Therefore, in the present study, the method which was used to collect the data was observation through recording. Kumar (2011) says that observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. He mentions that it is the most appropriate method when we want to analyze certain behaviors of the subjects. Szendri (2010) and Taylor-Powell and Steele (1996) add that recording the lessons on video proved to be a very wise decision as it allowed the observer to review the material later to enhance the reliability of the analysis. Observation through recording is also useful and credible for program evaluation (Taylor-Powell and Steele, 1996).

In this research, the researcher decided to choose natural situation and non-participant observation, because the researcher wanted to observe the subjects in natural environment that did not get any treatment, and the researcher did not want to be involved in the activity (Kumar, 2011). During the observation, the researcher with the help of her colleague videotaped the English teaching and learning process through electronic devices. The researcher was videotaping the English teaching and learning process in front of the class, therefore she could listen to the teacher questions clearly. By video taping the activity, the researcher could see it several times before she interpreted and drew the conclusion. The researcher also prepared recording observation sheet which was filled after the observation has been done to get deeper insight of the activity. The observation was done in three days to avoid the same pattern of teaching, as well as repetitions. It was because in these three days the researcher found that the teacher mostly asked the same questions for the students.

### **3.5 Data Analysis Method**

This study was aimed to know (1) the frequency of the known-answer questions asked by the teacher in the English teaching and learning process and (2) the frequency of the open ended questions asked by the teacher in the English

teaching and learning process. Therefore, the data collected were transcribed selectively to focus on teacher questions. Then, the researcher coded the transcribed teacher questions.

Code is most often a word or short phrase which is used to label and compile the data (Saldana, 2009). The process of organizing and sorting the data is called coding. Further, Saldana (2009) explains that coding is an exploratory problem-solving technique without specific formulas to follow. It enables the researcher to organize and group similarly coded data into categories (Saldana, 2009), therefore coding might help the researcher to present credible data (Hancock and Algozzine, 2006). In this research, the researcher applied coding system for teacher questions proposed by Kerry (1982) as presented in Chapter 2. Kerry's coding system was chosen because it is simpler, easier, and more appropriate to be applied in this case than Saldana's.

To count the percentage of the frequency of each type of teacher questions, the researcher used the following formula:

$$x = \frac{\Sigma \text{OQ/KQ}}{\Sigma \text{TQ}} \times 100\%$$

$x$  = Result

$\Sigma$  = Total number

OQ = Open ended question

KQ = Known-answer question

TQ = Teacher question

(Adopted from Ambroiso, 2013)

## CHAPTER 5. CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the research result, the researcher concludes that:

1. The frequency of known-answer questions was 16 (17.8%). The teacher asked the students 5 questions on the first day, 4 questions on the second day and 7 questions on the third day. This result showed that the teacher rarely asked known-answer questions to the students.
2. The frequency of open ended questions was 74 (82.2%). The teacher asked 33 questions on the first day, 24 questions on the second day and 17 questions on the third day. It means that the teacher frequently asked the students open ended questions.

### 5.2 Suggestion

Based on the result of the study, the researcher suggests:

1. Future researchers who are willing to conduct a research on a similar topic to observe the teacher questions in different institutional level, different topic, or different research design.
2. English teachers in all study levels to teach the students vocabulary from the material which is going to be taught in the next meeting.
3. English teachers in all study levels to distribute teacher questions equally for each level of question.
4. All students to pay attention and participate actively during the English teaching and learning process.

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APPENDIX A  
RESEARCH MATRIX

Research Matrix : Case Study  
Name : Dilla Crisvianti Dewi  
NIM : 140210401035

Title	Research Problems	Research Participants	Research Methods	Justification	Ethical Issues
<p>A Case Study of Teacher Talk: The Most Frequent Teacher Questions used for Junior High School Students in Banyuwangi</p>	<p>1. What is the frequency of the know-answer questions asked by the teacher in the English teaching and learning process? 2. What is the frequency of the open ended questions asked by the teacher in the English teaching and learning process?</p>	<p>An English teacher in SMPN 2 Gcnteng, Banyuwangi</p>	<p><b>1. Research Design:</b> Case Study <b>2. Area Determination Method:</b> Purposive <b>3. Data Collection Method:</b> Observation through recording <b>4. Data Analysis Method:</b> Coding system for teacher questions proposed by Kerry (1982)</p>	<p><b>1. Primary Data:</b> Recorded data <b>2. Instruments:</b> Recording observation sheet</p>	<p>1. Send a letter to the school principal to ask for permission to conduct a research in that school. 2. Contact the teacher whose classes will be observed for data collection. 3. Match the teacher's schedule and begin the research. 4. The data needed from the recording will be coded for the purpose of data analysis.</p>

## APPENDIX B

## TRANSCRIPTION

During the observation, the researcher with the help from her colleague videotaped the teacher's activity during the teaching process. The records were transcribed focusing on the teacher questions. The transcriptions were presented below:

<b>Date</b>	: 4 <sup>th</sup> of August, 2018
<b>Class</b>	: 7E
<b>Lesson</b>	: English
<b>Theme</b>	: Identity
<b>Teacher</b>	: Mr. S
<b>Start</b>	: 08.35 a.m.
<b>Finish</b>	: 09.30 a.m.
...	
00:22	T: Who is absent today? <i>Siapa yang absen hari ini?</i>
00:28	Ss: Warda, Pak.
...	
00:33	T: ... Do you know why?
00:36	Ss: Because <i>lomba</i> . (Because she attends a competition)
00:39	T: Oh, what competition? <i>Lomba apa?</i>
00:41	Ss: <i>Lari</i> ... (Running competition)
00:43	T: Where? <i>Di mana?</i>
00:46	Ss: Di Genteng. (In Genteng)
00:50	T: Ya, okay, ee, do you have homework? <i>Ada PR kemarin?</i>
	S2: Ya... yes?
...	
01:06	T: <i>Apa greeting?</i> (What is greeting?) Salam ya.
01:10	S2: Yes, Sir.
...	
01:15	T: Do you remember song of 'good morning'?
	S2: Ya... good morning.
...	
02:11	T: <i>Apa itu</i> to say goodbye? (What does say goodbye mean?)
02:13	S2: <i>Berpisah</i> . (Parting)
...	
03:07	T: Do you have paket book? <i>Ada buku paket?</i>
	Ss: No... <i>belum ada</i> . (Not yet)
...	
04:19	T: <i>Apa ini</i> the members of our family?

	(What does the members of our family mean?)
	S1: <i>Anggota...</i> (Member...)
...	
04:44	T: What do you think of identity? <i>Menurut kamu apa identitas?</i>
04:51	S1: <i>Identitas diri.</i> (Identity)
04:53	T: <i>Ya, identitas diri. Isinya apa aja?</i> (Yes, identity. What are included in identity?)
04:57	S1: <i>Nama.</i> (Name) Ss: <i>Nama...</i> (Name...)
...	
05:02	S1: <i>Tempat tanggal lahir.</i> (Place and date of birth)
05:05	T: <i>Tempat tanggal lahir berarti in English apa?</i> (What is 'tempat tanggal lahir' in English?)
...	
05:19	T: <i>Kemudian apa lagi?</i> (What else?)
05:25	S1: <i>Alamat.</i> (Address)
05:26	T: <i>Ya, apa bahasa inggrisnya?</i> (Yes, what is it in English?)
...	
05:33	S1: <i>Ya...</i> address.
...	
06:18	T: <i>Kemudian ada lagi apa?</i> Single atau married? (And then what? Single or married?)
06:24	S1: Status. S2: Status.
...	
07:41	T: You, what's your name? (asking a female student) S3: <i>Kiarel.</i>
07:50	T: ... Where do you live? ...
07:55	S3: <i>Tegalarum.</i>
...	
08:10	T: <i>On jalan?</i>
08:11	S3: <i>Martani.</i>
...	
08:27	T: ... What's your name...? (asking a male student)
08:28	S2: <i>Bima.</i>
08:31	T: ... Where do you live...?
...	
08:35	S2: <i>Ah, omah, in Salamrejo.</i> (Ah, house, in Salamrejo)
...	
08:42	T: ... <i>On jalan?</i>
08:45	S2: <i>E, nggak tau.</i> (E, I do not know)
...	
14:50	T: Do you have questions? <i>Ada pertanyaan di sini?</i>
14:54	S1: <i>Kecamatan Genteng itu anu, Pak, desa, Pak?</i> (Is Genteng District a village, Sir?)
14:58	T: <i>Kecamatan ya kecamatan.</i> (District is district)

- ...
- 15:50 T: *Jadi apa artinya in ini? ... Ya ini lo, in Kecamatan Genteng, terus, in Curahketangi, berarti diikuti nama apa ini?*  
(So, what does the word 'in' mean? ... Here, in Genteng district, and then, in Curahketangi, what place follows the word 'in'?)
- 16:28 S2: *Desa?* (Village?)  
T: *Ya, desa bisa, terus, kecamatan...* (Yes, it could be, then, district...)
- 16:39 T: *Kalau on?* (What about on?)
- 16:40 S1: *On berarti hidup.* (On means operating)
- ...
- 18:44 T: Okay, finish?
- 18:46 Ss: *Belum...* (Not yet...)
- ...
- 24:45 T: Okay, what do you think, Haikal's performance?
- 24:48 Ss: Good job!
- ...
- 28:49 T: Okay, get it? *Sudah semuanya?*
- 29:04 S1: *Ya...* (Yes...)
- ...
- 33:21 T: *Siap ya?* Are you ready?
- 33:23 Ss: Ready...
- ...
- 33:54 T: ... *Apa West Java?* (What is West Java in Indonesian?)
- 33:56 S5: Jawa Barat.  
Ss: Jawa Barat...
- ...
- 43:38 T: *Betul semua ya?* (Do you get all correct answers?)  
Ss: Yes...
- 43:41 T: Okay, who has all correct answers? *Siapa yang betul semua?*
- 43:43 (some students raise their hand)
- ...
- 43:49 T: One mistake? *Salah satu?* One mistake?  
43:53 (a student raises his hand)
- 43:54 T: Two mistakes? More than five mistakes? *Lebih dari lima ada?*
- ...
- 44:12 T: *Jadi intinya anak-anak mempelajari tentang apa tadi?*  
(What have you learned today?)
- 44:16 S4: *Identitas.* (Identity)
- 44:17 T: *Ada name. Apa name?* (There is name. What is name in Indonesian?)
- 44:19 Ss: Nama...
- 44:22 T: *Kemudian apa lagi?* (What else?)
- 44:23 S5: *Alamat.* (Address)  
T: Address. *Alamat ya.*
- ...
- 51:57 T: Okay, finish?
- 51:59 Ss: *Belum...* (Not yet...)

<b>Date</b>	: 7 <sup>th</sup> of August, 2018
<b>Class</b>	: 7G
<b>Lesson</b>	: English
<b>Theme</b>	: Identity
<b>Teacher</b>	: Mr. S
<b>Start</b>	: 10.21 a.m.
<b>Finish</b>	: 10.52 a.m.
00:04	T: How are you today? Ss: I'm fine, thank you. And how are you? T: I am fine, too. Thank you.
...	
01:09	T: Well, ee, who is absent now? Who is absent today? <i>Siapa absen hari ini?</i> S1: Tidak ada. (No one) T: No one, ya.
...	
02:07	T: <i>Kalau berpisah apa?</i> (What will we say when we are parting?) Ss: Goodbye. T: Goodbye, see you.
02:15	T: If you have, or, your friend gives you a gift, <i>atau</i> something, <i>kalau temennya memberi sesuatu mengucapkan apa?</i> (When your friend gives you a gift or something, what will you say?) Ss: Thank you.
02:28	T: Ya, if you make mistake, <i>kalau membuat kesalahan</i> , you say? Ss: I'm sorry.
...	
06:10	T: ... What's your name, please? (asking a female student) ... S2: My name is Bunga.
06:26	T: When were you born? ... ... S2: 27 Februari.
07:34	T: ... How old are you now? ... S2: Twelve. T: Twelve years old.
08:04	T: Where do you live? S2: Parastembok, Jambewangi.
...	
08:58	T: Where do you study? Ss: SMPN 2 Genteng.
...	
09:13	T: What is your hobby? S2: <i>Masak</i> . (Cooking)
...	
09:47	T: What's your name, please? (asking a male student) S3: Nuki.

10:00 T: Where were you born, Nuki?  
S3: I was born in Banyuwangi.  
...

10:25 T: Where do you live? ...  
S3: Sumberwadung.  
...

11:09 T: Where do you study? ...  
S3: In SMPN 2 Genteng.

11:14 T: What is your hobby?  
S3: *Basket.* (Playing basketball)  
...

11:30 T: Ya, what's your name, please? (asking a female student)  
S4: Floren.

11:39 T: Floren. Where and when were you born?  
S4: Banyuwangi, August, 27, 2005.  
...

12:07 T: How old are you? ...  
S4: Twelve.

12:22 T: Where do you live?  
S4: In Tulungrejo.  
...

13:02 T: Where do you study?  
S4: In SMPN 2 Genteng.

13:12 T: What is your hobby?  
S4: Basketball. (Playing basketball)  
...

13:36 T: What's your name, please?  
S5: Fariska.

13:46 T: Fariska. When and where were you born...?  
S5: Banyuwangi, 7 Juni, 2005.

14:12 T: How old are you? ...  
S5: Thirteen.

14:32 T: Where do you study?  
S5: SMPN 2 Genteng.

14:38 T: And what is your hobby?  
S5: Singing and dancing.  
...

16:31 T: *Kalau menanyakan usia?*  
(What do you say when you want to ask someone's age?)  
S2: How... old...  
T: How old are you.  
...



<b>Date</b>	: 9 <sup>th</sup> of August, 2018
<b>Class</b>	: 7F
<b>Lesson</b>	: English
<b>Theme</b>	: Identity
<b>Teacher</b>	: Mr. S
<b>Start</b>	: 07.13 a.m.
<b>Finish</b>	: 08.25 a.m.
...	
02:00	T: Who can do it without book? <i>Siapa yang bisa menceritakan atau menyampaikan tanpa buku? ...</i> S1: <i>Belum hafal lho, Pak.</i> (I do not memorize it yet, Sir)
...	
04:19	T: Who can do like Rahma? <i>Siapa yang bisa seperti Rahma?</i> S2: Rahma? Sinta.
...	
12:08	T: Okay, finish? S2: <i>Belum, Pak.</i> (Not yet, Sir)
12:17	T: <i>Bahasa inggrisnya belum apa?</i> (What is 'belum' in English?) Ss: No. T: Not yet.
...	
17:41	T: Street, street <i>itu apa?</i> (What is 'street' in Indonesian?) S3: Jalan.
...	
18:30	T: What's your name? (asking a female student) S3: My name is Anggun.
18:39	T: ... Where are you from? ... S3: <i>Jawa.</i> (Java)
18:51	T: <i>Jawa mana?</i> (Which part of Java?) S3: <i>Jawa Timur.</i> (East Java)
19:05	T: ... Where do you live? ... S3: I live in Salamrejo.
...	
23:00	T: What's your name, please? S2: Aris.
23:07	T: Where are you from? S2: East Java.
23:12	T: Where do you live? ... S2: <i>Lupa, Pak.</i> (I forget, Sir)
23:23	T: Where do you live <i>apa tadi? Di mana...?</i> (What is 'where do you live' in Indonesian?) S4: Kamu tinggal. T: Di mana kamu tinggal.
...	
26:27	T: <i>Kalau the answer East Java tadi apa pertanyaan saya?</i> (What was my question if the answer is East Java?)
...	

- S3: Where are you...  
T: From.
- 27:02 T: Where are you from *jawabannya apa?*  
(What will you say if I ask you where you from?)  
S3: I'm from East Java.
- 27:21 T: *Untuk menanyakan alamat?* To ask about address?  
S3: What are you home?  
...  
S4: Where do you live.
- 29:45 T: *Desa*, do you know *desa* in English?  
S3: City.
- 29:58 T: *City kota. Desa, apa?* (City in Indonesian is '*kota*'. What is '*desa*' in English?)  
S4: Village.
- 30:18 T: *Kecamatan...* in English?  
S5: Subdistrict.  
T: Ya, district.  
...  
33:01 T: *Menanyakan asal wilayahnya?* Place of origin,  *gimana tadi?*  
(How do you ask someone's place of origin?)  
S3: What are you from?  
...  
S6: What are you from?  
T: ... Where are you from.  
...  
35:27 T: *Ada tiga pertanyaan tadi... Apa yang pertama?*  
(There were three questions... What is the first question?)  
S3: What is your name.  
T: Ya, what is your name.  
S3: Where are you from.
- 35:44 T: *Menanyakan asalnya* where are you from. *Yang terakhir?*  
(We say 'where are you from' to ask someone's place of origin. What was the last question?)  
S3: Home street.  
T: Where do you live.  
...  
39:18 T: Okay, finish?  
S2: *Belum, Pak.* (Not yet, Sir)  
...  
01:05:39 T: Who has finished? *Siapa sudah selesai?*  
Ss: *Belum, Pak.* (Not yet, Sir)

## APPENDIX C

## RECORDING OBSERVATION

During the observation, the researcher with the help from her colleague videotaped the teacher's activity during the teaching process. The records were transcribed focusing on the teacher questions and the coding system to categorize the teacher questions by putting a tick in the proper columns. Here is the sheet provided:

Date :  
 Class :  
 Lesson :  
 Theme :  
 Teacher :  
 Start :  
 Finish :

No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6

Source: Kerry, 1982

Note:

Q0 = management level

Q1 = recall level

Q2 = comprehension level

Q3 = application level

Q4 = analysis level

Q5 = synthesis level

Q6 = evaluation level

Here are the transcribed data:

### Day 1

Date : 4<sup>th</sup> of August, 2018

Class : 7E

Lesson : English

Theme : Identity

Teacher : Mr. S

Start : 08.35 a.m.

Finish : 09.30 a.m.

No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6
1.	00:22	Who is absent today? <i>Siapa yang absen hari ini?</i>	√						
2.	00:33	... Do you know why?	√						
3.	00:39	Oh, what competition? <i>Lomba apa?</i>	√						
4.	00:43	Where? <i>Di mana?</i>	√						
5.	00:50	Ya, okay, ee, do you have homework? <i>Ada PR kemarin?</i>	√						
6.	01:06	<i>Apa greeting?</i> (What is greeting?)		√					
7.	01:15	Do you remember song of 'good morning'?		√					
8.	02:11	<i>Apa itu</i> to say goodbye? (What does say goodbye mean?)		√					
9.	03:07	Do you have paket book? <i>Ada buku paket?</i>	√						
10.	04:19	<i>Apa ini</i> the members of our family? (What does the members of our family mean?)			√				
11.	04:44	What do you think of identity? <i>Menurut kamu apa identitas?</i>			√				
12.	04:53	<i>Ya, identitas diri. Isinya apa aja?</i> (Yes, identity. What are included in identity?)			√				
13.	05:05	<i>Tempat tanggal lahir berarti</i> in English <i>apa?</i> (What is 'tempat tanggal lahir' in English?)			√				
14.	05:19 44:22	<i>Kemudian apa lagi?</i> (What else?)			√				

No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6
15.	05:26	<i>Apa bahasa inggrisnya?</i> (Yes, what is it in English?)			√				
16.	06:18	<i>Kemudian ada lagi apa?</i> Single <i>atau</i> married? ( <i>Apakah</i> en what? Single or married?)			√				
17.	07:41 08:27	You, what's your name?				√			
18.	07:50 08:31	Where do you live?				√			
19.	08:10 08:42	On jalan?				√			
20.	14:50	Do you have questions? <i>Ada pertanyaan di sini?</i>	√						
21.	15:50	<i>Jadi apa artinya in ini? ... Ya ini lo, in Kecamatan Genteng, terus, in Curahketangi, berarti diikuti nama apa ini?</i> (So, what does the word 'in' mean?... Here, in Genteng district, and then, in Curahketangi, what place follows the word 'in'?)					√		
22.	16:39	<i>Kalau on?</i> (What about on?)			√				
23.	18:44 51:57	Okay, finish?	√						
24.	24:45	Okay, what do you think, Haikal's performance?							√
25.	28:51	Okay, get it? <i>Sudah semuanya?</i>	√						
26.	33:21	<i>Siap ya?</i> Are you ready?	√						
27.	33:54	<i>Apa West Java?</i> (What is West Java in Indonesian?)			√				
28.	43:38	<i>Betul semua ya?</i> (Do you get all correct answers?)	√						
29.	43:41	Okay, who has all correct answers? <i>Siapa yang betul semua?</i>	√						
30.	43:49	One mistake? <i>Salah satu?</i> One mistake?	√						
31.	43:54	Two mistakes? More than five mistakes? <i>Lebih dari lima ada?</i>	√						
32.	44:12	<i>Jadi intinya anak-anak mempelajari tentang apa tadi?</i> (What have you learned today?)		√					

No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6
33.	44:17	<i>Ada name. Apa name? (There is name. What is name in Indonesian?)</i>		√					

Note:

Q0 = management level

Q1 = recall level

Q2 = comprehension level

Q3 = application level

Q4 = analysis level

Q5 = synthesis level

Q6 = evaluation level

## Day 2

Date : 7<sup>th</sup> of August, 2018

Class : 7G

Lesson : English

Theme : Identity

Teacher : Mr. S

Start : 10.21 a.m.

Finish : 10.52 a.m.

No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6
1.	00:04	How are you today?	√						
2.	01:09	Well, ee, who is absent now? Who is absent today? <i>Siapa absen hari ini?</i>	√						
3.	02:07	<i>Kalau berpisah apa?</i> (What will we say when we are parting?)		√					
4.	02:15	If you have, or, your friend gives you a gift, <i>atau</i> something, <i>kalau temennya memberi sesuatu mengucapkan apa?</i> (When your friend gives you a gift or something, what will you say?)		√					
5.	02:28	Ya, if you make mistake, <i>kalau membuat kesalahan</i> , you say?		√					
6.	06:10 09:47 11:30 13:36	What's your name, please?				√			
7.	06:26	When were you born?				√			
8.	07:34	How old are you now?				√			

No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6
	12:07 14:12								
9.	08:04 10:25 12:22	Where do you live?				√			
10.	08:58 11:09 13:02 14:32	Where do you study?				√			
11.	09:13 11:14 13:12 14:38	What is your hobby?				√			
12.	10:00	Where were you born, Nuki?				√			
13.	11:39 13:46	Where and when were you born?				√			
14.	16:31	<i>Kalau menanyakan usia?</i> (What do you say when you want to ask someone's age?)		√					

Note:

Q0 = management level

Q1 = recall level

Q2 = comprehension level

Q3 = application level

Q4 = analysis level

Q5 = synthesis level

Q6 = evaluation level

**Day 3**Date : 9<sup>th</sup> of August, 2018

Class : 7F

Lesson : English

Theme : Identity

Teacher : Mr. S

Start : 07.13 a.m.

Finish : 08.25 a.m.

No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6
1.	02:00	Who can do it without book? <i>Siapa yang bisa menceritakan atau menyampaikan tanpa buku?</i>	√						
2.	04:19	Who can do like Rahma? <i>Siapa yang bisa seperti Rahma?</i>	√						
3.	12:08	Okay, finish?	√						
4.	12:17	<i>Bahasa inggrisnya belum apa?</i> (What is 'belum' in English?)			√				
5.	17:41	Street, street <i>itu apa?</i> (What is 'street' in Indonesian?)			√				
6.	18:30 23:00	What's your name?				√			
7.	18:39 23:07	Where are you from?				√			
8.	18:51	<i>Jawa mana?</i> (Which part of Java?)				√			
9.	19:05 23:12	Where do you live?				√			
10.	23:23	Where do you live <i>apa tadi?</i> <i>Di mana...?</i> (What is 'where do you live' in Indonesian?)		√					
11.	26:27	<i>Kalau the answer East Java tadi apa pertanyaan saya?</i> (What was my question if the answer is East Java?)		√					
12.	27:02	Where are you from <i>jawabannya apa?</i> (What will you say if I ask you where you from?)		√					
13.	27:21	<i>Untuk menanyakor alamat?</i> To ask about address.		√					
14.	29:45	<i>Desa</i> , do you know <i>desa</i> in English?			√				



No.	Time	Questions	Q0	Q1	Q2	Q3	Q4	Q5	Q6
15.	29:58	City <i>kota</i> . <i>Desa</i> , <i>apa</i> ? (City in Indonesian is ' <i>kota</i> '. What is ' <i>desa</i> ' in English?)			√				
16.	30:18	<i>Kecamatan</i> ... in English?			√				
17.	33:01	<i>Menanyakan asal wilayahnya?</i> Place of origin, <i>gimana tadi?</i> (How do you ask someone's place of origin?)		√					
18.	35:27	<i>Ada tiga pertanyaan tadi...</i> <i>Apa yang pertama?</i> (There were three questions... What is the first question?)		√					
19.	35:44	<i>Menanyakan asalnya</i> where are you from. <i>Yang terakhir?</i> (We say 'where are you from' to ask someone's place of origin. What was the last question?)		√					
20.	39:18	Okay, finish?	√						
21.	65:39	Who has finished? <i>Siapa sudah selesai?</i>	√						

Note:

Q0 = management level

Q1 = recall level

Q2 = comprehension level

Q3 = application level

Q4 = analysis level

Q5 = synthesis level

Q6 = evaluation level