

**EFL TEACHERS' GENDER DIFFERENCES IN CONSTRUCTING
QUESTIONS WITHIN CLASSROOM INTERACTION**

THESIS

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ENGLISH LANGUAGE AND LETTERS DEPARTMENT

HUMANITIES FACULTY

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

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INTERACTION**

THESIS

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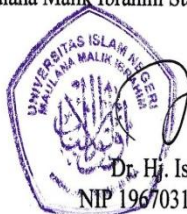

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I certify that the thesis I wrote to fulfill the requirement for the Degree of Sarjana Sastra (S.S) entitled "EFL Teachers' Gender Differences in Constructing Questions within Classroom Interaction" is truly my original work. It does not incorporate any materials previously written or published by other persons, except those indicated in quotation and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, 28 June 2016




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MOTTO

“So high [above all] is Allah , the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge.” (Q.S. At-Thaaha 114)



DEDICATION

I proudly dedicate this thesis to my father, Tamuddin Dg. Rapa; my mother, Nurbiah Dg. Bola; my sister and her husband; my uncle and his wife



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All praise to Allah S.W.T. as the highest power, who gives His blessing for all creatures in the universe. Particularly, His blessing is given to me, so I can finish this thesis entitled “*EFL Teachers’ Gender Differences in Constructing Questions within Classroom Interaction*”. *Shalawat and Salam* praise to our beloved Prophet Rasulullah Muhammad p.b.u.h, the messenger as well as the one who brings good news to human life.

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Malang, June 2016

The Researcher

ABSTRACT

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Keywords: *Conversation Analysis, Gender Differences, Teachers, Questions*

Nowadays, teachers' talks in classroom discourse becomes one of the interesting topics to investigate since teachers play significant roles to make students successful. Teacher's talk deals with the utterances performed by teachers in the classroom covering: asking questions, giving instructions, explaining materials, and so forth. Since teacher's talk becomes the parameter of effective classroom learning. Therefore, it is considered as the potential topic to investigate, specifically on question asking. It is due to the reason that asking question can stimulate the students to be more active. Besides, gender becomes one of the affecting factors to determine the success of the learning process. It is due to the reason that either male or female teacher has different ways to construct their questions.

This study focuses on how teachers produce types of questions used in EFL classroom. The researcher found that there were 48 data of teachers' talk and they were reduced to be 27 data and divided into 10 extracts based on the sequence of its appearance. The reduction was done because the data have similar patterns which may give same potential findings. The data were classified by using Long & Sato's (1983) Framework of Questions, transcribed by utilizing Jefferson's (1985) Transcription Markings, and analyzed by using Sidnell's (2010) Conversation Analysis. Conversation Analysis becomes the approach since it elaborates clearly the meaning of context in interaction. Methodologically, the researcher adopts descriptive qualitative study as the research design.

The result shows that both teachers have differences in terms of linguistic features variations and question types used in the classroom. In terms of linguistic features, it is found that the female teacher used more linguistic features than the male teacher did which cover: stress, pause, intonation, contour, and facial expression. Besides, in terms of question types, the female teacher also used more various question types including: referential, display, comprehension check, clarification request, and rhetorical question. In addition, the results found in this research are in line with the studies that have been investigated.

For the future researchers, it is recommended to examine deeper the question types by using other theories, such as Yang's (2010) theory which covers question types frequently used in today's classroom interaction, such as: open-ended question, yes/no question, display question, etc. Moreover, the next researchers may investigate further whether the teachers' gender differences in both aspects are truly proven or not. Besides, it is also suggested to investigate the function of the linguistic features which can be the ways to improve the teaching quality in the learning process.

ABSTRAK

Nurtamin. 2016. *Perbedaan Gender Guru Bahasa Inggris dalam Menyusun Pertanyaan di dalam Interaksi Kelas*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Meinarni Susilowati.

Kata Kunci: *Analisa Percakapan, Perbedaan Gender, Guru, Pertanyaan*

Dewasa ini, tutur guru di dalam kelas merupakan salah satu topik yang menarik untuk diteliti karena guru memiliki peranan penting untuk membuat siswa lebih kritis. Beberapa metode pembelajaran diterapkan, salah satunya yaitu dengan mengajukan pertanyaan. Selain itu, gender menjadi salah satu factor penentu kesuksesan dari proses pembelajaran. Hal ini berdasar pada alasan bahwa baik guru laki-laki maupun guru perempuan memiliki cara yang berbeda dalam membuat pertanyaan. Dalam hal jenis pertanyaan guru, Kerangka Pertanyaan dari digunakan sebagai pedoman dalam mengklasifikasikan pertanyaan. Lebih jauh, dalam menganalisa tutur guru, Analisa Percakapan Sidnell (2010) digunakan sebagai teori dan Penanda Transkripsi Jefferson (1985) digunakan sebagai pengidentifikasi fitur-fitur linguistik yang terdapat di dalam pertanyaan.

Penelitian ini bertujuan untuk mencari tahu bagaimana guru-guru membuat beberapa jenis pertanyaan yang digunakan dalam kelas Bahasa Inggris. Peneliti menemukan bahwa terdapat 48 data dari tutur guru dan data tersebut direduksi menjadi 27 data dan dibagi kedalam 10 ekstrak berdasarkan urutan kejadian. Reduksi tersebut dilakukan karena data memiliki pola-pola yang sama yang dapat memberikan penemuan yang sama. Data tersebut diklasifikasikan menggunakan Kerangka Pertanyaan Long & Sato (1983), ditranskripsi menggunakan Penanda Transkripsi Jefferson (1985), dan dianalisa menggunakan Analisa Percakapan Sidnell (2010). Secara metodologi, peneliti menggunakan studi deskriptif kualitatif sebagai desain penelitian.

Hasil penelitian menunjukkan bahwa kedua guru tersebut memiliki perbedaan dalam aspek variasi fitur-fitur linguistik dan jenis-jenis pertanyaan digunakan di dalam kelas. Dalam aspek, fitur-fitur linguistik, penelitian ini menemukan bahwa guru perempuan menggunakan lebih banyak fitur-fitur linguistik dibandingkan guru laki-laki yang meliputi: penekanan, jeda, intonasi, garis batas, dan ekspresi wajah. Disamping itu, dalam hal jenis-jenis pertanyaan, guru perempuan juga menggunakan jenis pertanyaan yang lebih bervariasi yang mencakup: referensial, display, cek pemahaman, permintaan klarifikasi, dan pertanyaan retorika. Selain itu, hasil di dalam penelitian ini sesuai dengan penelitian-penelitian yang telah diteliti sebelumnya.

Peneliti selanjutnya direkomendasikan untuk mengkaji lebih dalam jenis-jenis pertanyaan menggunakan teori-teori yang lain, seperti teori Yang (2010). Disisi lain, peneliti selanjutnya juga dapat meneliti lebih lanjut apakah perbedaan gender guru di dalam kedua aspek tersebut terbukti benar atau tidak. Selain itu, fungsi dari fitur-fitur linguistik disarankan untuk diteliti yang dapat menjadi cara untuk meningkatkan kualitas pengajaran di dalam proses pembelajaran.

ملخص البحث

نور تمين، ٢٠١٦، اختلاف الجنس المعلم المادة اللغة الإنجليزية في صناعة الأسئلة عند التفاعل في الفصل،
البحث العلمي، قسم اللغة الإنجليزية و أدبها بكلية العلوم الإنسانية، بجامعة مولان ملك إبراهيم
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الكلمات المفتاحية: تحليل المحادثة، اختلاف الجنس، المعلم، الأسئلة

كان للمعلم دور هام في تنشئة الفكرة الدقة لدي التلامذ، لذلك أصبح كلام المعلم اليوم مبحثا جذابا للبحث عنه. و قد أستخدمت طريقة التعليم المتنوع للحصول إلى هذ الهدف منها طريقة الطرح الأسئلة. و بجانب ذلك كان جنس المعلم أحد من عوامل النجاح التعليم. لأن المعلم و المعلمة لهما الطريقة النفسية المختلفة بينهما عند الطرح الأسئلة. و عند الحديث عن نوع الأسئلة المطروحة في الفصل، فاستند الباحث إلى نظرية لونج و ساطو Long dan Sato (١٩٨٣) عن إطار الأسئلة لتبيان السؤال. و تاليا، لتحليل الكلام المدرس، استند الباحث إلى نظرية التحليل المحادثة من سدنيل Sidnell (٢٠١٠) و استند إلى علامة النسخ من جفرسون Jefferson (١٩٨٥) لتعرف السمات اللغوية في السؤال.

يهدف البحث إلى معرفة طريقة المعلم في صناعة الأسئلة المستخدمة في مادة اللغة الإنجليزية. و يتناول الباحث ٤٨ بيانات ثم يخفّضها إلى ٢٧ بيانات و يفصل إلى ١٠ فصول مؤسس إلى تسلسل الأحداث. و قد تخفض البيانات سببا إلى وجود النموت المتشابهة في البيانات التي تؤدي إلى تشابه الحاصل. إنما توضح البيانات بنظرية لونج و ساطو Long dan Sato (١٩٨٣) عن إطار الأسئلة و تحلل البيانات بنظرية سدنيل Sidnell (٢٠١٠) عن تحليل المحادثة. و في منهج البحث، قد استخدم الباحث الدراسة الوصفية الكيفية في تصميم البحث.

فيتناول الباحث أن للمعلم و المعلمة الاختلاف في ناحية التنوع السمات اللغوية و أنواع الأسئلة المطروحة في الفصل. و في السمات اللغوية، فوجد الباحث أن المعلمة تستخدم السمات اللغوية أكثر من المعلم كالتبر و الوقف و اللهجة و الحدود و السيماء. بجانب ذلك، استخدمت المعلمة السؤال المتنوعة كالمصدرية و الإشارة و تأكيد الفهم و طلب البيان و الأسئلة البلاغية. و قد وافقت نتائج البحث بنتائج البحث السابقة.

و على الباحث أن يبحث أنواع الأسئلة دقيقا باستناد إلى النظريات الأخرى كنظرية يانج Yang (٢٠١٠) . غير أن الباحث أن يبحث عن صحة النظرية الاختلاف الجنس المعلم في ناحيتين السابقتين. و بجانب ذلك، كانت و وظيفة السيمات اللغوية لازم للبحث هدفا إلى ترقية الجودة التعليم.



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CHAPTER I

INTRODUCTION

This chapter outlines research background, research questions, research objectives, research significance, scope and limitation, definition of key terms, and research method.

1.1 Research Background

This research examines how teachers produce types of questions used in EFL classroom. Inevitably, asking questions is one of the most common activities used by teachers in classrooms. Caram and Davis (2005) stated that when teachers use questions correctly, it can enhance students' learning by developing critical thinking skills, reinforce students' understanding, correct students' misunderstanding, provide feedback for students, and enliven classroom discussions. Besides, Sunggingwati (2013) urged that question is also important in starting and maintaining interaction within the classroom and it is through teacher questions that students get an opportunity to express their feelings and thoughts, be motivated to learn, participate actively in the lessons, solve problems, learn through interacting with each other, and reflect on certain issues.

Questions made by teachers play significant roles in the classroom interaction. Ho (2005) mentioned that question-asking is the second most frequent strategy after lecturing, and the single most important technique used by EFL instructors in the classroom. Moreover, Dillon (1988) believed that a question is considered highly as the most effective strategy to stimulate students' motivation, help their study process, and help the teacher to measure how well a learning

process of the student is. Shishavan (2009) believed that good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality. Undeniably, teachers play significant roles in the classroom discourse.

The questions used by teachers in the classroom play significant role. Nunan (2007) argued that the purposes of teachers' questions consist of three parts: 1) to obtain information; 2) to examine comprehension; and 3) to supervise behavior. Furthermore, Sharpe (2008) stated that the teacher's questions function as a strategy to trigger the students' perspectives and insights after learning certain material. Ozcan (2010) also explained the most effective classroom is the classroom in which the students are actively involved in teaching and learning activities. In making the ideal classroom, the students need to be stimulated to be more active and critical through provoking teachers' questions. Besides, Mukti's finding (2015) showed that teacher's questions function as target language input for the students and form an integral part of classroom interaction.

In addition, in knowing whether the teacher is qualified in activating class, gender becomes one of the factors. Antecol (2012) stated that the teacher's quality in transferring knowledge to the students might be determined by several factors, one of them is gender. Furthermore, Feller (2006) believed that gender matters when it comes to learning. He found that having a female teacher instead of a male teacher raised the achievement of girls and lowered that of boys in science, social studies and English. To obtain more information about the comprehension

of students, teacher's questions are one of the parameters to examine their critical thinking abilities.

Furthermore, the research about teacher's gender differences and students' comprehension ability in the classroom have been investigated. Lam et.al (2010) investigated that the effects of gender matching between students and teachers in learning sciences. They found that same gender teacher significantly improves the comprehension of both boys and girls students. Besides, Dee (2005) examined prevailing beliefs that gender gap in student outcomes is a result of interactions between teachers and students. He concluded that matching gender of the teacher with the student is associated with better student comprehension. Antecol (2012) discussed the impact of teacher-gender on primary school student's achievement. They found that female teachers are better in teaching primary grades that lead to the conclusion that teachers' gender really matter in teaching and learning process.

Moreover, the teacher's gender and question variation have been investigated specifically in the area of teacher-student interaction. Rashidi & Naderi (2012) explored the effect of gender on the patterns of classroom interactions between teachers and students in Iranian EFL classrooms. They found that male teachers used many display questions, while female teachers asked more referential questions. Similar to Rashidi & Naderi's (2012) research, Rashidi & Rad (2010) also investigated the patterns of classroom interaction. However, the result of the study shows a contrast. They found that there is not much difference between male and female teachers. Both groups tended to spend much of class

time on directing the students to do something, asking more ‘display questions’ than ‘genuine questions’, and providing feedback to the students. Even so, the present research is still encouraged to continue investigating the teachers’ gender differences since it is believed that it may provide different results which can open possibility to obtain new potential findings focusing on teachers’ linguistic features and types of questions.

Based on the above-mentioned discussion, I attempt to investigate the teachers’ gender variations in producing questions. The basic considerations why this research is conducted are as follows: first, the previous researches focus on the effect of teachers’ genders on students’ achievements in classroom using the score of the test. I believe that it is better to have a newly updated research that examines the variations of teachers’ genders in constructing questions in EFL context. It is due to the fact that questions are frequently used in teaching and learning process in the classroom. Second, mostly previous researches pay attention on the pedagogical context that investigate whether or not the teachers’ gender are significant to concern on students’ achievement. However, the present study not only focuses on pedagogical context that examine the effect of teachers’ genders, but also focuses on discourse analysis context that is taken as the parameter to investigate whether the questions asked by male and female teachers successfully understood or not by students. It is slightly similar to Mukti’s (2015) research that examines the types and the functions of questions asked by teachers. However, the present study focuses on the teacher’s gender differences in constructing questions. I believe that investigating the teacher’s gender variations

in producing questions provide potential and interesting contributions: whether or not male/female teachers have different variations in linguistic features; or whether or not male/female teacher have differences in using types of questions. This crucial curiosity becomes a significant reason to conduct this research.

1.2 Research Question

This study is provided to answer the following two questions:

1. How are the linguistic features found in teachers' questions?
2. How are the variations of EFL teacher's questions in accordance with their gender?

1.3 Research Objectives

This research is functioned to have two purposes, which are:

1. To describe the teacher's gender variations in constructing questions in EFL classroom viewed from pragmatic theory;
2. To elaborate the linguistic features found in questions asked by teachers viewed from Conversational Analysis.

1.4 Research Significances

Theoretically, this study is important to develop the theories within question variations and linguistic features of EFL teachers' questions, and EFL teacher's gender differences in producing questions in the classroom interaction.

Practically, the results of this study are significant for both educational and discourse analysis viewpoints. From educational viewpoint, the variations of questions made by teachers based on their gender can function positively for both

teachers and students. For teachers, the findings can show how the quality of question behavior in order to make students more critical by seeing the linguistic features performed by the opposite gender. For students, the findings can make them know how to respond their teachers' questions. From discourse analysis viewpoint, this study can show how teachers' gender variations may become a crucial element in interactions.

1.5 Scope and Limitation

I put the investigation of the teachers' genders variations in producing questions and teachers' linguistic features differences as the concerns of my research. For observing this, I selected two English teachers of Islamic Senior High School 1 Malang as the subjects of my research. The research is concerned on the differences of teacher's gender in constructing questions which are seen by using Conversation Analysis (Sidnell, 2010) and categorized by using framework of questions (Long & Sato, 1983). Due to the short period of time in conducting the investigation, I only observed how teacher produces questions within four English learning meetings in classroom. This might prevent me from obtaining more complete data on more question variations.

1.6 Definition of Key Terms

To avoid misunderstandings, the terms are defined as follows:

1. Teachers are the subjects of the research who taught in the EFL Classroom in XI Grade of Islamic Senior High School 1 Malang;
2. Gender Variations are defined as gender characteristics had by EFL teacher in giving questions;

3. Question Variations refer to the questions framework proposed by Long & Sato (1983) covering echoic and epistemic questions;
4. Echoic question is the type of question which acquires information from the listeners.
5. Epistemic question is the type of question which aims to clarify whether the utterances have been understood or not.
6. The conversational analysis refers to the framework proposed by Jack Sidnell (2010).

1.7 Research Method

This study utilized descriptive qualitative and discourse analysis of Sidnell's (2010) conversation analysis. It was considered as a qualitative study because it attempted to answer questions employing a predefined set of procedures systematically. Descriptive method was utilized in my study because this present research attempted to explain and interpret the types of teachers' questions and the variations of teachers' linguistic features which occurred in a specific context in a very detailed observation. The observations were conducted as the method of data collection which led to form a narrative, descriptive account of a setting or practice. In addition, the conversation analysis on teachers' questions proposed by Sidnell (2010) was used as the theory since this approach elaborated clearly the meaning of context in interaction.

1.7.1 Data Source

The data of this research were taken from the EFL teachers' interactions in English classroom at Islamic Public Senior High School 1 Malang. Based on the

availability of English teacher, the subjects of the research were male and female English teachers in Islamic Senior High School 1 Malang. The research was conducted in two classes. It was due to the reason that the researcher aimed to obtain data about the difference of question types and the linguistic features variations performed by the teachers. Furthermore, the researcher expected to avoid a bias that might happen if it was only investigated in one class and avoid the number of data if it was conducted in some classes. The data sources were the processes of learning English in the classroom interaction in Islamic Senior High School 1 Malang for four meetings. The researcher recorded four meetings which were concerned on reviewing students' knowledge of previously learned materials, meaning that there would be many questions found in the meetings and the consideration of the teachers' availability and convenience.

1.7.2 Research Subject

The data source itself was obtained from a number of observations to identify the variations of the questions used by English teachers in EFL classroom. The participants of this study consisted of two English teachers. Both teachers had an experience in teaching English for almost 10 years, and had M.Pd. degree. The class they taught consisted of 22 students (10 males and 12 females) between the ages of 16-17 years. All students have studied English for a year due to the demands of the learning system.

1.7.3 Research Instruments

To collect the data, three instruments were employed: video recording, observation, and interview. A video recorder was used to record the real picture of

EFL teaching learning process in the classroom, including their body language, facial expression, and gestures. Observations were used to see directly how the psychological setting in the classroom interaction occurred. This is very helpful to make a transcription concerning on the four classroom meetings. Interview was conducted to know teachers' objectives why certain linguistic features, such as: sentence, diction, morphological features, pause, and so forth, were used.

1.7.4 Data Collection

The data, in terms of teachers' questions, were collected in several steps. Firstly, the researcher observed the classroom interactions by sitting in a class and recording while the teachers explained a lesson on English subject.

Secondly, the researcher identified the conversation using the transcription conventions or markings of Jefferson (1985). The transcription conventions or markings are various, such as: pause, cough, intonation, diction, sentence, and so forth. The use of the transcription highlights the teachers' objectives in using linguistic features in asking questions.

Lastly, the researcher interviewed the EFL teacher concerning on the variations of questions which were used. It was done in the fourth week after making the transcriptions. It aims to help the researcher to know their opinion of question variations that they asked. It was done so to The interview also aimed to clarify and confirm on their objectives of asking the questions.

1.7.5 Data Analysis

The first step to analyze the data was categorizing the type of the teacher's questions based on Long & Sato's (1983) Types of Questions. The questions were

classified into two types: echoic and epistemic questions. Echoic question is defined as a question which asks for the repetition of a statement to verify whether an utterance has been successfully understood or not. Echoic question consists of three types: comprehension checks, clarification requests, and conformation checks. A question can be classified as comprehension checks when the speaker wants to ensure whether his/her previous utterance has been comprehended or not. Besides, a question can be classified as clarification requests when the speaker wants to elicit clarification of the interlocutor's previous utterance. Furthermore, a question can be classified as conformation checks when the speaker involves exact or semantic which is either partial or complete repetition of the previous utterance.

The second type of question designed by Long & Sato's (1983) is epistemic question. It is defined as a question which is asked to acquire information. It consists of four types: referential, display, expressive, and rhetorical questions. A question can be classified as referential question when the speaker requests information which is not known by him or her. Moreover, a question can be classified as display question when the speaker requests information which is already known by him or her. In addition, a question can be classified as expressive question when the speaker conveys attitudinal information to the addressee. Besides, a question can be classified as rhetorical question when the speaker only asks for the effect which is generally no answer expected from the listener.

Afterwards, the researcher identified the teachers' questions viewed from Conversation Analysis based on Sidnell's (2010) theory which focuses on talk-in-interaction way. According to Sidnell (2010), question and answer is one of the types of adjacency pairs. Schiffrin (1994: 236) believes that adjacency pair is a sequence of two utterances, which are adjacent, produced by different speakers, ordered as a first part and second part, and typed, so that a first part requires a particular second part or range of second part. In other words, it is called as preference structure which means that a question has a preferred response of an answer. A preferred response is the response which meets the speaker's expected answer by question. The example of the question form in the conversation is "A: *You know that French film that's on the Odeon?*", "B: *Yes*". It shows that A's expected answer is successfully fulfilled by B's response by answering "Yes". However, a question in conversation analysis also may lead to a dispreferred response. It happens when the listener's response does not answer the speaker's expectation by the question he or she asked. The example of the question form in the conversation is "Wife: *Do you want to test the potatoes?*", "Husband: *Can I just finish this sentence?*", "Wife: *of course*" (Cutting, 2003: 31). It can be seen that the question asked by the wife is not met with the husband's answer. It can be assumed that the husband implied an answer that he would taste the potatoes after he finished the sentence.

Afterwards, the researcher discussed on the findings which were taken from the research questions. The focus of the discussion was on the teacher's gender variations in producing questions in the classroom. In knowing the success of

teachers' questions, the variations of questions were divided based on the linguistic features used by teachers. The analysis of the teachers' talk, then, can show the teachers' objectives analyzed from the transcription conventions. Moreover, the discussion also explained on the new findings of the research. Lastly, the conclusion was made to summarize the findings and discussion of the research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories used to help analyze the data which include (1) Teachers' Gender Variations (2) Features of Teacher Talk (3) Jefferson's (1985) Transcription Conventions, and (4) Sidnell's (2010) Conversational Analysis on Talk. Each of these theories is presented in more detailed below.

2.1 The Functions of Teacher's Questions

This part demonstrates the role of teacher talk in terms of questions. It is widely recognized that teacher's questions in the classroom play a vital role in checking and testing students' comprehension regarding to the subject. Richards & Lockhart in Xiao-yan (2006) asserted that questions in classroom is one of the most frequent teaching strategies used by teachers to provide significant way in order to control the classroom interaction.

The strategy of teacher's questions in the classroom can be explained by specific importance that is performed. Donald & Eggen in Xiao-yan (2006: 17-18) grouped the function of teacher's questions into three broad areas which are: diagnostic, instructional, and motivational. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or do not know but also how they think about a topic. Recent research on schema theory suggests that the structure of students' existing knowledge is a powerful determinant of how new information will be learned, and that often student misconceptions and prior beliefs interfere with the

learning of new material (Donald, K & Paul D. Eggen, 1989). Through strategic questioning, the teacher can assess the current state of student thinking, identifying not only what students know but also gaps and misconceptions.

The second importance of teacher's questions in the classroom interaction is instructional. Donald & Eggen in Xiao-yan (2006: 17-18) stated that the instructional questions help students learn new material and integrate it with the old one. Questions provide the practice and feedback essential for the development. Questions alert students to the information in a lesson. Questions are also valuable in the learning of integrated bodies of knowledge. Toward this goal, questions can be used to review previously learned material to establish a knowledge base for the new material to be learned. In addition, as the new material is being developed, questions can be used to clarify relationships within the content being discussed.

The third importance of teacher's questions is called motivational. It means that by giving questions, teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and provide a focus for the lesson. In addition, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement. Research in this area shows student on-task behaviors are highest during teacher-led questioning sessions. Finally, at the individual level, questions can be used to draw wandering students back into the

lesson or to provide an opportunity for one student to understand more (Donald, K & Paul D. Eggen, 1989).

2.2 Long & Sato's (1983) Types of Teachers' Questions

Long & Sato's (1983) types of questions provides the types of questions that teachers use in the classroom discourse. By providing the types of questions, it can assess the teacher's way in using the questions in the classroom and evaluating the responses given by the students during the lesson. Moreover, the framework of questions proposed by Long & Sato (1983) is the questioning technique frequently used by teachers nowadays. Thus, the researcher uses Long & Sato's (1983) Types of Questions to classify, analyze, and assess the type of questions used by teachers in the classroom.

Long & Sato's (1983) Types of Questions has two types: echoic and epistemic questions. The echoic question is the question which asks for the repetition or reiteration of a statement or verification whether an utterance has been understood as intended. It consists of three sub-categories, namely: comprehension checks, clarification requests, and conformation checks. Long & Sato in Roostini (2011: 5) defined comprehension checks as "any expressions by a speaker to establish whether that speaker's previous utterance has been understood by the interlocutor". The questions form may be various, such as: "*All right?*", "*OK?*", "*Does everyone understand?*". Long & Sato in Inan & Fidan (2012: 1074) stated that clarification requests refer to "any expressions designed to elicit clarification of the interlocutor's proceeding utterance." The example of questions are: "*What do you mean?*", "*What?*", "*Pardon?*" "*I don't*

understand". Furthermore, Long & Sato in Roostini (2011: 5) explained that confirmation checks:

“involve exact or semantic, complete or partial repetition of the previous speaker’s utterance, are encoded as either yes/no or uninverted (rising intonation) questions (there is a presupposition of a „yes“ answer), and serve either to elicit confirmation that their listener had heard and/or understood that previous speaker’s utterance correctly or to dispel that belief.”

The question example is as follows:

A foreigner was on trip to Malang. She was confused about the street address direction. Thus, she asked Finda in a crowded situation.

Foreigner: Excuse me. Could you please tell me the way to go to Malang Olympic Garden?

Finda : Sure. Just go straight and when you find a traffic jam, please turn left.

Foreigner: Sorry? Did you say ‘turn right?’”

(Source: Finda’s conversation with a foreigner from Australia in July, 20, 2016 at Gajayana Street)

The second category is epistemic question. Epistemic question is defined as the question which projects to acquire information. It consists of four sub-categories, namely: referential question, display question, expressive question, and rhetorical question. Brock (1986: 48) defines referential question as the one that requests information which is not known by askers. The questions, for instance, are “*Why didn’t do your homework?*”, “*What are the ingredients?*”, etc. Different from referential question, Brock (1986: 48) defines display question as

“the ones that request information which is already known by the asker.” The questions are “*What is the opposite of “black” in English?*”, “*What is the color of rainbow?*” “*Who is the President of America?*”, and so on. The next sub-category is called expressive question. Kearsley (1976) believe that expressive question is conveying attitudinal information to the addressee (e.g. *Are you coming or not?*). Besides, Long & Sato (1983) stated that rhetorical question is the one asked for effect only, generally no answer is expected from listeners, it is answered by the speaker.

2.3 Teachers’ Gender Variations

In recent decade, gender becomes an interesting topic to discuss in every fields of life, especially in the educational discourse. It is widely believed that gender, in education, is one of the affecting factors that determines the well-established interactions between teachers and students. Moreover, it can be assumed that gender, both teachers and students, influences the quality and the quantity of the teaching-learning processes in the classroom. Rashidi & Naderi in Chavez (2000) asserted that teachers of different gender have classes with different characteristics. For example, the general characteristics of a class taught by a male teacher were faster-paced, much (excessive) teacher floor time, sudden topic shifts, and shorter but more frequent student turns. Similarly, female teachers were described as communicative facilitators and perhaps more tolerant of first language use. Female teachers were also described as too forceful in choosing topics and asking too many questions primarily with the intent to smooth and perpetuate the conversational flow. Besides, Doray (2005) urged that

male and female teachers had a lot in common in their patterns of classroom discourse supporting the notion that the choice of discourse feature was dependent firstly on the context and secondly on the role of interaction vis-à-vis each other in the community of practice.

2.4 Questions in Conversation Analysis

Dealing with conversation organizations framework, Sidnell (2010) proposes more completed elements than Cutting's (2010) theory. Therefore, it is taken as the framework to analyze the conversation organizations. The conversation organizations proposed by Sidnell (2010) are turn-taking, adjacency pairs and conditional relevance, sequence, and repair. However, the present research does not focus on all conversation organizations proposed by Sidnell (2010), but it only concerns on the question which is lies in the explanation of Adjacency Pairs. It is done to keep the topic focused and related in order to avoid misunderstanding that might happen if all conversation organizations are elaborated.

2.4.1 Adjacency Pairs

Pridham (2001: 26) defines adjacency pairs as pairs of utterances that usually occur together. Besides, Schiffrin (1994: 236) believes that adjacency pair is a sequence of two utterances, which are adjacent, produced by different speakers, ordered as a first part and second part, and typed, so that a first part requires a particular second part or range of second part.

Cutting (2002) classifies adjacency pairs into some types which are as follows:

1) Greeting – Greeting

A: Hello, William. Nice tie.

B: Hi, Well thank you.

2) Question – Answer

A: Do you know that French film that's on in Odeon?

B: Yes, I do.

3) Request – Acceptance

A: Could you pass the salt, please?

B: Yes, sure. There you go.

4) Offer – Acceptance

A: Do you want to taste the potatoes?

B: Yes, please.

5) Invitation – Acceptance

A: Let's have lunch together next week.

B: Yeah OK.

(Cutting: 2002: 75)

Furthermore, Drew (1981: 249) cited in Sidnell (2010: 64) provides an example of adjacency pairs which is as follows:

01 Mother: What's the time- by the clock?

02 Roger: Uh

03 Mother: What's the time?

- 04 (3.0)
- 05 Mother: (Now) what number's that?
- 06 Roger: Number two
- 07 Mother: No it's not
- 08 What is it?
- 09 Roger: It's a one and a nought
- (Sidnell, 2010: 64)

After Roger produces something other than an answer at line 02, Mother repeats the question line 03. Here then we see that a failure to answer prompts the *pursuit* of a response. When this second question is met with three seconds of silence, Mother transforms the question, now asking, “what number's that?”. Note that the first question, “What's the time?” poses a complex task for the child. The child must first identify the numbers to which the hands are pointed and subsequently use those numbers to calculate the time. Here, in response to a failure to answer, Mother takes this complex task and breaks it down into components. Mother has inferred that the child did not answer because the question as initially put was too difficult. Mother's subsequent simplification of the task is informed then by an inference that the child did not answer because he was not able to do so.

2.5 Previous Studies

The previous researches provided below are those that support the stances why this present study is significant to conduct. The first research employing Long & Sato's (1983) Questions Framework is conducted by Rashidi & Naderi (2012). Their study attempted to explore the effect of gender on the patterns of

classroom interactions between teachers and students in Iranian EFL classrooms. The participants of the study were 24 teachers and their 358 students in 24 classes in Bahar Institute took part in this study. Twelve teachers were male and twelve teachers were female. Classes were either single or mixed gender. Eight of single-gendered classes were for boys which were taught by male teachers. The other eight classes were for girls which were taught by female teachers. The other eight classes were mixed- gendered; four males and four females taught the classes. Students were considered as adult learners of the language ranging from 16 to 48. The result of the study revealed that there was a difference between the occurrence of display and referential questions. While male teachers preferred to use more display questions (about 57% of all display questions), females employed more referential questions (63.4% of all referential questions) in order to interact with their students. Female teachers were more interactive with their students and tried to encourage their students to talk and interact with other students by assigning different peer/group-work activities.

Similarly to Rashidi & Naderi (2012), the present study also investigates the variations of teachers' gender in producing questions. However, the present study does not focus highly on both teachers and students' interactions based on genders, but it specifically only focuses on investigating whether or not teacher's gender produce questions differently. Moreover, it also attempts to investigate the teacher's talks, especially on how teachers produce types of questions and use linguistic features, which are analyzed using conversation analysis designed by Sidnell (2010). The researcher believes that the variations of teachers' genders can

contribute to the new findings about the differences of teachers' genders in terms of producing types of questions and performing linguistic features in the classroom.

Another research was conducted by Rashidi & Rafieerad (2010). They tried to investigate the EFL classroom discourse in Iran. The expected goals from their study were: (a) to identify the interaction patterns between teachers and students, (b) to investigate the effect of the gender of the teachers and the students on their interaction patterns, and (c) to find out whether the interaction was teacher-dominated or student-dominated. The participants of the study included 16, 8 female and 8 male, teaching at intermediate levels (lower and upper), together with their adult students in EFL classes in Shiraz University Language Center and Bahar Language Institute. In analyzing the data, Rashidi & Rad (2010) utilized Tsui's (1994) framework. The results showed that the teachers/pupils interaction was dominated by the teachers in both male and female classrooms, with the teachers asking questions, calling on the pupils to answer them and the pupils giving answers which were then followed by the teachers' feedback. On the other hand, with regard to the effects of the gender of teachers on Teacher-Student Talk, it was found that there is not much difference between male and female teachers. Both groups tended to spend much of class time on directing the students to do something, asking more 'Display questions' than 'Genuine questions', and providing feedback to the students.

The present study also investigates the interaction between teachers and students in the classroom discourse. If Rashidi & Rafieerad (2010) investigated on

three aspects: Teacher-Student Talk, Student-Teacher Talk, and Student-Student Talk, the present study concerns more on Teacher-Student Talk to specifically analyze both male and female teachers' questions. It is due to the reason that the researcher has a willingness to get deeper information and analysis regarding to the gender variations of teachers' questions that they asked. Furthermore, the present study used conversation analysis approach focusing on the framework of conversation organizations proposed by Sidnell (2010). Sidnell (2010) offers more completed conversation organizations than Cutting's (2007) theory. It is proven by the explanation of asking question aspect in the conversation analysis proposed by Sidnell (2010). It is also the most recent and comprehensible framework available existing in nowadays everyday conversation, including teacher talk in classroom interaction. Besides, the present study uses the transcription conventions designed by Jefferson (1985). It is due to the fact that Jefferson's (1985) transcription conventions provide more detailed markings that can help the researcher to categorize the data of teachers' talk in term of questions.

In addition, Mukti (2015) investigated the types and the functions of teacher's questions analyzed by using Bloom's (1956) Taxonomy. In investigating whether the questions were successfully delivered by the students, she used the speech act theory by applying Searle's (1969) Seven Illocutionary Forces. The participants of her study consisted of an English teacher and grade XI students. The teacher had an experience in teaching English for almost 10 years, and had M.A. degree. The class she taught consisted of 42 students (20 males and 22 females) between the ages of 16-17 years. The result showed that all Bloom's

taxonomy level of questions were used in the classroom. She found also that there some questions which were categorized as appropriately used questions and inappropriately used questions.

The present study also investigates teacher's questions in the classroom interaction. However, there are several differences between Mukti's (2015) research and the present research. First, if Mukti (2015) investigated an English teacher without considering the gender, the present study focuses more specifically on getting to know about the teacher's gender variations in classroom interaction. Second, Mukti (2015) focuses on types of questions proposed by Bloom (1956) and functions of teacher's questions designed by Moore (2001). However, the present study deals with the teacher's questions delivery by considering the gender which is analyzed from conversation analysis approach proposed by Sidnell (2010) by using transcription conventions designed by Jefferson (1985).

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion. The finding consists of the data presentation and the analysis of the data to answer the research questions. The result of the analysis is further discussed in the next part.

3.1 Findings

The questions of the teachers analyzed in this present research were parts of the teacher's talk in the classroom. There were actually four meetings of classroom interactions with 17 sessions of teaching. However, only two meetings and 10 sessions were taken because the other two meetings and the other 7 sessions were used as group discussions and quizzes. From the two meetings, this research found 48 data of teacher's talk. However, due to the similar patterns of the data, I only took 27 data containing various types of questions to be analyzed. The data is presented based on the sequence of appearance. In making the data understandable, I use two kinds of coding: "T" which represents teacher and "S" which represents students. The number of data found in each teacher's talk is as follows: the first session (2 data), the second session (4 data), the third session (3 data), the fourth session (2 data), the fifth session (2 data), the sixth session (2 data), the seventh session (5 data), the eighth session (2 data), the ninth session (3 data), and the last session (2 data).

As a basic foundation for understanding the teachers' question, this research draws on Long & Sato's types of questions (Long & Sato, 1983), conversation analysis theory (Sidnell, 2010), and transcription markings (Jefferson, 1985). The teachers' questions is explicated by using conversation analysis which focuses especially on Question and Answer as the part of Adjacency Pairs (Sidnell, 2010). Long & Sato's types of questions is initially utilized to identify the type of the teachers' questions. Moreover, transcription markings of the teacher's talk is employed to reveal the linguistic features used by both teachers in their questions (Jefferson, 1985). The details are as follows.

Extract 1 (Tuesday, April 19th, 2016 at 09.00-11.20 a.m.)

The questions in Extract 1 below occurred after the female teacher gave an illustration, in terms of flashback, about the description of Jakarta and rainbow. Then, she asked the students whether they still remembered descriptive text or not. The students mentioned that they still remembered it which then invited her to ask the students' experiences in writing a descriptive text.

T: ↑Do you still reme:mber a:bout descriptive ↑text?

(Datum 1)

S: ↑Yes, Mrs.

T: ↑Have you ever written a descriptive ↑text?

(Datum 2)

S: Yes, Mrs.

In the first question (datum 1), it shows that the female teacher performed some markings of conversation which include: rising intonation, stress, and down-to-up contour. Rising intonation was used as a starting way to trigger the students' motivation eagerness to answer the teacher's question. Furthermore, the stress on the word "you", which refers to the students, implicitly emphasized strongly the

teacher's expectation that the students should answer the question. In addition, down-to-up contour on the word "*remember*" reflects the keyword of the question that actually the teacher wanted the students to still remember the previous lesson. Besides, seeing from the response performed by the students, the question was successfully understood by them. It is proven by their answer that states "Yes, Mrs." It indicates that the students successfully meet what the teacher's expectation in asking the question. Thus, this female teacher's question in datum 1 is categorized as comprehension check question since the teacher attempted to recall the students' comprehension and memory about the descriptive text which has been studied previously.

As shown in the datum 2 (*↑Have you ever written a descriptive↑ text?*), the female teacher formulated a new question that attempted to know how far the students' comprehension related to a descriptive text. In this question (datum 2), she used rising intonation and stress. The rising intonation were on the words "*Have*" and "*Text*" because she attempted to elicit further information to clarify whether the students have fully understood the lesson or not. It is considered as a strategy to check and prove the students' answers by contextualizing it into the real-life experience done by the students. It can be seen that the teacher tried to make a comprehension check by making a question that requests the students' experiences related to the topic. It can be assumed that the teacher had a new way to check the students' knowledge which uses experience-based learning. Therefore, from Long & Sato's types of questions, the question shown in datum 2 is classified as a referential question in which she tried to request information

from the students related to their experiences in writing the descriptive text. It is considered as a referential question since she aimed to get the information which is not known previously by her.

Extract 2 (Tuesday, April 19th, 2016 at 09.00-11.20 a.m.)

Before the Extract 2 occurred, the female teacher previously had the students to focus on the descriptive text by asking questions related to the students' real experience in describing something. It can be said that the conversation below was still related to the previous conversation which generally checked the students' comprehension before coming to the whilst-teaching. In the conversation below, the pause was given by the students. Hence, she reconstructed questions which were easier to understand.

T: ↑What was the title of your descriptive ↑text?

(Datum 3)

S: ((0.5))

T: ↑What is descriptive ↑text?

(Datum 4)

S: A text that describes a thing and a person

T: And h:ow a:bout explanation ↑text?

(Datum 5)

S: A text which explains an e:vent.

T: For ex:ample?

(Datum 6)

S: Tsunami, Flood, Eruption

From the data above, it can be seen that the female teacher used rising intonation, stress, prolongation, and contour. From datum 3, it can be seen that she used rising intonation and stress. The rising intonation was used to get students' attention in answering the question, while the stress functioned to give an emphasizing signal to be motivated to answer the question. However, as the form

of response, the students gave the silence as the answer of the question. It is assumed that the silence indicated that the students need a wait-time to think about the correct answer of the question. Based on Long & Sato's (1983) Types of Questions, it is found that datum 3 is classified as a referential question since the female teacher is willing to know the students' descriptive text that have been made previously. It is assumed that the answers of the students are various. Thus, she does not have any information to guess about the title of the students' descriptive text.

Afterwards, the students' silence invited her to formulate a new question as shown in the datum 4 (*↑What is descriptive ↑text?*). The teacher believed that the new formulated question in the datum 4 could recall students' memory about the lesson. The question was initiated to remind the students about the basic knowledge of the lesson: the definition of the descriptive text. In this question, the teacher utilized rising intonation and stress again (datum 4). She asserted that the rising intonation and the stress were expected to make students more motivated to answer the question correctly, not merely gave a silence as the answer. Consequently, her question in the datum 4 was successfully transferred to the students in which the students did not give a silence anymore, but made an attempt to answer the question. Therefore, the question in datum 4 belongs to a display question because the female teacher had known previously the definition about descriptive text and explanation text. Hence, her aim became clear to verify the students' comprehension about the lesson.

Then, she attempted to check students' knowledge by constructing a new question as shown in the datum 5 (*And h:ow a:bout explanation ↑text?*). She believed that the new question, in the datum 5, that she aimed to get more information about how far the students understood the lesson. In this question, she used more various styles: up-to-down contour and rising intonation. She stated that the contour and the intonation could help her to be more expressive to ask the question so that the students felt more involved. In fact, her expectation met the students' answer in which they successfully answered the question correctly. By this context, she expresses to use a display question (Long & Sato, 1983).

The students' correct answer triggered her to ask one more questions as shown in the datum 6 (*For ex:ample?*). She argued that this question aimed to obtain the students' deeper understanding. Furthermore, the question shown in the datum 6 aimed to elicit more information related to the example of the lesson. It can be seen that she only used a contour in this question. Based on the interview, the female teacher stated that the contour was used in order to show a calm performance, so that the students did not feel hurried to answer the question immediately. In addition, the students were able to meet her expectation which required examples of the explanation text. Thus, it can be inferred that the teacher successfully delivered the intended expectation, in the form of question, to the students. By this reason, it is shown that the datum 6 belongs to clarification request question because she wanted to elicit more information from the students related to their previous answers. It is considered as a strategy to get the students' deeper analysis regarding to the lesson that they studied (Long & Sato, 1983).

Extract 3 (Tuesday, April 19th, 2016 at 09.00-11.20 a.m.)

Before the Extract 3 occurred, the female teacher asked the students to pay attention on their handbook about information on magazine. Afterwards, the students were given 5 minutes to read the certain text that demonstrated about how to find information on magazine. Then, it led her to ask several questions which were related to the magazine information and she still asked questions to make a relation between the magazine information and the students' daily activities.

T: So, look at the example of information - - on magazine that you re:ad. What information do you get from it?

(Datum 7)

S: The information about how to get best places to hangout.

T: Where ↑do you always spend your ti:me ↓hanging ↑out?=
(Datum 8)

(Datum 8)

S: = [MDC

T: MD: C?

(Datum 9)

S: Mall Dinoyo City

In datum 7, it is shown that the female teacher's question dig the students' comprehension after being given 5 minutes to find the information from the handbook. In this case, she attempted to check what the students got from their reading. Moreover, she put stress on the words "magazine", "you", "get", and "it" showing an emphasizing part to make the students courageous to speak what they got. To make the stress stronger, she also showed her nostril widening which indirectly delivered a force for students to be brave to speak. As the response, besides, the students directly answered her question by stating that the information that they got was about the best places to hangout. It shows that the question

transferred by her teacher could stimulate them to answer correctly. By this context, it can be assumed that she used a referential question as she aimed to get the students' information related to the book that they have read previously (Long & Sato, 1983).

The students' correct answer led the teacher to ask more questions as shown in datum 8 (*Where ↑do you always spend your ti:me ↓hanging ↑out? =*). It reveals that she wanted to know more information and gain more comprehension from the students' by making a relation to their daily routines. In her question, she used stress, rising and falling intonation with normal speed of speaking. She argued that those expressions could help both the teacher and the students. For the teacher, it could be strategic way to foster the students' understanding in answering a question. For the students, it could make them feel more motivated to be easier in catching the teacher's meaning by question. It can be seen from the presence of "*= (Equal Signs)*" which was on her question and the students' answer. This symbol indicates no break or gap which means that she successfully delivered the intended meaning through question and triggered the students to answer immediately with little time to think. From this talk, it reveals that the female teacher utilized a referential question (Long & Sato, 1983).

However, even if the students answer correctly, their answer still brought a confusion for the teacher. It is due to the fact that the students answered the question using an abbreviation of the place's name. Therefore, as shown in the datum 9 (*MD:C?*), it invited the teacher to ask one more question as a form of clarification what the students really meant from their previous answer. In this

datum, she asked “MDC?” which was shown that she did not understand. Even though she did not use any auxiliary verbs in the form of interrogative statement, but the students still could get what she meant. It can be seen from the students’ response which was indirectly answered that *MDC* is the abbreviation of *Mall Dinoyo City*. Seeing this conversation, the teacher-student exchange resulted to the success of delivering and accepting the intended meanings. Hence, in term of question types, it can be stated that the female teacher used a clarification request since the teacher produced a clarifying statement to make the students’ answers clearer and avoid her from misunderstanding.

Extract 4 (Wednesday, 20th April, 2016 at 06.45 – 09.00 a.m.)

The Extract 4 was obtained when the male teacher had explained types of text. Then, he gave a clue about the subject that would be studied. After giving the clue, he asked the students whether they had known the text about a fiction or not. The students answered it directly and it was correct. Afterwards, he was invited to ask the students about what narrative text is.

T: To: day, we are going to study about a text about fiction. ↑Anyone ↓knows?

(Datum 10)

S: NARRATIVE TEXT, Sir.

T: Great! What is narra:tive ↓text?

(Datum 11)

S: STORY

In this case, it shows that the male teacher used several variations in his questions. Datum 10 shows that he used high and low intonation from the question “*Anyone knows?*”. This intonation was used as a force to invite the students to answer passionately. In addition, this intonation successfully met his

expectation. It is proven from the students' response which sound louder than their teacher's question sound. It indicated that the question was successfully transferred to them. Hence, based on Long & Sato's (1983) Types of Questions, datum 10 is classified as a comprehension check since the teacher attempted to get students' responses related to their comprehension on what to study that day.

Then, he continued asking a new question which was still related to the previous question. In datum 11 (*Great! What is narra:tive ↓text?*), he used falling intonation. As the response, the students replied it with the loud sound indicating that they were so eager to answer the question. Based on the interview with the teacher, the falling intonation were used to make a sound soft, so that the sounds were not too loud that probably could disturb other classes. By having soft sound, the classroom interaction might be conducive which led to a calm situation in which the students can enjoy learning without any sound disturbances. Thus, it can be stated that the male teacher stimulated their comprehension further by asking a display question (as shown in the datum 11). It reveals that the teacher was willing to know more about the students' comprehension while he actually had understood the answer.

Extract 5 (Wednesday, 20th April, 2016 at 06.45 – 09.00 a.m.)

The Extract 10 below was taken after the male teacher gave a clarification about the definition of narrative text and its elements. Then, he directly asked the students the examples of a narrative text.

T: Any:one can ↑give me an ex:ample of narrative text, please?=-

(Datum 12)

S: =↑Malin Kun:dang, Sir.

T: *Where* is the story from?
 (Datum 13)
 S: ((0.3))
 T: It is from Sumatera Island.

From the datum 12, it reveals that male teacher not only requested an answer from the students, but also offered a chance for the students who wanted to answer it directly. It is supported by his eye widening expression which indirectly delivered a message to the students to answer his question. Moreover, the rising intonation and the stress were also used in his question. He argued that those elements (rising intonation, stress, and facial expression) could be taken as triggers for getting a quick response from the students. In this conversation, it is found a 'no break or no gap' response. It indicated that the students could understand well and could accept what their teacher wanted from the question. The presence of no break or no gap reveals that the students did not need wait-time to think, but they answered it soon after being asked by their teacher. Therefore, from datum 12, it could be assumed that the male teacher used a comprehension check question as he attempted to examine the students' comprehension further by requesting additional information related to the topic: example of narrative text.

To get the students' deeper comprehension, furthermore, the teacher asked a question again. The datum 13 (*Where is the story from?*) in the nuance of the originality place of the story mentioned by the students. The teacher argued that the question examined the students' wider horizon about the richness of culture. Besides, based on observation, it is found that the teacher did not employ any particular intonation, stress, and facial expressions. The teacher argued that the

flat facial expression without any intonation and stress was performed because he wanted the students to feel like having a casual conversation. This casual conversation, he believed, could lead to the free conversation without any burden and any hesitation to answer the question. However, the teacher's expectation did not meet the students' response. It can be seen that the students' reply was in the form of silence. It can be noted that the silence of the students might be the signal that the students either could not answer the question because they did not know the answer or because they were afraid of making a mistake. Dealing with the students' silence, the teacher did not continue asking a question, but he directly gave the correct answer of his own question. The fundamental reason why the teacher did it is because the teacher did not want to let the students more confused. Hence, they took a consideration to answer it directly in order to make the students understand faster. From Long & Sato's framework of question, it shows that the male teacher used a display question in datum 13 because the teacher requested any information about where a certain story, Malin Kundang, came from. It is assumed that the teacher has known previously about the answer, but he attempted to stimulate the students to give a correct answer in order to know their knowledge.

Extract 6 (Friday, 22nd April, 2016 at 06.45 – 09.00)

Before coming to the whilst-teaching, the male teacher gave a free-topic discussion to get closer to the students. In this session, the male teacher and the students have a conversation about the life at *Ma'had* (Islamic Dormitory). In

addition, he wanted to know the students' opinion about *Ma'had* during their staying there. Hence, he constructed several questions related to the topic.

T: Who is living no:w at Ma:had?

(Datum 14)

S: Me, Sir.

T: *What* ↑do ↓you think a:bout Ma:had?

(Datum 15)

S: It's good, sir.

T: Nice.

As the analysis of the data, the datum 14 (*Who is living no:w at Ma:had?*) shows that the teacher was curious about the students who stayed at *Ma'had*. However, the linguistic features, including particular ways of producing intonation, stress, contour, loud sound, and so forth, were not found in the teacher's question. The teacher argued that he intentionally did not use any linguistic features because he wanted to have a free flow of talk in which the students could feel free to share their stories. In addition, he also stated that the question as shown in the datum 14 was an opening question in which it should be in the form of slow talk without any stress, intonation, etc. Responding to this, several students answered the teacher's question. It is assumed that the teacher's question was directly answered by the students since this question did not require particular knowledge which meant that everyone could answer freely. Based on the interview, it is believed that the male teacher used this question because the teacher did not have any information about the students who stayed at *Ma'had* and the students' personal argument about staying at *Ma'had*. Consequently, the teacher could not guess the information that would be given by the students. Therefore, it is included into the type of referential question (Long & Sato, 1983).

Moreover, the students' answer led the teacher to ask one more question. The question as shown in the datum 15 shows that the teacher started to request a more critical answer by asking the students' personal thinking about staying at *Ma'had*. Different from the datum 14, the question in the datum 15 (*What ↑do ↓you think a:bout Ma:had?*) used three linguistic features: rising and falling intonation, stress, and up-to-down contour. Based on the interview with the teacher, he asserted that the linguistic features were started to use because he wanted to show a strong emphasis to the students in which the question also requested the students to think and to answer critically. On the other hand, from the students' response, it is found that the students could answer the teacher's question. However, it shows that the students' answer could not satisfy the teacher's willingness. It is proven by the students' answer which was considered as a simple response "*It is good, Sir*" without trying to give a reason or an elaboration why staying at *Ma'had* is good. This simple response may give several indications: (1) the students did not fully understand what their teacher's question, (2) the students did not know how to answer it with the more elaboration due to the limited vocabulary, or (3) the students did not feel confident or was not brave to express their ideas. Getting the response, the teacher did not produce a question anymore to examine the students' deeper understanding. However, the teacher directly gave a positive response by stating "*Nice*" to the students. The response was intentionally addressed to the students since the teacher wanted to appreciate the courage of the students who answered it. Hence, the question shown in datum 14 is classified as a referential question as well since the male

teacher did not have any exact information about the students' view of staying at *Ma'had*.

Extract 7 (Friday, 22nd April, 2016 at 06.45 – 09.00)

The male teacher's questions in Extract 7 below asked the students their impression after celebrating Kartini day. After answering the question, he then attempted to know their comprehension about the profile of Kartini. The students answered it by saying that she is a hero. This answer invited him to ask deeper about where Kartini came from. The students' silence indicated that they did not understand. Seeing that situation, he gave a hint to stimulate their comprehension.

T: What do you feel after Kartini Day?

(Datum 16)

S: Happy, Sir.

T: Great! Who is Kartini?

(Datum 17)

S: A woman he:ro, Sir.

T: Where does, (0.2) <where is she from?

(Datum 18)

S: ((silent))

T: Any:one?

(Datum 19)

S: ((keep silent))

T: She is from a city in Indonesia which has Tsunami mo:nument.

↑Do ↓you kno:w it?

(Datum 20)

S: Rembang, Sir.

T: ↑That's ri:ght!

Discussing from Conversation Analysis perspective, datum 16 did not show any dynamics from the way the male teacher asked the questions which include intonation, stress, rise or low pitch, breath, pause, and so forth. It shows that he was just calm to give the question to the students. Besides, based on Long &

Sato's (1983) Types of Questions, datum 16 is classified as a referential question since the teacher was curious about knowing the students' impression after Kartini Day. It is considered as a referential question because the teacher was not known the answer of the students that might be various.

Then, as shown in datum 17, the male teacher started using a stress in his question as the beginning step of forcing strategy to trigger students' comprehension about Kartini. It was also supported by his facial expression in asking the question. In this context, he seemed not only gave a question, yet he only delivered a message for the students to answer his question correctly and passionately. As the response, the students met his expectation in which the students could answer it correctly. Based on Long & Sato's framework of question, his question shown in datum 17 is categorized as a display question as the male teacher intended to know the students' responses on a general knowledge.

On the other hand, datum 18 (*Where does, (0.2) <where is she from?*) reveals that there is a two-second pause done by the male teacher to repair the grammatical structure of his question. It is known as 'Self Repair' to make the question correct. However, as the form of response, the students gave their silence which can indicate four possibilities: (1) the students did not understand the previous explanation of their teacher which lead them to feel hesitate to answer the question, (2) the students were not familiar with the question so that they did not answer it, (3) the students assumed that by giving the silence response, the teacher might take it as a signal that they have understood, or (4) the students

were confused how to answer the question since there was a pause to correct the grammatical structure done by their teacher. This question in datum 18 is also categorized into a display question based on Long & Sato's types of questions.

In dealing with the silence performed by his students, the teacher attempted to modify his question by asking a new-yet-same question "Anyone?". In this question, the teacher started to use 'up-to-down' contour. It indicates that the teacher has tried to give a variation by giving a contour style on his question. Moreover, this question was asked by the teacher in order to attract and invite students to answer his question. However, the silence still occurred. Therefore, the teacher gave some clues in which he expected that the students could answer correctly. In this way of questioning, the teacher used high and low intonation. Based on the interview, the teacher stated the intonation and the contour were used in order to stimulate the students to answer correctly and initiatively. Hence, it can be stated that the male teacher's question in datum 19 is considered as a clarification request since he did not get any answer from the students from the previous question. Thus, he attempted to ask for students' answers by emphasizing his question. On the other hand, the question shown in datum 20 belongs to a display question because he actually wanted to get to know the students' comprehension to the question that he has known the answer.

Extract 8 (Friday, 22nd April, 2016 at 06.45 – 09.00)

Before the conversation 8 occurred, the male teacher showed the students an article about tips and trick to enhance English mastery. Then, he asked the students to think about how to improve the ability to master English. The students

did not understand his explanation as shown by their big nod. Seeing that situation, he asked the students whether or not they had understood his explanation.

T: You got my point, right?
(datum 21)

S: ((silent)) (0.5)

T: Everyone understands?=
(datum 22)

S: =YES, Sir.

T: Good. Now, let's continue reading it.

As shown in the datum 21, the male teacher used a slow speed of speaking and a normal intonation. It was done on purpose by the teacher as he had a big curiosity in knowing whether the students had comprehended his explanation or not. He expected that the students could be able to answer it easily since the question was a kind of simple questions which required the students' comprehension or understanding. However, his expectation, i.e. appropriate answer from the students, did not meet the students' response when he asked "*You got my point, right?*". It was shown by the 0.5 seconds silence of the students as a signal that the students were not able to answer it. From the perspective of Long & Sato (1983), it can be assumed that the datum 21 is a comprehension check question. Even though the questions did not use any "*wh*" and "*h*" starters, however, from the contextual perspective, the questions were made in order to get "*yes*" or "*no*" answers. Basically, the teacher asked the question because he wanted to know the students' comprehension about the lesson which was learnt at that time.

Seeing that the students performed a silence, the male teacher took an initiative to modify the question as shown in the datum 21 to be more clearly understood, but it still had the same purpose to check the students' comprehension. In the datum 22 (*Everyone understands? =*), he used the term "*everyone understands?*" with rising intonation. He argued that the rising intonation was used as the triggering way to attract the students' attention on answering his question. The question in the datum 22 was directly answered by the students by saying "yes". It indicated that the students could be able to get his expected answer, i.e. to check the students' comprehension. Hence, it can be concluded that the students could answer the question by using more familiar interrogative sentence. After he was sure that the students have understood his explanation well, he closed his conversation by uttering an appreciative statement "*good*" and asking the students to continue reading the article. Based on Long & Sato's (1983) perspective on question types, datum 22 is categorized as a comprehension check as well.

Extract 9 (Tuesday, 26th April, 2016 at 09.00 – 11.20 a.m.)

The Extract 9 was obtained after the female teacher explained about some places to hangout in Malang. Besides, she talked about the differences between the past and the present appearance of Malang's Town Square, including her experiences in finding so many trashes around it. In this conversation, the teacher made several questions which were related to the use of plastics in the daily routines.

T: Well, let's talk about the use of plastic package. Do you still use it?

(Datum 23)

S: YES, Mrs.

T: What a:bout in our ↓school?

(Datum 24)

S: NO, Mrs.

T: For me personally, before using it, I ask myself

“Am I, (0.3) <Do I need it or not?”

(Datum 25)

Coming to the analysis of the extract 9, as shown in the datum 23, the female teacher firstly introduced the students about what to discuss at that time. Then, after stating the topic of the discussion, she directly answered the students related to the use of the plastics. The question “*Do you still use it?*” indicated that she had a willingness to get the information from the students whether the plastics were still used or not. In this question, she put stresses on several words which stimulated the students to answer her question. As the response, the students directly answered her question together loudly. Hence, the answer “*Yes*” was capitalized in order to show that their statement was louder than the surrounding talk done by their teacher. Moreover, it can be seen that the capitalized answer revealed that the students knew the answer and felt so eager to answer the teacher's question. Thus, it can be assumed that the female teacher's question stimulated the students to answer it passionately. Viewed from Long & Sato's (1983) question framework, it shows that the question in the datum 23 is a referential question because the female teacher wanted to know whether the students still used the plastics or not in which previously the teacher did not know their information about it.

Consequently, the students' answer, in the datum 23, invited her to ask one more question. As shown in the datum 24 (*What a:bout in our ↓school?*), she produced a question by setting it into the more specific context which was the use of plastics in the school. In this datum, what she really expected was the students' awareness about using the plastics in the school circumstance. She examined whether the students were aware of the plastics use or not. Moreover, based on the interview, she argued that this question in the datum 24 indirectly asked the students to be much wiser in using the plastics in the school environment. On the other hand, in dealing with the response, the students answered their teacher's question together with full of spirit and courage. It is same as the students' response on the previous datum which indicated that the students could not wait to give the correct answer that eventually could meet the teacher's intended expectation. It is proven by the presence of the capitalized word of "No". Based on question framework designed by Long & Sato (1983), it can be stated that the question in the datum 25 is categorized as a display question. Actually, the teacher has known the answer of her question, but she tried to recall and get the information from the students to match with her answer.

Furthermore, the students' answer in the datum 24 did not trigger the teacher to ask a question anymore. However, the teacher gave an illustration about the use of plastics in her personal life. It was done by her to transfer a value on how to be a wise person in caring and saving the environment. It was also found that she asked herself as the rhetorical part to strengthen her utterance in convincing the students. Besides, it can be seen that the repair was found in her

question. The previous question was “*Am I need it*” and she changed it into “*Do I need it or not?*”. After interviewing the teacher, she argued that the repair was used as the strategy to fix the wrong utterance to the right utterance. Moreover, she also stated that the repair in her utterance was so helpful to show the students about which statement was correct and which one was incorrect. In addition, the repair should be done in order to avoid the students imitating the incorrect utterance in their daily English learning. Besides, it reveals that the question in datum 25 represents a rhetorical question. It is considered so since the female teacher only asked for herself without expecting the students to answer her question.

Extract 10 (Wednesday, 27th April, 2016 at 09.00 – 11.20 a.m.)

The Extract 10 was taken after the female teacher played an audio for listening lesson. Previously, the teacher asked the students to pay attention on the audio listening and answer the questions, in the form of matching the statement with the picture, on the task book. The questions asked by the teacher below considered as the reviews for fostering students’ comprehension on listening section.

T: ↑Yeah, the se:cond state:ment matches with the picture G.

What is the keywo:rd?

(Datum 26)

S: COLD

T: ↑Good! It is a:bout a disease. So, ho:w do you pre:vent yourself from getting a disease?

(Datum 27)

S: Consuming vitamin C.

It is shown in the datum 26 that the female teacher asked a question after giving a confirming statement that their students' answer was correct. The question asked by her shows that she still requested a much deeper analysis which could make the students more critical in adding new information related to the lesson. Moreover, she gave a stress on the word "Keyword". She argued that the reason why the stress was used on the word because she wanted to give a stronger emphasis in order that it attracted the students to be more active and responsive in answering the question. In fact, her strategy was successfully made. It is proven by the students' answer which also gave an emphasis in form of louder sound which was answered together by them. It indicated that the students could be able to deal with the teacher's expected answer. Based on Long & Sato's (1983) Types of Questions, it is concluded that the question in the datum 26 is classified as a comprehension check question because the female teacher had a willingness to get more information regarding to the students' proceeding answer.

Furthermore, as shown in the datum 27 (*↑Good! It is a:bout a disease. So, ho:w do you pre:vent yourself from getting a disease?*), the teacher gave a positive response by saying "Good" with high intonation. The teacher assumed that the high intonation was used as the implication that she felt satisfied with the students' proceeding answer. Moreover, the teacher gave additional information that the keyword on the audio listening was categorized as the topic of disease. Afterwards, she attempted to give a question which examined the students' comprehension and the students' personal experience in preventing the disease. In this question, the teacher was curious about how the students' answer regarding to

the disease prevention. On the other hand, based on the interview, the teacher also stated that she was afraid that the students could not answer her question since the sentences were so long. In dealing with the curiosity and the worry, the teacher then spoke with low speed and used a stressing point on the word “*Prevent*”. The low speed speaking and the stressing point were taken as strategies to deliver the utterance in order to make the students understand. Furthermore, the students were able to answer the teacher’s question by replying “*Consuming vitamin C*”. It shows that the utterance was successfully delivered and the students could get the main point of the question: requiring the students’ personal experience in keeping their health. As viewed from the framework of questions proposed by Long & Sato (1983), the question in the datum 27 is categorized as a referential question because the students’ answers might be so various in which it led the teacher to be unable to guess the variation of the students’ answer.

3.2 Discussion

This study shows that both teachers utilized various types of questions and linguistic features in their questions. It is in line with the questions framework designed by Long & Sato’s (1983). Moreover, both teachers use several types of questions which are more dominantly than others. On the other hand, this study reveals that the differences of teachers, in term of gender, are found based on the linguistic features provided in Sidnell’s (2010) Conversation Analysis. These findings will be discussed and elaborated below.

3.2.1 Linguistic Features Variations of Teachers

The findings reveal that both teachers have closely similar patterns in using the linguistic features. However, the differences in terms of the type of linguistic features are also found. It can be seen that the female teacher's linguistic features are more various than the male teacher's linguistic features. The detailed explanation is elaborated as follows.

From the findings, it is found that both teachers employ several similar linguistic features to support their questions toward the students. The linguistic features are: intonation, stress, facial expression, and pause. Beginning from intonation feature, both teachers have different ways in using it. The male teacher used it as the trigger to get students' attention in using his question; while the female teacher utilized intonation as the feature that could foster the students' understanding in answering a question and could make the students feel more motivated and easier in catching the teacher's meaning by question.

Furthermore, both teachers also utilized stress as one of the linguistic features in the questions. The basic reason why the male teacher used it because he requested students strongly to answer his question by giving a strong emphasis on his question. Similar to the male teacher, the female teacher also utilized a stress in her question as the way to deliver implicit emphasis that her questions towards the students should be answered.

Besides, both teachers also used facial expression in their way of teaching. However, the facial expression shown by both teachers was different. The male teacher used flat facial expression and the female teacher used aggressive facial

expression. The male teacher urged that the flat facial expression was performed because he wanted the students to feel like having a casual conversation which could lead to the free conversation without any burden and any hesitation to answer the question. Besides, the female teacher shows aggressive facial expression because she wanted to indirectly deliver a force for students to be brave to speak.

Pause becomes the other linguistic feature performed by both teachers. The pauses were found and made by both teachers which was also called as self-repair strategy. Both teachers agreed that the self-repair strategy was done to fix the wrong utterance to the right utterance which was so helpful to show the students about which statement was correct and which one was incorrect. In addition, the repair was done in order to avoid the students imitating the incorrect utterance in their daily English learning.

The basic difference between the linguistic features variations performed by both teachers is on the contour. It is found that only female teacher used this feature. She believed that the up-to-down contour could help her to be more expressive to ask the question, so that the students felt to be more involved.

3.2.2 Gender Differences of Teachers in Giving Questions

Based on the findings, it is noted that male and female teachers have different tendency in using types of question designed by Long & Sato (1983). It is found that the female teachers have more variations of questions than the male teacher have. Moreover, the findings in the present research is in line with the research conducted by Rashidi & Naderi (2012) which found that the female

teacher asked more referential questions and the male teacher asked more display questions. However, since Rashidi & Naderi's (2012) research only focused on two types of questions: display and referential, the present study found new findings in which it is not only referential and display questions asked by both teachers, but they also asked more types of questions, such as: comprehension check, clarification, and rhetorical questions. The more elaboration is presented below.

Inevitably, both male and female teachers have different variations in using types of questions. Beginning with the male teacher's question variations, it is noted that the male teacher did not apply all Long & Sato's (1983) Types of Questions. The male teacher only used several types of questions including display question (the data 11, 13, 17, 18, and 20), comprehension checks (the data 10, 12, 21, and 22), referential question (the data 14, 15, and 16), and clarification request (the datum 19). Moreover, the most dominant type of question used by the male teacher is display question which is used for five times in the conversation.

Firstly, in the data 11, 13, 17, 18, and 20, it shows that the male teacher used display questions based on the framework of question designed by Long & Sato. The questions were "*Who is Kartini?*", "*Where is she from?*", "*Do you know it?*", and "*Where is the story from?*". These questions are classified as display questions because the male teacher wanted the students to display their knowledge or to check their understanding even if the teacher has known the answers (Ozcan, 2010). For this reason, furthermore, it can be linked to Long & Sato's (1983) finding which argued that display question is used to elicit information or exhibit

the students' knowledge which has been known actually by the teacher. This finding is in line with the research conducted by David (2007). He concluded that display question is the question which encourages or motivates the students by simulating interest and having greater active participation in lessons.

The female teacher used display questions found in the data 4, 5, and 24. The questions included "*What is descriptive text?*", "*How about explanation text?*", and "*What about in our school?*". The consideration to classify all questions in the data above is because the questions asked by the female teacher seem to trigger the students' comprehension after being explained by the teacher. Seeing the context in the observation place, moreover, it is noted that the students did not feel satisfied with the students' answers previously. Hence, she attempted to get more information in order to make them more critical in thinking. It can be seen, for instance, when the teacher asked about the definition of descriptive text (as shown in the datum 4). In this case, the teacher actually has known well the definition of descriptive text. However, she had more curiosity to check the students' comprehension regarding to the lesson. Furthermore, this stance is supported by Long & Sato (1983) who assumed that display question aimed to elicit new information in which the asker has already known the answer. In addition, it is also in line with the research done by Shomoossi (2004). He stated that display questions refer to those questions for which the questioner knows the answer beforehand; such questions are usually asked for comprehension checks, confirmation check, or clarification requests. From this type of question, it can be inferred that both teachers have similar purposes in using it.

Secondly, in the data 10, 12, 21, and 22, it can be seen that the male teacher used comprehension check questions. Long & Sato (1983) defines comprehension check as a question which aims to ensure whether the students have understood or not. Based on the findings, it is assumed that the data 10, 12, 21, and 22 belong to comprehension check questions even though the data did not use any 'wh' and 'h' question starters. It is due to the reason that those questions had purposes to check how deep the students' comprehension in understanding their teacher's previous explanation, i.e. the definition and the example of narrative text.

Furthermore, the female teacher used comprehension check questions shown in the data 1 and 26. The questions were "*Do you still remember about descriptive text?*" and "*.....What is the keyword?*". These questions are categorized as comprehension check questions because these questions were aimed to test the students' further understanding on a particular topic. Moreover, the questions attempted to establish whether that speaker's previous utterance has been understood or not (Long & Sato, 1983). Dealing with this idea, Bloom (1956) has similar view in which he argued that this type of question belongs to the taxonomy of questioning level, specifically on comprehension level. He stated that it belongs to the comprehension level since the teacher gave out a learning material to the students and asked them to comprehend a certain topic based on the content of the material (Bloom, 1956). All in all, either male or female teachers, the comprehension check questions were used with same goals: to check students' understanding on the lesson.

Thirdly, in the data 14, 15, and 16, the male teacher undeniably used referential questions. It is proven by the questions that he asked “*What do you feel after Kartini Day?*”, “*Who is living now at Ma’had?*”, and “*What do you think about Ma’had?*”. Based on Long & Sato’s (1983) Types of Questions, it can be assumed that the three questions are categorized as referential questions since the questions were aimed to seek the students’ information by letting them to answer freely based on their perspectives. In this case, the teacher could not guess the answer and did not expect any correct answer from them. Dealing with this finding, moreover, Brock (1986) assumed that the referential questions were helpful to generate more students’ output in which they felt released without any strict answers from their teachers.

On the other hand, the female teacher used referential question. The questions were “*Have you ever written a descriptive text?*”, “*What was the title of your descriptive text?*”, “*What information do you get from it?*”, “*Where do you always spend your time hanging out?*”, “*Do you still use it (plastics)?*”, and “*How do you prevent yourself from getting a disease?*”. All the questions in the data are classified as referential questions since the questions aim to get new information from the students in which the information is still not known by the teacher. In this case, it is assumed that the teacher did not have any willingness to guess the answer since the students’ answers might be so various. Thus, the students were given chances to freely express their ideas. Moreover, this finding is in line with Long & Sato’s (1983) framework of question in which it is believed that referential question aimed to request any information from the addressee

which is not known by the interlocutor or the asker. On the other hand, this stance is also same as the research conducted by Dashwood (2005). He asserted that referential question had purposes to ask for knowledge interaction in the class requiring the students activate their schema and process higher levels of thinking just as open-ended questions do. Thus, it can be stated that both teachers employed this type of question to obtain students' new information in which the teachers did not know.

Next, the male teacher used a clarification request question as shown in the datum 4. The question was "*Anyone?*". Previously, the students answered that Kartini is a woman hero. Then, after their teacher asked a question again, they replied it by a silence. This silence was assumed as an answer of the students which indicated that the students could not answer the question. Besides, the basic consideration why the question in the datum 19 is classified as a clarification request is because the teacher expected the students' next answer after getting the previous one. In other words, it can be stated that the teacher wanted to request an answer of the students as the form of their clarification to make their previous answer clearer.

In addition, the data 6 and 9 reveal that the female teacher used clarification request questions. The questions were "*For example?*", and "*MDC?*". Even though those two questions did not have any question forms, such as: how, why, who, what, and so forth, both are still classified as clarification request questions. It is due to the reason that those questions obtained to get the students' comprehension in clarifying the utterance, i.e. answer, that they have responded

previously. It was done in order to get the much clearer information from the students to deepen their comprehension and to prevent the teacher from misunderstanding. Besides, it is also linked to Long & Sato's (1983) Types of Questions. They believed that clarification request occurred when the teacher requested deeper information in order to enlighten the previous utterance. Thus, it can be concluded as clear information in which it is so helpful to make the students more critical in thinking and the teacher is not confused as well.

Furthermore, the female teacher used rhetorical question as shown in the datum 25. This type of question was not used by the male teacher. Thus, it makes the female students' types of questions become more various than the male teacher's types. Based on Long & Sato's (1986) framework of questions, a question is classified as rhetorical when the question does not expect any correct or any particular answer from the listeners, but it is answered by the speaker. By this definition, it can be noted that the question in the datum 25 is a rhetorical question. It is proven by the teacher who asked herself "*Do I need it (plastics) or not?*" In this question, it shows that the teacher did not put any expectation from the students to give a correct answer regarding to the questions that she asked. Yet, this question was answered by herself. In a deeper analysis, furthermore, the teacher wanted to deliver a moral message to the students on how to be a wise user of plastics.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter summarizes the findings and the implications for future research on the teachers' questions from conversational analysis perspective.

4.1 Conclusion

From the previous chapters, it can be concluded that both teachers have differences in constructing questions based on Long & Sato's (1983) Types of Questions. The male teacher frequently used display questions when asking the students. Then, he also used referential, clarification, and comprehension check questions. By contrast, if the male teacher used four kinds of question, the female teacher used five types, such as: comprehension, referential, display, clarification, and rhetorical question in which referential question was used as the most frequent asked question.

Based on conversation analysis perspective, it can be seen that both teachers also performed different linguistic features in their questions. The male teacher employed four linguistic features, such as: intonation, stress, facial expression, and pause. The basic reasons why he used the linguistic features are to check whether the students had comprehended his explanation or not by giving a force to them to ask correctly. Furthermore, some questions which used these linguistic features successfully met his expectation, and some questions did not meet his expectation. The successful questions were marked by the students' direct answers and the unsuccessful questions were responded by the

students' silences. Even so, to deal with the silences and no response, the male teacher changed the structure of his question to be a familiar one by keeping using the linguistic features.

Different from the male teacher, the female teacher utilized five linguistic features, such as: stress, pause, intonation, contour, and facial expression. The female teacher argued that the linguistic features were used as the triggers or the strong emphases which sent messages implicitly to the students that they should answer her questions correctly and passionately. If the male teacher still found the students could not answer his several questions, the female teacher had different result. It is found that all questions asked by her was successfully answered by her students. Therefore, she did not need to change her question structures to be familiar since the students could understand what she asked.

All in all, it can be concluded that the female teachers employed more types of questions and more variations of linguistic features than the male teacher. In terms of types of questions, the female teacher used a rhetorical question and the male teacher did not. It is done to deliver a message or information to the students by inserting personal opinions or experiences. Besides, in terms of linguistic features, the female teacher employed a contour and the male teacher did not. She believed that the contour could help her to be more expressive to ask the question so that the students felt to be more involved.

4.2 Suggestions

This research investigates the EFL teachers' gender differences from the way they asked questions and showed the linguistic features. Based on the

findings, the researcher proposes five possible researches which may be done for a follow-up research or future studies.

From the perspective of the object of data, further researchers may use other type of questions like Yang's (2010) types of questions consisting of yes/no questions, open and closed questions, and display and referential questions. It is due to the reason that Yang's (2010) questions are the type of questions that can be found in the nowadays everyday classroom interaction. Moreover, Yang's (2010) questions is the suitable framework to examine the questions in conversation analysis since it not only investigates those questions beginning with interrogatives, but the utterances ended with rising intonation were also regarded to be questions.

Besides, the identity studies may be taken as the new perspectives in investigating the teachers' genders in classroom discourse. It is due to the fact that identity studies become the most-centered researchers' interests which may give interesting and potential findings in term of identity in pedagogical context.

Future studies may also investigate the function and the effectiveness of teachers' linguistic features in their questions and how it affects students' way of thinking process, as the thesis can give a great contribution to the teachers by applying the right usage of linguistic features in the questions.

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APPENDIX

The Transcription Conventions Proposed by Jefferson (1985)

The elaboration of Jefferson's (1985) transcription conventions are as follows:

// *Double Obliques* indicate the point at which a current speaker's talk is overlapped by talk of another. ((No longer in use.¹))

Mary: 'N how o//ld are you, Mark.

Kate: How old'r you, Mark.

[*A left bracket* indicates the point of overlap onset. ((The currently-used alternative to the double obliques.))

Mary: 'N how old [are you, Mark.

Kate: [How old'r you Mark.

] *A right bracket* indicates the point at which two overlapping utterances end, if the end simultaneously, or the point at which one of them ends in the course of the other. It is also used to parse out the segments of overlapping utterances.

Mary: 'N how o[l d u h r] you] ↓ Ma:]rk,

Kate: [How old 'r] ↓you] Mark,]

= *Equal signs* indicate no break or gap.

A pair of equal signs, one at the end of one line and one at the beginning of a next, indicate no break between the two lines.

Maggie: ...en 'e weighs about a hunnerd 'n thirty five pounds.=

Ronald: =AAUUGH! WHADDA L-LIE!

The pair is also used as a transcript convenience when a single speaker's talk is broken up in the transcript, but is actually through-produced by its speaker.

Pammy: Yeah well okeedoe=

Myra: =[Yeah.

Pammy: [I j's thought I'd ask

In this case, Pammy's utterance is produced as "Yeah well okeedoe I j's thought I'd ask", with Myra's "Yeah" starting up immediately upon completion of "okeedoe", and simultaneously with "I j's..."

A *single equal sign* indicates no break in an ongoing piece of talk, where one might otherwise expect it, e.g., after a completed sentence.

Ehrlichman: ... so I said I jis' find that hard to ima↓gine.=Now (0.4) ·p ↑
since ↓ then I've retained coun↓sel.

(0.0) *Numbers in parentheses* indicate elapsed time by tenths of seconds.

Al: ...j's be a lot'v (shh) lotta work- lotta hassle.

(0.2)

Al: =[Well,

Roger: [Well if yer goin' t'all that trouble,

-- *Double dashes* indicate a short, untimed interval without talk, e.g., a 'beat'.

Example

Vic: I'm intuh my thing, intuh my -- attitude against othuh pih- ·hh

(·) *A dot in parentheses* indicates a brief interval (\pm a tenth of a second) within or between utterances.

Mrs A: 'Ello:?

Guy: 'Ello is Curlythere?

→ (·)

Mrs A: → Oo jis (·) e-Who:?

(0.0)

Numbers in parentheses bracketing several lines of transcript indicate time elapsed between the end of the utterance or sound in the first bracketed line and the start of the utterance or sound in the last bracketed line.

Mrs A: Oo jist ↑a minnih,

(0.6)

Kid: (1.2) () []

Mrs A: [It's fer you dea:r,

Underscoring indicates some form of stress, via pitch and/or amplitude.

A short underscore indicates lighter stress than does a long underscore.

Ehrlichman: Well Dean has: uh:,h totally coop'rated
with the U.S Attorney.

:: Colons indicate prolongation of the immediately prior sound. The longer the colon row, the longer the prolongation.

Mike: ↑iYeh it's all in the ↑chair=

Mik: =↓all th[at °junk's in the chair. °↓]

Vic: [W o ::::::::::::::] ↓ :::: w ::.=

Vic: =I din' know that?

:_ Combinations of underscore and colons indicate intonation contours.

Basically, the underscore 'punched up' the sound it occurs beneath.

wo:rd If a letter preceding a colon is underscored, the sound represented by that *letter* is ‘punched up’, i.e., an underscored letter followed by a colon indicates an ‘up-to-down’ contour.

Kalmbach: Hi:.=

Ehrlichman: =How’r you:.

Wo:rd If the colon is underscored, then the sound at the point of the *colon* is “punched up”, i.e., a letter followed by an underscored colon indicates a ‘down-to-up’ contour.

Emma: Is SA:M there with [yuh?]

Lottie: → [Y e :]a h,=

Emma: → =Uh ha[:h

Lottie: [Uh huh

Wo:rd If underscoring occurs prior to the vowel preceding the colon, then the entire word is ‘punched up’, i.e., the colon indicates the prolongation only; there is no mid-word shift in pitch.

Vic: ‘M not saying he works ha:rd.

↑↓ *Arrows* indicate shifts into especially high or low pitch.

Dan: °Thet;s a good ↑ques↓tion. °

Louise: ↑↑Thank ↓you.

.,?? *Punctuation markers* are used to indicate ‘the usual’ intonation. (The italicized question-mark [?] substitutes for the question-mark/comma of my non-computer transcripts, and indicates a weaker rise than that indicated

by a standard question-mark.²⁾ These symbols usually occur at appropriate syntactical points, but occasionally there are such displays as the following.

Maggie: Oh I'd say he's about what.=five three enna
ha:lɪf?=aren't chu Ronald,

Sometimes, at a point where a punctuation marker would be appropriate, there isn't one. The absence of an 'utterance-final' punctuation marker indicates some sort of 'indeterminate' contour.

WORD *Upper case* indicates especially loud sounds relative to surrounding talk.

Kalmbach: I returned it 'n went over the:re (·) tih↑dɑ:y, (0.5)
A::ND uh (0.8) he said the ↑rea:son thet...

°word° *Degree signs* bracketing an utterance or utterance-part indicates that the sounds are softer than the surrounding talk.

Leslie: But we were ↑very ↓ sorry to hea:r (·) that uh (·)
°your mo:ther° had (·) died is that ri:ght Phi[↑lɪp?

Philip: [Yeəh.

□ *Asterisk*

In some transcripts, the *asterisk* indicates percussive non-speech sounds, e.g., as in the following fragment, a fist thumping a table.

Vic: BU(h)D I'M NO9h)T I(h)NTUH THA(h) □ T! □

□

In non-computer transcripts, the *asterisk* indicates ‘creaky voice’. (In computer transcripts, I’ve stopped tracking ‘creaky voice’ and am using the asterisk for another phenomenon.)

Emma: En ar air conditioner went out. Comin’ ba:ck so
Go□ :d.=

Lottie: =°O[h::G□ o:d. °

whord An italicized ‘h’ appearing in such a word as ‘which’, ‘where’, ‘what’, ‘when’, ‘whether’, etc., indicates that while such words are often produced with the ‘h’ silent (as if they were the words ‘witch’, ‘wear’, ‘wen’, ‘weather’, etc.), in this case the ‘h’ was sounded.

Ehrlichman: En I said well Joh:n what ‘n the world er yih
talking ↓about □ .

word An italicized letter replaces the sub- or the superscribed degree sign which, in my non-computer transcripts, indicates unvoiced production.

Ehrlichman:→ He said we:ll?=hmhh e-I came dih you:,hh fr’m
Mitchell, hh en I sai:d □ ,h uh ↓ : Mitchell needs
money?

(Kalmbach):→ (°°Right°°)

Ehrlichman: Uh::: could □ = uh we:::ca:::ll Herb Kalmbach
en

Kalmbach: → °°Yeah.°°

<word A *pre-positioned left carat* is a ‘left push’, indicating a hurried start; in effect, an utterance trying to have started a bit sooner than it actually did. This can be heard, for example, as a compressed onset of the utterance or utterance-part in question. A common locus of this phenomenon is ‘self repair’.

Ruth: Monday nights we play, (0.3) <I mean we go to ceramics,

Polly: Y’see it’s diff’re^{nt} f’me:.. <eh f’(·) the o^{thuh} boy:s,

Word< A *post-positioned left carat* indicates that while a word is fully completed, it seems to stop suddenly.

Meier: Uh well I fel’ like my lef’ side of my (·) chest I c’d (·) mah had a k- cramp <

– A *dash* indicates a cut-off.

Vic: He said – yihknow, I get – I get sick behind it.

>< *Right/left carats bracketing* an utterance or utterance-part indicate that the bracketed material is speeded up, compared to the surrounding talk.

<> *Left/right carats bracketing* an utterance or utterance-part indicate that the bracketed material is slowed down, compared to the surrounding talk.

·hhh A *dot-prefixed row of ‘h’s* indicates an inbreath. Without the dot, the ‘h’s indicate an outbreath.

wohhrd A *row of ‘h’s within a word* indicates breathiness. In some transcripts the ‘h’s are italicized, in some not.

Colson: ... a *gh*uy wh(h)o's also totally loyal<

- (h) *Parenthesized 'h'* indicates plosiveness. This can be associated with laughter, crying, breathlessness, etc.

Jim: Don't sound so (h)amp(h)itious fer
Ch(h)rise'sake (h)ihsh ·hh sou'l(h)I'yuh k(h)uh
g(h)o tuh sleep 'n the pho(h)one.

- wghord A '*gh*' stuck into a word indicates gutturalness. In some transcripts, the '*gh*' is italicized, in others, not.

Mike: Ah don't think 'ee lives onna ↓groun' flo↓ :h
(0.3)

James: The: ghghroun' flo'

In this case, a speaker with phlegm in his throat is saying "the ground floor", with the word 'groud' heavily gutturalized.

- () *Empty parentheses* indicate that the transcriber was unable to get what was said. The length of the parenthesized space reflects the length of the ungotten talk.

Mike: No.
(0.4)

Mike: (),

- (word) *Parenthesized words and speaker designations* are especially dubious.

(Mike) [(Lee me alone.)]

Carol: hnh Yh_ehh

(blerf) *Nonsense syllables* are sometimes provided, to give at least an indication of various features of the un-gotten material.

Nixon: Jerry sh'd talk to ↑Witnaw. (0.5) And uh: (·) jis
brace eem 'n tell 'im tih (·) (offih sebbatikiss)..

(ø) A *nul sign* indicates that there may not be talk occurring; that what is being heard as possibly talk might also be ambient noise.

Nixon: ——— °(Well ah'll protect chu but □ uh)°
|
(ø): (0.7) (Okay.)
|
Nixon: ——— °(Thet uh)° thet's that's why:. (0.9) °°I°° (0.5)
—————
can't let chu ↓go (0.2) go dow:n.

(()) *Doubled parentheses* contain transcriber's descriptions.

Ray: ehh-heh-heh-heh- heh-he:h-eh=

Maggie: =(dainty snort)

...

Vic: (dumb slob voice)) Well we usetuh do dis

Teachers' Talk Script

1. Tuesday, April 19th, 2016 at 09.00-11.20 a.m.

T: You still have a promise, right? To?
 S: Speaking
 T: Yeah, to speak.
 T: How was your mid test? The second mid test?
 S: We don't know it yet

T: Do you still remember about descriptive text?
 S: Yes, Mrs.
 T: Have you ever written a descriptive text?
 S: Yes, Mrs.

T: What was the title of your descriptive text?
 S: (silent)
 T: What is descriptive text?
 S: A text that describes a thing and a person
 T: And how about explanation text?
 T: Have you ever written it?
 S: A text which explains an event.
 T: For example?
 S: Tsunami, Flood, Eruption

2. Tuesday, April 19th, 2016 at 09.00-11.20 a.m.

T: There are two types of teenager magazine. Have you been familiar with them?
 S: Yes, Mrs.
 T: What are the examples?
 S: Gaul, Teen, Bobo.
 T: Are you still reading Bobo?
 S: Yes, Kiki is still reading it.

T: What is the difference between tabloid and magazine?
 S: (silent and laugh)
 T: We can see from the time of publishing. The magazine is twice a week and the tabloid is once a week.
 T: So, when will you get the Dimensi (school's magazine)?
 S: This semester.

T: Yeah, at the end of this semester.

T: So, look at the example of information on magazine that you read. What information do you get from it?

S: The information about how to get best places to hangout.

T: Where do you always spend your time hanging out?

S: MDC

T: MDC?

S: Mall Dinoyo City

T: Oh yeah. What else? MDC,....

S: MDC, Matos, Alun-Alun

3. Wednesday, 20th April, 2016 at 06.45 – 09.00 a.m.

T: Today, we are going to study about a text about fiction. Anyone knows?

S: Narrative text, sir.

T: Great! What is narrative text? 45

S: A text which tells a story.

T: Anyone can give me an example of narrative text, please?

S: The story of Malin Kundang, Sir.

T: Where is the story from?

S: (silent)

T: It is from Sumatera Island.

4. Friday, 22nd April, 2016 at 06.45 – 09.00

T: What do you feel after Kartini Day?

S: Happy, Sir.

T: Great! Who is Kartini?

S: A woman hero, Sir.

T: Where does... where is she from?

S: (silent)

T: Anyone?

S: (keep silent)

T: She is from a city in Indonesia which has Tsunami monument. Do you know it?

S: Aceh, Sir.

T: That's right!

T: You got my point, right?

S: ((silent))

T: Everyone understands?

S: Yes, Sir.

T: Good. Now, let's continue reading it.

5. Friday, 22nd April, 2016 at 06.45 – 09.00 a.m.

T: Good morning, students.

S: Good morning, Sir.

T: How's life? 34

S: (silent)
T: How are you? 35
S: Fine. And you?
T: Fine too, thanks.

T: Who is living now at Ma'had? 42
S: Me, sir.
T: Okay. What do you think about Ma'had? 43
S: It's good, sir.
T: Nice.

6. Tuesday, 26th April, 2016 at 09.00 – 11.20 a.m.

T: Well, let's talk about the use of plastic package. Do you still use it?
S: Yes, Mrs.
T: What about in our school?
S: No, Mrs.
T: For me personally, before using it, I ask myself "Am I? Do I need it or not?"

T: (after listening section). From the chapter I, we know that the best picture is on the picture?
S: B
T: What is the keyword?
S: Jakarta

7. Wednesday, 27th April, 2016 at 09.00 – 11.20 a.m.

T: Yeah, the second statement matches with the picture G. What is the keyword?
S: Cold
T: Good! It is about a disease. So, how do you prevent yourself from getting a disease?
S: Consuming vitamin C

T: Is it rainbow beautiful?
S: Yes
T: When do you see this?
S: After rain
T: Yeah, after raining

T: If we talk about when and how rainbow happens, what type of text is this? 31
Descriptive or explanation?
S: Explanation
T: what about the topic of Jakarta just now?
S: Descriptive text