The Use of Teachers’ Questions to Facilitate Meaning Negotiation in Classroom Interaction

A Thesis Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana Degree in the English Linguistics Study Program

By:
Name: Ruschka
Student Number: 05.80.0033

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Faculty of Letters
Soegijapranata Catholic University
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Approved by,

Heny Hartono, SS, M.pd
Major Sponsor

Drs. YE Budiyana, MA.
Co Sponsor

July 13, 2009

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A thesis defended in front of the Board of Examiners on July 13, 2009 and declared acceptable

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Semarang, July 13, 2009
Faculty of Letters
Soegijapranata Catholic University
Dean,

Heny Hartono, SS, M.pd
058.1.1998.221
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ABSTRACT

In the era of communicative language teaching, there are lots of ways which can be chosen by teachers to encourage students to speak in the target language. One of the ways is giving questions. In the same time, a teacher can also frequently use questions in the process of meaning negotiation.

This research is done in order to know the kind of question frequently used by teachers with and without teaching educational background. Furthermore, this research is also done to know how the teachers’ questions facilitate meaning negotiation.

In this research, the writer analyzes questions used by two private English teachers with and without teaching educational background. The writer got the data from the recording taken during the teaching and learning process. After that, the writer analyzed and categorized those questions based on the two kinds of question, close and open question. Moreover, the writer also analyzes how the teachers’ questions facilitate meaning negotiation in the classroom interaction.

The result of this research shows that the teacher with teaching educational background frequently uses open questions where in the same time, she often uses questions to facilitate the meaning negotiation process. On the other hand, the teacher without teaching educational background frequently uses close questions where in the same time she also uses questions to facilitate the meaning negotiation.
ABSTRAK

Di dalam era pengajaran bahasa yang bersifat komunikatif, ada banyak cara yang dapat dipilih oleh guru untuk memotivasi murid-murid untuk dapat berbicara didalam bahasa target. Salah satu caranya adalah dengan memberikan pertanyaan. Pada saat yang bersamaan, guru juga dapat menggunakan pertanyaan didalam proses bernegosiasi arti.

Penelitian ini dilakukan untuk mengetahui jenis pertanyaan yang sering digunakan oleh guru-guru dengan dan tanpa latar belakang pendidikan guru. Selain itu penelitian ini juga dilakukan untuk mengetahui bagaimana pertanyaan-pertanyaan tersebut memfasilitasi proses negosiasi arti.


Sebagai hasil dari penelitian ini penulis menemukan bahwa guru dengan latar belakang pendidikan guru lebih sering menggunakan pertanyaan terbuka dimana pada waktu yang bersamaan dia juga sering menggunakan pertanyaan untuk memfasilitasi proses negosiasi arti. Disisi lain guru tanpa latar belakang pendidikan guru lebih sering menggunakan pertanyaan tertutup dimana pada saat yang bersamaan dia juga sering menggunakan pertanyaan untuk memfasilitasi proses negosiasi arti.