

**A COMPARATIVE STUDY BETWEEN ENGLISH
AND INDONESIAN QUESTION SENTENCES
AND
SUGGESTIONS HOW TO TEACH ENGLISH
QUESTIONS TO INDONESIAN STUDENTS**

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Presented to
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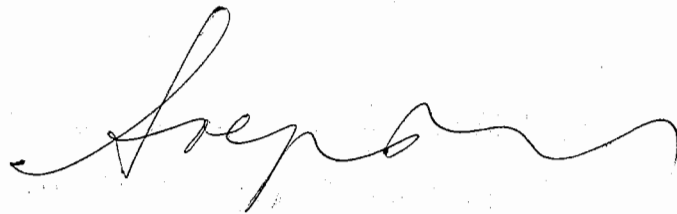
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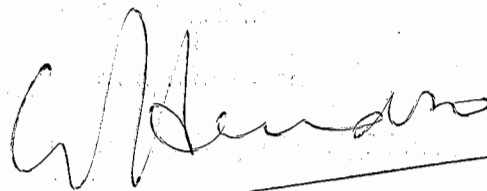
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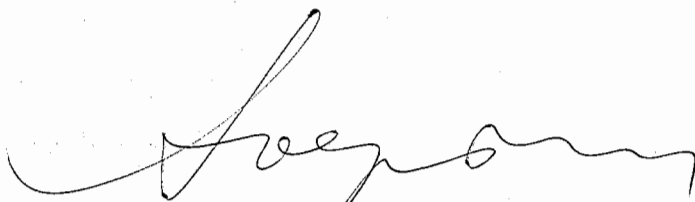
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INTRODUCTION

Learning a new language either a second language or a foreign one 1) cannot be separated from one's native language. Although each language has its own phonological, morphological, syntactic and vocabulary systems, there may be some elements of these systems which are the same among the languages. The mastery of the native language may help learn some elements of the target language. It is easier for students to learn the elements of the target language which are similar to those of their native language than those which are different. For example, they will have no problems in producing questions with rising intonation regardless of word order because both in English and Indonesian these questions are spoken with the rising intonation and there is no inversion of subject and its finite verb. The use of rising intonation is the main question marker in the two languages.

On the other hand, students will find some elements of the English language difficult to master. The previous language experience may interfere with the mastery of the target language, the result of which is that they have to spend greater effort and more time in the learning process. This is because these elements in the target language do not exist in the native one or because they are different from those of the native language. Students usually find such elements difficult. For example, they will have difficulties in mastering correct tag questions, subject - finite verb concord, or they may fail to pronounce correctly words like:

1). A second language is a language learnt after the mother tongue. It can be a foreign language, a national language or a regional language of a country. A foreign language is a language of another country. It can be a second language, a third language or even a foreign language to the learner.

beth, with, Smith, think, thorough etc. ([θ] sound),
boys, dogs, rooms, etc. (the [z] sound),
time, come, pencil, pen etc. (because of the aspirated
 sound).

It seems Lado is correct when he says that "Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" 2).

In learning the target language the native language cannot be ignored completely. It is sometimes a help, but sometimes a bother to students. The native language has some roles in the process of language learning. In the first place, it can be used to explain the meaning of words, phrases or sentences, and also some grammatical problems. 3).

For instance, in order to explain the three meanings of not attached to a finite verb we may use the mother tongue or by translation. The three meanings are :

- a. tidak e.a. : He is not ill
He didn't come on Monday
- b. bukan e.g. : Mr. Baker is not a teacher.
That is not the place for recreation.
- c. belum e.a. : My brother has not taken his breakfast

The following are examples of translation used to explain the meaning of words or phrases which are difficult for the students to grasp if they are explained in the target language:

My servant comes here every other day: selang satu
hari.
He will get married next month : melangsungkan
perkawinan.

- 2). Robert Lado, Linguistics Across Cultures, Ann Arbor - The University of Michigan Press, 1957, page 2.
- 3). See Soepomo Seedjosoedarmo Ph.D., The Role of the Mother Tongue, unpublished paper, IKIP Sanata Dharma, 1971, pages 2 - 3.

He will marry Susan : mengawini.

Secondly the mother tongue becomes a means in the process of thinking for students even if they have to express things in the target language 4). If the students want to express something in English they do not think it right away in English. After receiving the stimulus, either from outside or from inside, they select the codes to convey the message in their native language. The selection includes the words and patterns needed to convey the message. The next step is to make mental translation, finding the English equivalent for the codes they have constructed in the native language. Thus transference of patterns occurs. The danger in such a process is that the students tend to follow the patterns of their native language in transferring the message into the patterns of the English language if there are contrasts between the the patterns of the native language and those of the target language. Thus, the expression in the English language is wrong. Wilga M. Rivers says, "Where there is contrast, native language interference will be a constant problem. The student's native language habits will tempt him to follow the pattern of his own language at that point. 5) The writer has come across students translating :

the group leader into kelompok kepala, instead of
kepala kelompok.

setasiun bis into station bus, instead of bus station.

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- 4). George Quinn, English Teaching Policy, unpublished paper for English Seminar, IKIP Sanata Dharma, 1972, page 13.
- 5). Wilga M. Rivers, Contrastive Linguistics in Textbook and Classroom, English Teaching Forum, Vol. VIII, July - August, 1970, Number 4, page 8.

These examples show that the native language interferes with the mastery of the target language.

In the effort to grasp the content of a reading passage, the students are concerned with the meanings of the words in the mother tongue as well. If they do not know the meanings of the words in the reading, it will be difficult for them to grasp its content too. It will be easier for them to know the content if there are direct equivalents of the words or phrases contained in the reading in their mother tongue. If they find idiomatic uses, however, they will find difficulty because the meaning of the expression is different from the meanings of each separate word of the expression. Thus the same meaning should be expressed in a different form in the native language. For instance :

How old are you? - Berapa umarmu?

What is your name? - Siapa namamu?

What time is it? - Jam berapa?

These similar meanings with different forms of expression become problems to the students, and the use of mother tongue by translation may help overcome the problems.

The ideas underlying this analysis are the facts that there are similarities and differences between English and Indonesian question sentences and that differences between the two have been assumed to pose problems to Indonesian students. In the analysis he will try to show the similarities and differences of questions of the two languages, and suggest some techniques to present the English questions to Indonesian students, as his contribution to the teaching of English in Indonesia. He will also present a recommendation on the techniques to teach each type of English questions and give samples of presentation using the method he has selected.

The thesis will consist of four chapters. This introduction is presenting a short description of what the writer is going to deal with and what he is aiming at. Chapter one deals with examples of each type of English question with their Indonesian equivalents and the analysis of their similarities and differences. Chapter two deals with the classification of the differences, since there are several levels of differences, such as cultural level, structural level, meaning level etc. Chapter three presents some principles in the teaching of each language item. Chapter four is concerned with several techniques to present English questions suggested by the writer and a recommendation to teach each type of English questions.

The aims of this thesis are :

1. to present a description of the differences and similarities of English and Indonesian questions;
2. to reveal possible problems due to transference of patterns in the mother tongue;
3. to present a recommendation as to how to teach the various items in the English questions sentences to Indonesian students.

This will also serve as a guide in grading the teaching materials based on the easiness and difficulty of the teaching item. The teacher should select which item to teach first and which one to follow, for in the process of language learning, the language items such as vocabulary, structures, pronunciation, should be graded from simple or easy to more difficult ones. Each new unit is a new learning item, of which difficulty or easiness depends on whether it is similar or different from that of the native language. The grading, however, should not be too much based on the item's difficulty. It must be based more on its usefulness in the real

life. Items with high frequency of occurrence in the English language should be taught first, and those with lower frequency of occurrence should come later. For instance, in the question Has she been learning English for six years? the use of auxiliary be and addition of ing poses trouble to the students. So we should introduce its simpler form without changing its basic meaning, that is, Has she learnt English for six years? Throughout the teachings, items like the latter mentioned should be taught first.

The technique the writer is going to use is, of course, the contrastive technique. He will proceed to give some examples of each type of English questions with their possible equivalents in Indonesian and compare the corresponding question forms of the two languages, trying to find their similarities and differences.

The contrastive studies are important to determine the materials to teach and to predict where the problems may lie for students, because they show the different features between English and Indonesian language, especially about the questions. Teachers should know where the problems lie, so that the students may spend less time and effort in the learning but with greater result. In other words, this analysis will help achieve effective learning. Fries says, "the most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner". 6) Jack Ryoan Hwang also stresses the importance of contrastive analysis in the teaching materials by stating, "The recurrent difficulties of any student reflect to a marked degree the similarities and differences between his own language and the language he is learning. Therefore, the most appropriate materials for

teaching a language are those which embody a contrastive analysis of the mother tongue and the target language". 7)

The contrastive studies will produce different features which either English or Indonesian questions have and a which the students must be made aware of in the process of learning the target language.

- 6). G.C. Fries, "Teaching and Learning English as a Foreign Language", Ann Arbor : University of Michigan Press, 1945, page 9.
- 7). Jack-Rayoon Hwang, Current Theories of Language Learning and Teaching, English Teaching Forum., Vol. VIII, March - April 1970 - No. 2, page 26.

CHAPTER I

ENGLISH QUESTION SENTENCES AND THEIR EQUIVALENTS IN INDONESIAN

According to Zandvoort's A Handbook of English Grammar, English questions can be classified into 4 classifications :

1. Verbal questions or yes - no questions;
2. pronominal questions or questions-word questions;
3. dependent questions or included questions;
4. appended questions or tag questions.

In this chapter the writer will try to analyse each of these as exhaustively as he can, and he will also show the equivalents in Indonesian. The reason for his doing this is that he wants to show the differences and similarities between patterns of English and Indonesian questions and show where possible problems lie for Indonesian students.

The four main types of English questions sentences include :

A. Verbal questions or yes - no questions.

They include :

- a. Questions with the verb be. 8)
- b. Questions with the verb have.
- c. Questions with the verbs can, may, must, should etc.
- d. Questions with do, does and did.
- e. Questions with rising intonation, regardless of word order.

8). See Kumanireng "English Question Patterns" (unpublished Drs. thesis, IKIP Sanata Dharma).

B. Pronominal questions or question-word questions.

They include :

- a. Questions with who, what, when, why etc., with reversal of word order.
- b. Questions with who, what, which, as subjects, without reversal of word order.

C. Dependent questions or Included questions. This includes :

- a. Dependent yes - no questions.
- b. Dependent question-word questions.

D. Appended questions or Tag questions.

A. The yes - no questions.

These are questions which do not ask for a piece of information from the other person. They only ask about other person's opinion or agreement on the subject asked by the questioner. The answers expected are usually either yes or no, depending on the other person's ideas. The followings are questions of the yes - no type :

a. Questions with the verb be.

The verb be may have several functions: 1. functioning as a linking verb. This occurs when the verb be is followed either by a noun or an adjective. 2. functioning as a full verb, when it is followed by other words except nouns and adjectives and verbs. 3. functioning as an auxiliary verb of the progressive tense and 4. functioning as an auxiliary verb of the passive form. The following are a few examples with their Indonesian translations. That is needed to contrast the two syntactic patterns of questions of the two languages.

English

Indonesian

1. Am I right ?

1.a. Apa(kah) saya betul ?

b. Betulkah saya ?

c. Saya betulkah ?

d. Saya betul ?

2. Is the answer correct ? 2.a. Apa(kah) jawaban itu benar ?

b. Benarkah jawaban itu ?

c. Jawaban itu benarkah ?

d. Jawaban itu benar ?

3. Are the glasses clean ? 3.a. Apa(kah) gelas2 itu bersih ?

b. Bersihkah gelas2 itu ?

c. Gelas2 itu bersihkah ?

d. Gelas2 itu bersih ?

4. Were the lessons

4.a. Apa(kah) pelajaran2nya

interesting ?

menarik ?

b. Menarikkah pelajaran2nya ?

c. Pelajaran2nya menarikkah ?

d. Pelajaran2nya menarik ?

be used as an auxiliary of progressive form :

English

Indonesian

1. Is John waiting for
the bus ?

1.a. Apa(kah) John sedang me-
nunggu bis ?

b. Sedang menunggu biskah John?

c. John sedang menunggu biskah?

d. John sedang menunggu bis ?

be used as an auxiliary of passive form :

1. Was he arrested by
the police ?

1.a. Apa(kah) dia ditangkap
Polisi ?

b. Ditangkap polisikah dia ?

c. Dia ditangkap polisikah ?

d. Dia ditangkap polisi ?

2. Has the tree been
cut down ?

2.a. Apa(kah) pohon itu telah di-
tebang ?

b. Telah ditebangkah pohon itu?

c. Pohon itu telah ditebangkah?

d. Pohon itu telah ditebang ?

Negative questions with the verb be :

1. Aren't you tired ?

1.a. Apa(kah) engkau tidak lelah?

b. Tidak lelahkah engkau ?

c. Engkau tidak lelahkah ?

d. Engkau tidak lelah ?

2. Wasn't Bob late
yesterday ?

2.a. Apa(kah) Bob tidak terlambat
kemarin ?

b. Tidak terlambatkah Bob
kemarin ?

c. Bob tidak terlambatkah
kemarin ?

d. Bob kemarin tidak terlambat-
kah ?

3. Wasn't the work
corrected ?

3.a. Apa(kah) pekerjaan itu tidak
diperiksa ?

b. Tidak diperiksakah pekerjaan
itu ?

c. Pekerjaan itu tidak di-
periksakah ?

d. Pekerjaan itu tidak diperiksa?

All the examples above are mostly used to start a discourse. There are also short questions using be which follow a remark or a questions made beforehand. The remarks or questions made previously can be of two kinds :

1. those which are made by another person, e.g.

He said to everybody I am lazy.

Are you ? (kamu malas ?)

Such a question is called a reactive question. It is a question to give a reaction to a remark or question spoken by

another person.

2. those which are made by the speaker of the question, e.g.:

I am worried about my bad pronunciation. Are you? (Kamu juga ?)

John is always present. Are you ? (Kamu juga?)

Such questions are called confirmative questions. This pattern of question is commonly found as a response suggesting a doubtful or critical attitude towards a remark that has been made and to ask for confirmation.

From the above examples we may analyse that the similarities between the English and Indonesian questions are as follows :

1. Both English and Indonesian questions make use of the rising intonation at the end of the utterance.
2. There is inversion between the subject and the verb in the English forms, and some of the Indonesian forms have inversion too. For example :

Am I right? Betulkah saya? In English the inversion is between the subject and its finite verb. In Indonesian the inversion is also between the subject and its verb, but the verb of the Indonesian form functions as a predicative adjunct in the English form. A finite verb is the one that changes its form when the subject changes its form from He, She, It to I, We, You, They, or from I, We, You, They into He, She, It, or that changes its form from present to past or from past to present. For examples :

He works very hard. They work very hard.

He is fine now. He was ill yesterday.

In a verb - group, the finite verb is the first verb in the group, for instance :

They have been working for three months.

That cannot be done now.

The differences between the English and Indonesian questions are :

1. There are subject-verb concord problems in English, namely the suitable form of finite verb with its subject like in: I-am, You-are, She-is. This does not exist in Indonesian.
2. In English there are tense concord problems, namely the change of the verb form in relation with its time reference, which is usually put at the end of the sentence in questions of this type. Such a change of verb form does not exist in Indonesian. The tense in Indonesian is expressed by adding a certain time expression, without any change on the verb form. The time reference in Indonesian can be put either in front, in the middle, or at the end of the question.
3. Since Am, Are, Is, or Was etc. has the same position as Apakah, the initial position, the Indonesian students tend to think that Am, Are etc. means apakah in Indonesian. This is not so. There is no exact equivalent of be in Indonesian.
Apa {what} or apakah {what} is a morpheme added to mark the utterance as a question. It is a question marker.
4. In the case of questions in progressive form and passive form the position of be is still the same as that of in other questions, that is in front, initial position, but it functions as an auxiliary verb, instead of a full verb or a linking verb.
5. Said normally, English negative questions have the word not attached to the finite verb. In Indonesian the position of tidak is very flexible. It can be shifted around in the sentence, occupying another part of the sentence.
Separating not from the finite verb in English and putting it after the subject mean that the speaker wants to

emphasize the word not. For instance :

Is he not ^{at} home? Apakah dia tidak dirumah?

This form will surely be easier for students to learn because not and tidak come after the subject in the two languages, but it does not represent a normal question pattern in English..

6. There are forms in Indonesian which do not have any inversion.
7. If there is an adverb of time, the adverb of time usually comes at the end of the questions in English. In Indonesian, it may occupy the initial, middle, or final position.
8. None of the English forms has its subject at the beginning of the sentence if they follow the normal question pattern. In Indonesian the subject of the sentence may initiate the sentence.
9. In the progressive form, the meaning of "in the process of" is expressed by the construction of be + verb + ing. In Indonesian we have to add a morpheme sedang, without any change on or addition to the verb form.

b. Questions with the verb have.

The verb have may have several functions. It may function as an auxiliary verb of the perfect tense like in Have they gone home?, as a full verb meaning to possess such as in What do you have in your pocket? and to cause somebody to do something, like in Will you have him repair your watch? The use of have in the last example is called: causative have. Examples of questions using have :

English	Indonesian
1. Do they have this book?	1.a. Apa(kah) mereka mempunyai buku ini ?
	b. Mereka mempunyai buku inilah ?

2. Did she have much
work last week ?

- c. Punyakah mereka buku ini?
- d. Mereka mempunyai buku ini?
- 2.a. Apa(kah) dia mempunyai
banyak pekerjaan minggu yang
lalu ?
- b. Mempunyai banyak pekerjaankah
dia minggu yang lalu ?
- c. Dia mempunyai banyak pekerja-
ankah minggu yang lalu ?
- d. Minggu yang lalu dia mem-
punyai banyak pekerjaan ?

3. Do children have to
obey their parents ?

- 3.a. Apa(kah) anak2 harus men-
taati orang tua mereka ?
- b. Haruskah anak2 mentaati
orang tua mereka ?
- c. Anak2 haruskah mentaati
orang tua mereka ?
- d. Anak2 harus mentaati orang
tua mereka ?

4. Have you brought
your raincoat ?

- 4.a. Apa(kah) kamu telah membawa
jas hujanmu ?
- b. Sudahkah kamu membawa jas
hujanmu ?
- c. Kamu sudah membawa jas
hujanmu ?
- d. Kamu sudah membawa jas
hujanmukah ?
- e. Sudah kau bawa jas hujanmu?

5. Will you have your
servant cook noodles?

- 5.a. Apa(kah) kamu akan menyuruh
pelayanmu masak bakmi?
- b. Kamu mau menyuruh pelayanmu
memasak bakmukah?

6. Hasn't she swept
the floor ?

c. Kamu mau menyuruh pelayanmu
memasak bakmi?

d. Pelayanmu mau kamu suruh
masak bakmi?

6.a. Apa(kah) dia belum menyapu
lantai itu?

b. Belumlah dia menyapu lantai
itu?

c. Dia belum menyapu lantai
itukah?

d. Dia belum menyapu lantai
itu?

e. Lantai itu belum disapunya?

There are two functions of the verb have. First, it is used as an auxiliary verb of the perfect tense, and second, it is used as a full verb, which means "own" or "possess." When have is used as a full verb, there are two possible ways of making a question with the verb have. The first is by using the auxiliary of interrogation do, does or did and the second is by shifting the class-2 word, the verb, in front of the subject. There is inversion, but without any auxiliary of interrogation. For instance :

Do they have this book? Have they this book?

The first example is more preferable because it follows the normal pattern of English questions.

The similarities between the English and Indonesian questions are :

1. Both are normally spoken with the rising intonation at the end of the utterance.
2. There is inversion in the English form, as well as in some of the Indonesian forms.

The differences are as follows :

1. There are subject-finite verb concord problems in English, which do not exist in Indonesian.
2. There are tense concord problems in English. They do not exist in Indonesian.
3. In the perfect tense, the form of the verb in the questions is similar to that of in other tenses, but the function of have is as an auxiliary verb. The Indonesian makes uses of adverbs of frequency telah or sudah for this purpose.
4. Said normally, the English negative questions have not attached to the finite verb, the auxiliary. In Indonesian the word tidak can be shifted from one part of the sentence to another.
5. In example number three Do children have to obey their parents?, have to is a phrasal verb used as an auxiliary which means must. The form is the same as the others, but its function is different. In Indonesian the word harus is added here.
6. In example number five, Will you have your servant cook noodles?, the use of have here is called : causative have. Its function remains as a full verb.
7. The word not attached to the auxiliary of the perfect tense does not mean tidak but belum in Indonesian. Sometimes this construction is accompanied by the use of yet which means belum.

As far as which pattern to teach is concerned, teachers should introduce the pattern of questions using do, does, or did first in teaching, since they represent the normal pattern of English questions. Questions such as Have you a pencil? should be presented later.

c. Questions using can, may, must, should etc.

Can, may, must, might etc. are auxiliary verbs used to form the tenses, moods and predication. In questions, therefore, they go together with another verb they support, that is the principal verb. Some of the examples are :

English	Indonesian
1. Can you come on Monday?	1.a. Dapatkah kamu datang pada hari Senin. b. Kamu dapat datang hari Senin-kah? c. Apa(kah) kamu dapat datang hari Senin? d. Kamu dapat datang pada hari Senin?
2. Shall I accompany you?	2.a. Apa(kah) kamu menginginkan saya menemanimu? b. Kamu menginginkan saya menemanimukah? c. Kamu menginginkan saya menemanimu? d. Bagaimana kalau saya menemanimu?
3. Will they visit Bali?	3.a. Apa(kah) mereka akan mengunjungi Bali? b. Mereka akan mengunjungi Balikpapan? c. Akankah mereka mengunjungi Bali? d. Mereka akan mengunjungi Bali?
4. Could you open the window?	4.a. Dapatkah kiranya kamu membuka jendela itu?

- b. Kiranya dapatkah kamu membuka jendela itu?
- c. Kamu kiranya dapat membuka jendela itu?
- d. Kamu kiranya dapat membuka jendela itukah?
5. Could the new be true?
- 5.a. Mungkinkah kabar itu benar?
- b. Kabar itu mungkinkah benar?
- c. Kabar itu mungkin benarkah?
- d. Kabar itu mungkin benar?
6. Might John be there?
- 6.a. Mungkinkah John disana?
- b. John mungkinkah disana?
- c. John mungkin disana?
- d. Apakah mungkin John disana?
7. Should I do this?
- 7.a. Apa(kah) saya seharusnya mengerjakan ini?
- b. Saya seharusnya mengerjakan inikah?
- c. Saya seharusnya mengerjakan ini?
- d. Seharusnyakah saya mengerjakan ini?
8. Wouldn't Henry come on the next day?
- 8.a. Apa(kah) Henry tidak akan datang hari berikutnya?
- b. Tidak akan datangkah Henry hari berikutnya?
- c. Henry tidak akan datangkah hari berikutnya?
- d. Henry tidak akan datang hari berikutnya?
9. Might not David come to the party?
- 9.a. Apa(kah) David mungkin tidak datang pada pesta itu?

- b. Mungkin tidak datangkah
David pada pesta itu?
- c. David mungkin tidak datang-
kah pada pesta itu?
- d. David mungkin tidak datang
pada pesta itu?

Exactly like questions with be there are short questions using can, may, etc. following a remark or question made by either another person or the speaker himself. They are called reactive questions and confirmative questions. For instance :

You must stay here tonight.

Must I? (Betul begitu? or Haruskah?)

I cannot do this. Can you? (dapatkah kamu?)

The similarities between the English and Indonesian questions are :

1. Both are normally spoken with the rising intonation at the end of the sentence.
2. There is a reversal of order between the subject and its finite verb in English questions, and some of the Indonesian forms have inversion too.
3. Generally, these auxiliary verbs have direct equivalents in Indonesian, but in some occasion they mean differently, for instance, could - mungkin, may - mungkin.

The differences are as follows :

1. All the English questions of this type have a reversed order of class-1 and class-2 word or the subject and the finite verb, while some Indonesian forms do not have it.
2. There are tense concord problems in English, that is, the change of verb form in relation to its time reference. This change of verb form does not exist in Indonesian, and the tense is expressed by adding a certain time reference.

3. Subject - verb concord problems do not seem to pose problems to Indonesian students because these auxiliary verbs can go with any subject without any change of form, except if they use their substitutable alternatives, like in :
must - have to, will - be going to, may - be allowed to,
can - be able to. In Indonesian these questions do not have concord, although the auxiliary verbs are substituted by other forms in English, for example :

Can you swim? Dapatkah kamu berenang?
Is she able to swim? Dapatkah dia berenang?

4. Some English auxiliary verbs of this kind can express several meanings, for example :

May I go now? expresses permission.
May she be at home? expresses possibility.
Can you drive a car? expresses ability to or know how to.
Can this be true? expresses probability.
Can I go home now? expresses permission.

The Indonesian questions make use of different words to express different meanings, for instance :

May I go now? Bolehkah saya pergi sekarang?
May she be at home? Mungkinkah dia dirumah?

5. While English questions have inversion, Indonesian questions make use of function word apa, apakah or the found morpheme kah, which can be attached to several parts of the sentence, for instance:

at the predicative part, like in Ia dapatkah datang?
at the end of the sentence, such as in Ia dapat
datangkah ?

Apa or apakah usually initiates the sentence, but it may occur in medial position as well, sometimes.

6. In negative questions, the word not in English is always attached to the finite verb if it is said normally,

whereas the word tidak in Indonesian may occupy several positions in the sentence, occupying different parts of the sentence.

7. The past forms of these auxiliary verbs do not always refer to past time, which means that they do not show something happens in the past, for instance :

Might John be at home? Mungkinkah John di rumah?

Could the news be true? Mungkinkah kabar itu benar?

Although the sentences are in the past tense they do not show something happening in the past. They show possibility and uncertainty at present.

Some other examples are :

Would you open the window? shows a polite request.

Should I do this? shows advisability.

8. Negation of each of these auxiliary verbs does not always mean the opposite meaning of that particular verb, for example :

Must I do this? Haruskah saya mengerjakan ini?
(obligation)

Mustn't I do this? Tidak bolehkah saya mengerjakan ini?
(prohibition)

To show absence of obligation the verb must makes use of another form, either need not or do not have to, such as:

You need not do these all. Kamu tidak harus mengerjakan semua.

You don't have to do that. Kamu tidak harus mengerjakan itu.

As far as word order is concerned these verbs do not seem to pose trouble to students, but their uses in the present and past forms with the meanings they carry have become great problems to them. The students usually tend to pay attention to their direct equivalents only, such as : can - dapat,

may - boleh, must - harus, will - akan etc., including the meanings they have if they are in the past form.

d. Questions with do, does, did.

As auxiliaries, do, does and did are auxiliaries of negation and interrogation. Such an auxiliary is required when the verb of the sentence has not yet got its own auxiliary needed to transform the sentence into a question or into a negative sentence. The followings are examples of questions using do, does and did :

English	Indonesian
1. Do the students understand the lesson ?	1.a. Apakah murid2 mengerti pelajaran itu? b. Murid2 mengertikah pelajaran itu? c. Mengertikah murid2 pelajaran itu? d. Murid2 mengerti pelajaran itu?
2. Does she know that ?	2.a. Apa(kah) dia tahu itu? b. Dia tahu itukah? c. Dia tahukah itu? d. Dia tahu itu?
3. Did she have lunch at home yesterday ?	3.a. Apa(kah) dia makan siang di rumah kemarin? b. Dia makan siang di rumahkah kemarin? c. Kemarin apakah dia makan siang di rumah? d. Kemarin dia makan siang di rumahkah? e. Ia makan siang di rumah kemarin?

4. Didn't Tom watch the movies last night ?

4.a. Apa(kah) Tom tidak melihat filem tadi malam ?

b. Tidak melihat filemkah Tom tadi malam ?

c. Tom tidak melihat filemkah tadi malam ?

d. Tadi malam Tom tidak melihat filem ?

e. Tom tidak melihat filem tadi malam ?

Another type is the one consisting of an auxiliary verb and a pronoun spoken as a response to a remark previously heard. This is called a reactive questions, and is used to suggest a doubtful or critical attitude towards the remark, for instance :

I finished my homework.

Did you? (Betul begitu?)

He doesn't understand that.

Doesn't he? (Betul begitu?)

In confirmative questions the remarks or the questions are made by the speaker himself, and the question spoken is used to ask for confirmation. But this question is a real and independent question. It is not a dependent question.

For examples :

I have a lot of trouble with spelling. Do you? (Kamu juga?)

I don't think it is right. Do you? (Kamu juga?)

Did he come yesterday, do you know?

What time are you coming back, do you know?

The similarities of this type of questions of the two languages are :

1. Both are normally spoken with the rising intonation.
2. The English forms have reversal of word order, as well as some of the Indonesian forms, such as in :

<u>Do the students understand</u>	<u>Mengertikah murid2 pe-</u>
<u>the lesson?</u>	<u>lajaran itu?</u>

The inversion in English is, however, between the subject and the auxiliary verb, whereas in Indonesian the inversion is between the subject and the verb, which is sometimes followed by the bound morpheme kah.

The differences are :

1. The English forms make use of auxiliary, do, does, or did, depending on the subject that follows the auxiliary verb and the tense in which the sentence is formed. The Indonesian forms use a function word apa or apakah or the bound morpheme kah, that can be attached to several elements in the sentence.
2. There are subject - verb concord problems in English, namely the correct relation between the class-1 and class-2 word, such as: Do - the students Does - John, etc. This concord does not exist in Indonesian. Therefore, the use of do, does or did really confuses the students. And the fact that a verb stem appears after the third person singular in these sentences will unteach the establishment of stems after the third person singular in statements. The concord, of course, lies between the subject and the finite verb do, does or did.
3. There are tense concord problems in English, that is, the changing of do or does into did to state things taking place in the past. In Indonesian it is expressed by adding a time reference.
4. There is no equivalent of do, does or did in Indonesian when they are used as auxiliary verbs. Therefore, the



the students will find problems of word order. Since they have Menulis suratkah dia? in their language, by analogic formation of inversion they may say : Writes he a letter? or Wrote he a letter? as the equivalent of the example taken.

The students may not yet realize that the word do has several functions: 1. It is used as an auxiliary of negation and interrogation, for instance :

The pupils do not talk in class.

Do they know that already?

2. It is used as a full verb, meaning "to do something" or "to act" or to "perform", like in What are you doing?
3. It is used to make emphatic forms of simple present and simple past, e.g.: I do like smoking, He did go to Bali.
4. It is used to represent a verb which has just been mentioned e.g.: Who swept the floor? My sister did.
5. The word not in English negative questions is attached to the auxiliary verb, namely do, does or did, but in Indonesian tidak may occupy several elements in the sentence, say, after the subject or at the beginning of the sentence.

Another problem that Indonesian students may find is that they will use suffix s or es attached to the class-2 word that follows the subject of the question starting with does. So they may have question sentences like :

Does she helps her mother?

Does John comes from America?

This wrong idea is strengthened by: 1. The use of suffix s or es attached to the verb after third person singular or after it. 2. The application of auxiliary does for the third person singular or it in a question. They may not realize that the use of does causes the s or es after the verb to be left out.

e. Questions with rising intonation, regardless of word order.

There is no inversion between the class-1 and class-2 word in this question. The main characteristic that distinguishes the question from a statement is the rising intonation by which the question is spoken. Some of the examples are :

English	Indonesian
1. The trees are big?	1. Pohon2 itu besar?
2. They can be trusted?	2. Mereka dapat dipercaya?
3. Mother must stay in bed?	3. Ibu harus tinggal di tempat tidur?
4. You have brought your bag?	4. Kamu telah membawa tasmu?
5. She refused to go?	5. Dia tidak mau pergi?
6. You did it well?	6. Kamu mengerjakannya dengan baik?
7. Nancy isn't at home?	7. Nancy tidak ada di rumah?
8. Bob cannot swim?	8. Bob tidak bisa berenang?
9. Jane doesn't came from England?	9. Jane tidak datang dari Inggris?
10. She hasn't taken her dinner?	10. Dia belum makan sore?
11. They didn't attend the meeting?	11. Mereka tidak menghadiri rapat itu?

The order of class-1 and class-2 words in these questions is just the same as that of a statement. They differ from statements in the use of the rising intonation at the end of the utterance. The rising intonation is the question marker of questions of this type.

The similarities between English and Indonesian questions are :

1. There is no inversion in both English and Indonesian questions. The order of class-1 and class-2 word in the two

languages are the same.

2. Both are normally spoken with the rising intonation.

However, there are differences as well :

1. There are subject-verb concord problems in English. There is an agreement of form between the subject and the finite verb.
2. There is a tense concord problem in English.
3. In English negative questions the word not is attached to the auxiliary verb or follows the verb. In Indonesian it comes after the subject, although there is an equivalent for the auxiliary verb the English questions use, for instance :

John cannot swim? John tidak dapat berenang?

Sometimes not means "bukan" or "belum", besides "tidak", like in :

She is not a doctor? Dia bukan dokter?

She hasn't taken her dinner? Dia belum makan sore?

This type of questions is relatively easy for the students to learn, but the teacher should not introduce this teaching material early in the course year because this type of questions does not represent the normal pattern of English questions, the pattern the students are supposed to master. This pattern is used to express surprise or disbelief from the part of the speaker.

This must be presented later when the normal English question patterns are already established in the students' mind.

B. Question - word questions.

They are questions used to ask for a piece of information from the other person. The information the questioner wants to elicit is embodied in the question word used at the beginning of the questions.

- a. Questions with Who, What, When etc., with reversal of word order.
Questions with Who(m).

English

Indonesian

- | | |
|--|--|
| 1. Who(m) do you want to see? | 1.a. Saudara mau bertemu siapa?
b. Mau bertemu dengan siapa saudara?
c. Dengan siapa saudara mau bertemu? |
| 2. Who did the students visit? | 2.a. Siapa(kah) yang dikunjungi siswa2?
b. Siswa2 mengunjungi siapa?
c. Mengunjungi siapakah siswa2?
d. Siswa2 mengunjungi siapakah? |
| 3. Who will you choose to become chairman? | 3.a. Siapa(kah) yang akan kaupilih jadi ketua?
b. Kamu akan memilih siapakah untuk jadi ketua? |
| 4. Who doesn't John like? | 4.a. Siapa(kah) yang tidak di senangi John?
b. Tidak senang sama siapakah John?
c. John tidak senang sama siapakah?
d. John tidak senang siapa? |

Questions with What.

- | | |
|--------------------------------------|--|
| 1. What are you writing? | 1.a. Apa(kah) yang sedang kau tulis?
b. Engkau sedang menulis apakah?
c. Sedang menulis apakah engkau?
d. Engkau sedang menulis apa? |
| 2. What is the number of your house? | 2.a. Nomor berapakah rumahmu?
b. Rumahmu nomor berapakah?
c. Berapakah nomor rumahmu?
d. Rumahmu nomor berapa? |
| 3. What didn't you agree to? | 3.a. Apa(kah) yang tidak kau setuju?
b. Engkau tidak setuju dengan apakah?
c. Tidak setuju dengan apakah engkau?
d. Engkau tidak setuju dengan apa? |
| 4. What is your age? | 4.a. Berapakah umurmu?
b. Umurmu berapakah?
c. Umurmu berapa?
d. Berapa umurmu? |

- | | |
|---------------------------------------|---|
| 5. What is your name? | 5.a. Siapa(kah) nama saudara?
b. Saudara namanya siapa?
c. Saudara siapakah namanya? |
| 6. What is your brother? | 6.a. Jadi apakah saudaramu?
b. Saudaramu jadi apakah?
c. Saudaramu jadi apa? |
| 7. What if I come late? | 7.a. Bagaimanakah kalau saya datang terlambat?
b. Kalau saya datang terlambat bagaimana?
c. Kalau saya datang terlambat bagaimanakah? |
| 8. What did he suggest? | 8.a. Bagaimanakah usulnya?
b. Usulnya bagaimanakah?
c. Usulnya bagaimana? |
| 9. What does it look like? | 9.a. Bagaimanakah rupanya?
b. Bagaimana rupanya?
c. Rupanya bagaimana? |
| 10. What will her topic be? | 10.a. Apakah judulnya?
b. Judulnya apa?
c. Judulnya apakah? |
| 11. What is your weight? | 11.a. Berapa(kah) beratmu?
b. Beratmu berapa(kah)? |
| 12. What is the time? | 12.a. Jam berapakah?
b. Jam berapa? |
| 13. What is the matter? | 13.a. Ada apakah?
b. Ada apa? |
| 14. What about going to the pictures? | 14.a. Bagaimana(kah) pendapatmu kalau nonton filem?
b. Kalau nonton filem bagaimanakah? |
| 15. At what time will you come? | 15.a. Jam berapa(kah) kamu akan datang?
b. Kamu akan datang jam berapa? |
| 16. What can I do for you? | 16. a. Ada apa?
b. Mau beli apa? |

The example number 16 is used as a response to Excuse me, when somebody seems to need a help. It is also a question asked in a special case by salesmen, namely when somebody is entering a store, needing some help to find things he wants.

Questions with When.

- | | |
|-------------------------------|---|
| 1. When will her marriage Be? | 1.a. Kapan(kah) perkawinannya?
b. Perkawinannya kapankah?
c. Perkawinannya kapan? |
|-------------------------------|---|

2. When does Henry study? 2.a. Bilama(kah) Henry belajar?
b. Henry bilamana(kah) belajar?
3. When can you help me? 3.a. Kapan(kah) kamu bisa menolong saya?
b. Kamu kapan(kah) bisa menolong saya?
4. When isn't your father at home? 4.a. Kapan(kah) ayahmu tidak di rumah?
b. Ayahmu kapan(kah) tidak di rumah?

Questions with How.

1. How do you go to school? 1.a. Dengan apakah kau pergi ke sekolah?
b. Kau pergi ke sekolah dengan apa?
2. How is the new student? 2.a. Bagaimana(kah) siswa baru itu?
b. Siswa baru itu bagaimana(kah)?
3. How many pens are there? 3.a. Ada berapa buah penakah?
b. Berapakah penanya?
4. How much does this shirt cost? 4.a. Berapa(kah) harga baju ini?
b. Baju ini berapakah harganya?
c. Harganya berapakah baju ini?
5. How far is it from here? 5.a. Berapa(kah) jauhnya dari sini?
b. Dari sini berapa(kah) jauhnya?
6. How old are you? 6.a. Berapa(kah) umarmu?
b. Umarmu berapa(kah)?
7. How are you? 7.a. Apa kabar?
b. Bagaimana kabarnya?
8. How do you do? 8.a. Apa kabar?
9. How about going to the zoo? 9.a. Bagaimana kalau pergi ke kebun binatang?

Questions with Where.

1. Where can we have some drink? 1.a. Dimana(kah) kita bisa minum?
b. Kita bisa minum dimanakah?
c. Kita bisa minum dimana?
2. Where didn't the Browns stay long? 2.a. Dimana(kah) keluarga Brown tidak tinggal lama?
b. Keluarga Brown tidak tinggal lama dimana(kah)?

Questions with Why.

1. Why are you so sad? 1.a. Mengapa(kah) kamu begitu sedih?
b. Kamu mengapa begitu sedih?

- | | |
|--|---|
| 2. Why do the people remain passive? | 2.a. Mengapa(kah) orang2 tetap pasif? |
| | b. Orang2 mengapa(kah) tetap pasif? |
| 3. Why isn't she successful in her studies? | 3.a. Mengapa(kah) ia tidak berhasil dalam studinya? |
| | b. Ia mengapa(kah) tidak berhasil dalam studinya? |
| 4. Why is it that some students are not interested in reading? | 4.a. Mengapa(kah) sementara siswa tidak tertarik membaca? |
| | b. Sementara siswa mengapakah tidak tertarik membaca? |

Questions with Which.

- | | |
|------------------------------------|--|
| 1. Which colour do you like best? | 1.a. Warna yang manakah yang paling kau sukai? |
| | b. Warna manakah yang paling kau sukai? |
| | c. Kamu paling suka warna yang manakah? |
| | d. Yang paling kau sukai warna yang manakah? |
| 2. Which will he choose? | 2.a. Yang manakah yang akan dipilihnya? |
| | b. Dia mau memilih yang manakah? |
| | c. Dia mau memilih yang mana? |
| 3. Which part didn't you remember? | 3.a. Bagian yang manakah yang tidak kau ingat? |
| | b. Kau tidak ingat bagian yang manakah? |
| | c. Kau tidak ingat bagian mana? |

Questions with Whose.

- | | |
|-----------------------------------|--|
| 1. Whose is this? | 1.a. Ini kepunyaan siapa(kah)? |
| | b. Kepunyaan siapa(kah)? ini? |
| 2. Whose picture does Jane keep? | 2.a. Jane menyimpan foto siapa(kah)? |
| | b. Foto siapa(kah) yang di simpan Jane? |
| 3. Whose address didn't you know? | 3.a. Alamat siapa(kah) yang tidak kau ketahui? |
| | b. Yang tidak kau ketahui alamat siapa? |
| | c. Yang tidak kau ketahui alamat siapakah? |
| | d. Kau tidak tahu alamat siapa? |

Some question words are used with a preposition in front of them in the sentence. There can be two possibilities of putting the preposition in the questions, either at the beginning or at the end of the questions, for instance :

To whom did you give the picture?

Whom did you give the picture to?

In spoken English, however, the latter mentioned is more preferable, but it is also found in written English.

Other examples are :

- | | |
|--------------------------------|-----------------------------------|
| 1. Whom are you thinking of? | 1.a. Engkau memikirkan siapa? |
| | b. Siapa yang kau pikirkan? |
| 2. Whom did you go with? | 2.a. Engkau pergi dengan siapa? |
| | b. Dengan siapakah engkau pergi? |
| | c. Dengan siapa engkau pergi? |
| 3. Where is she from? | 3.a. Dia dari manakah? |
| | b. Dari manakah dia? |
| | c. Dia dari mana? |
| | d. Dari mana dia? |
| 4. What are you talking about? | 4.a. Apa(kah) yang kau bicarakan? |
| | b. Engkau membicarakan apa(kah)? |

As far as the use of whom and who in the objective case is concerned, whom is mostly used in the written language, whereas who is used in the spoken language more often. However, who is found in the written language as well.

It is very common to find the question words used in combination with the addition of ever. This addition of ever has a function to give an emphasis to the question words. In Indonesian the morpheme saja is used for that purpose. Some examples are :

Wherever did he go?

Kemana saja dia pergi?

Whatever did she ask for? Apa saja yang dimintanya?

Such questions may express surprise, annoyance, dispair etc., and are mostly found in ordinary conversation.

There is also another type of questions using an expression starting with a question word, such as :

<u>What on earth are you crying for ?</u>	<u>Menangis terus ini ada apa?</u>
<u>Whom on earth did you talk to ?</u>	<u>Kepada siapa kamu bicara?</u>
<u>Why the hell did you go there ?</u>	<u>Kenapa kau kesana?</u> <u>Kesana itu ada apa?</u>
<u>What the devil are you grumbling ?</u>	<u>Menggerutu itu ada apa?</u>

These questions express surprise, annoyance, impatience etc., and are colloquial.

From the examples above we can see that the similarities between English and Indonesian question-word questions are :

1. Both the English and Indonesian forms make use of a question word as a question marker.
2. In general there are direct equivalents of the English question words in Indonesian, like : where - dimana, how - bagaimana, why - mengapa, etc. Some idiomatic uses, however, do not have these direct equivalents.
3. English question-word questions are normally spoken with the falling intonation. Indonesian question-word questions are sometimes spoken with the falling intonation as well. The use of the question word is already enough to mark the sentence as a question.

The differences of the two are :

1. In English the question words always fill the initial position in the sentence, while in Indonesian the question words can be shifted from one part of the sentence to another, and they are usually used with the bound morpheme kah.

2. In English there is still inversion between the subject and the finite verb. In Indonesian there is no inversion, however, The arrangement of the subject and the verb is just the same as that of the statements. This difference may lead the students to produce sentences such as :

When you can come?, instead of When can you come?

3. The absence of auxiliary verbs do, does and did in Indonesian may lead the students to omit the use of these auxiliary verbs in their English question sentences and produce question sentences like :

When he arrives? or When arrives he?

Where she went? or Where went she?

4. In Indonesian there is no subject - verb concord. In English there is concord, namely, the agreement of form between the subject and the finite verb.

5. Said normally English question-word questions are spoken with the falling intonation. Indonesian question-word questions can be said either with the falling intonation or the rising intonation, but the latter mentioned is used more frequently. This makes the students difficult to master the use of the falling intonation in normal English question-word questions.

6. The mastery of English questions includes their meanings as well. Sometimes the question words used in particular English question-word questions do not have equivalents in the Indonesian counterparts, for examples :

What time is it?

Pukul berapa?

What is your name?

Siapakah namamu?

How are you?

Apa kabar?

These questions are idiomatic and should be learned separately.

Furthermore, these questions words may contain and show several meanings. How, for example, may contain the following meanings :

1. The meaning of "means". like in :
How do you go to school?
How does mother cut the bread?
2. The meaning of "manner", such as in :
How does she sing?
How do the students speak with their teacher?
3. If how is used in combination with many, long, much, far etc., it may contain the meanings of :
 a. number, like in: How many, pencils do you want?
 b. Amount, such as in: How much does this shirt cost?
 c. Measure, like in: How far is it from your home?
7. In English there are tense concord problems, which do not exist in Indonesia.
8. In negative questions the word tidak in Indonesian may occupy several positions in the sentence.
9. An English active question may be spoken in the passive form in Indonesian. For instance :

<u>Whese radio did you repair last night?</u>	<u>Radio siapa(kah) yang kau perbaiki tadi malam?</u>
<u>What did you bring ?</u>	<u>Apa(kah) yang kau bawa?</u>
10. Questions with who and what replacing the noun position need an addition of yang in Indonesian.
- b. Questions with Who, What, Which, as subjects, without reversal of word order.

The question words Who, What and Which in this type accupy the subjective case in the sentence. They are called interrogative pronouns. Sometimes the interrogative pronouns stand by themselves, but it may occur that they are found in combination with a noun.

Some examples are :

Questions with Who.

- | English | Indonesian. |
|--------------------------------|--|
| 1. Who will cut down the tree? | 1.a. Siapa(kah) yang mau menebang pohon itu? |
| | b. Yang mau menebang pohon itu siapakah? |
| | c. Yang mau menebang pohon itu siapa? |

2. Who came here yesterday?

2.a. Siapa(kah) yang datang kemari kemarin?

b. Kemarin yang datang kemari siapa?

3. Who didn't attend the meeting?

3.a. Siapa(kah) yang tidak menghadiri rapat itu?

b. Yang tidak menghadiri rapat itu siapa(kah)?

Questions with whose

1. Whose bicycle is outside?

1.a. Sepeda siapa(kah) yang diluar?

b. Yang ada diluar sepeda siapa(kah)?

2. Whose friend got an accident?

2.a. Teman siapa(kah) yang dapat kecelakaan?

b. Yang dapat kecelakaan teman siapa(kah)?

3. Whose work won't be corrected?

3.a. Pekerjaan siapa(kah) yang tidak akan diperiksa?

b. Yang tidak akan diperiksa pekerjaan siapa(kah)?

Questions with What

1. What is interesting?

1.a. Apa(kah) yang menarik?

b. Yang menarik apakah?

c. Apa yang menarik?

2. What grows in the forest?

2.a. Apa(kah) yang tumbuh di hutan?

b. Yang tumbuh di hutan apa(kah)?

3. What hasn't been done?

3.a. Apa(kah) yang belum dikerjakan?

b. Yang belum di kerjakan
apa(kah)?

4. What didn't help much?

4.a. Apa(kah) yang tidak me-
nolong banyak?

b. Yang tidak menolong banyak
apa(kah)?

Questions with Which

Unlike what, where, who etc. which has a selective meaning. In other words, which is used when there is a problem of choice. It selects one or more out of ^a definite number. Compare the two sentences :

What do you want?

Apa yang kau inginkan?

Which do you want?

Yang mana yang kau inginkan?

In the second question the person questioned is supposed to choose one or more out of the number of the alternatives available.

Which may stand by itself like what, where, who etc., but it may go together with nouns or prepositional adjuncts, such as : which boy, which of these pencils, without leaving the selective idea.

Questions with How

1. How many will come to
the party?

1.a. Berapa(kah) yang mau
datang ke pesta?

b. Yang mau datang ke pesta
berapa?

2. How many boys play in
the garden?

2.a. Berapa(kah) anak yang ber-
main di halaman?

b. Anak berapa yang bermain
di halaman?

c. Yang bermain di halaman
anak berapa?

The similarities between English and Indonesian questions of this type are :

1. Both English and Indonesian questions make use of a question word as the question marker.
2. There is no reversal of word order between the subject and the finite verb, and one of the Indonesian forms does not have reversal of subject and finite verb either.
3. The English questions are normally said with the falling intonation, and the Indonesian questions can be spoken with the falling intonation too.

The differences are :

1. English questions should normally be spoken with the falling intonation, whereas the Indonesian questions are spoken with the rising intonation most of the time.
2. There is an addition of the bound morpheme kah after the question word to mark the questions more clearly, and the question word may not occupy the initial position.
3. There is an addition of morpheme yang after the question word in Indonesian.
4. If the question word is used in combination with a noun, the arrangement in English is : the question word followed by the noun, e.g. :

Whose book is on the table?

Which boy will help you?

In Indonesian the arrangement changes into : noun followed by the question word, for instance :

Buku siapa(kah) yang di meja?

Anak yang manakah yang mau menolongmu?

5. In Indonesian there are no tense concord problems.
6. In Indonesian there are no subject verb concord problems.
7. In English the word not is joined to the finite verb, while in Indonesian the word tidak comes after the additional morpheme yang.

C. Dependent questions or Included questions.

These are questions that enter into a bigger construction, becoming the object of the transitive verb in the questions. There are two kinds of included questions : included yes-no questions, introduced either by whether or if, and included question-word questions introduced by the question words at the beginning of the included questions which have a function as the subclause of the utterance. Some examples are :

English	Indonesian
1. I want to know whether the doctor is here?	1.a. Saya ingin tahu apa(kah) dokter disini? b. Saya ingin tahu dokter apa(kah) disini? c. Saya ingin tahu disinikah dokter?
2. Can you tell me if Jim often visits Mary?	2.a. Dapatkah kamu mengatakan padaku apakah Jim sering mengunjungi Mary? b. Dapatkah kamu mengatakan padaku seringkah Jim mengunjungi Mary?
3. Do you know whether he did not come yesterday?	3.a. Tahukah kamu apakah dia tidak datang kemarin? b. Tahukah kamu tidak datangkah dia kemarin? c. Tahukah kamu dia tidak datang kemarin?

The above examples show that the indirect yes -no questions can be attached to a statement, a request or a question. The indirect question is a part of a larger construction, which is usually called the main clause, and the indirect question itself is a sub clause in that complex sentence.

The arrangement between class-1 and class-2 word is the same as that of a statement. The greatest problem the students may find is that they tend to make a reversal of class-1 and class-2 word in this type of questions. This is because of their previous knowledge, namely, having been trained to have a reversal in most English questions.

The similarities between the English and Indonesian questions are :

1. In the English forms there is no inversion of subject and finite verb, and some of the Indonesian forms have no inversion either.

2. The conjunction whether or if is used in English, and these two words have apakah or apa, or kah as their equivalents in Indonesian.
3. If the indirect question is joined to a yes-no questions, it remains to have a rising intonation at its end, and the rising intonation is used in the Indonesian questions.

The followings are the differences :

1. In English a yes-no question joined to a request or a statement is normally said with the falling intonation. In Indonesian it can be spoken either with the falling or the rising intonation.
2. There is an addition of morpheme whether or if in English, functioning as a conjunction. Although there is apakah in Indonesian the students may fail to observe the if addition because apakah already exists in Indonesian yes-no questions, standing by themselves. Thus they may produce sentences like :

Do you know Mary was here last night?, instead of
Do you know whether Mary was here last night?

This false idea is strengthened by the confirmative questions attached to a statement, like : Mary was here, do you know? Here the question is not an included question.

3. Included yes-no question may have inversion in some of the Indonesian forms. That does not occur in English.
4. The word tidak in Indonesian may occupy several positions in the sentence.
5. There are tense concord problems in English.
6. There are subject verb concord problems in English questions.
- b. Indirect question-word questions.

- | | |
|---|---|
| 1. Does father know who I
give the money to? | 1.a. Apakah ayah tahu kepada
siapa saya memberikan uang
itu ? |
|---|---|

- | | |
|--|---|
| | b. Apakah ayah tahu kepada siapa uang itu saya berikan? |
| 2. I want to know what causes her anger? | 2.a. Saya ingin tahu apa yang menyebabkan kemarahannya? |
| | b. Saya ingin tahu yang menyebabkan kemarahannya apa? |
| 3. Do you know why John didn't come? | 3.a. Tahukah kamu mengapa John tidak datang? |
| | b. Tahukah kamu John mengapa tidak datang? |
| 4. Do you know whose bicycle was stolen? | 4.a. Tahukah kamu sepeda siapa yang dicuri? |
| | b. Apakah kamu tahu sepeda siapa yang dicuri? |

The similarities between these two questions are :

1. Both English and Indonesian questions still make use of a question word, but its function is both as a conjunction and a question marker.
2. There is no inversion in both English and Indonesian.
3. In English the indirect question is spoken with the falling intonation usually, and the Indonesian forms can be spoken with the falling intonation as well.

The differences are :

1. In English the question words occupy the initial position in the indirect questions, whereas in Indonesian they may occupy other elements in the sentence.
2. An English indirect question having an active form may have a passive form in Indonesian.
3. There are subject verb concord problems in English, as well as tense concord problems.

D. Tag questions.

These are questions consisting of an auxiliary verb and a pronoun or an auxiliary verb and the word there, attached to a remark which comes before the questions. The tag varies in accordance with the verb of the remark to which it is added. The followings are some examples of tag questions :

English	Indonesian
1. I am handsome, aren't I?	1. Saya gagah, bukan?
2. She isn't at home, is she?	2. Dia tidak di rumah, kan?
3. I am not ugly, am I?	3. Saya tidak jelek, bukan?
4. The fruit tree does not grow well, does it?	4. Pohon buah2an itu tidak tumbuh dengan baik, kan?
5. Margaret cannot sing well, can she?	5. Margaret tidak dapat bernyanyi dengan baik, bukan?
6. Tom could help you, couldn't he?	6. Tom dapat menolongmu, bukan?
7. Nancy has done her work, hasn't she?	7. Nancy sudah mengerjakan pekerjaannya kan?
8. They were both present, weren't they?	8. Mereka keduanya datang, bukan?
9. The doctor told you to take a rest, didn't he?	9. Dokter menyuruh kamu beristirahat, bukan?
10. There is not much ink, is there?	10. Tidak banyak tintanya, bukan?
11. I ought to give it back, oughtn't I?	11. Saya seharusnya mengembalikannya lagi, bukan?
12. We needn't wait for him, need we?	12. Kita tidak perlu menunggu dia, kan?

The similarities between the English and Indonesian tag questions are :

1. In Indonesian the tag is usually pronounced with a rising

intonation. The English tag can be said with the rising intonation as well, that is, when the speaker is not certain about the remark to which the tag is added.

2. Both the English and Indonesian forms have the same arrangement of class-1 and class-2 word in the remark to which the tag is added, there is no inversion.

Their differences are as follows :

1. In Indonesian the tag is only the word bukan or its shortened form kan. In English the tag consists of two elements, the pronoun and the auxiliary verb of the remark. If the sentence does not have any auxiliary it needs an auxiliary verb do, does or did, depending on the subject and the tense the sentence bears.
2. In English, the form of the tag is always in contrary with the form of the statement; if the remark is in the positive form the tag is in the negative one. On the other hand, if the remark is in the negative form, the tag should be in the positive form. In Indonesian both negative and positive remarks have bukan or kan as their tags.
3. There is concord between the auxiliary verb and the pronoun of the tag, which are both based on the remark previously mentioned.
4. There are tense concord problems in English.
5. In negative English question tag the word not is usually attached to the auxiliary verb or to be, whereas in Indonesian tidak comes after the subject.
6. The English tag can be spoken with either the rising intonation or the falling intonation, depending on the speaker's certainty about his remark. In Indonesian the tag is usually spoken with the rising intonation.

There are many English utterances having a question form but they are not questions in meaning.

They belong to either requests or commands. These question like utterances ask for physical actions as a response instead of asking any verbal responses. For examples :

Come here, will you?	Coba datang kesini!
Post the letter for me, want's you?	Jangan lupa kirimkan surat itu!
Would you please call me tomorrow ?	Coba tilpon saya besok!

Students are sometimes wondering whether these utterances are questions because they have a question marker at the end of the utterance.

On the other hand, there are utterances which have a statement form but with a question meaning, for instance :

I wonder if you could lend me your book.	Dapatkah kiranya kamu meminjamkan bukumu kepadaku?
--	--

Students may not observe that these sentences are actually having the idea of a question. The reasons are :

1. there is no inversion between the subject and the finite verb; 2. there is no question mark at the end; 3. they are usually spoken with a falling intonation.

From the above comparison we see that there are notable differences between English and Indonesian question sentences. These differences can be a serious source of problems for Indonesian students learning English. There seem to be two types of problems we find in English question sentences :

1. problems which may arise from the differences between English and Indonesian question sentences alone;
2. problems which exist because of the differences between the English and Indonesian as a whole, outside the question sentences.

This will lead to the next discussion on the classification of these differences.

CHAPTER II

CLASSIFICATION OF DIFFERENCES BETWEEN ENGLISH AND INDONESIAN QUESTIONS IN GENERAL

After knowing the details of differences of each type of English and Indonesian questions it is quite worthwhile to classify these differences into several classifications. The differences can be classified into the following groups:

A. Form Level, which includes :

I. Form of Sentence;

II. Syntactic markers : a. Word-order,

b. Question-markers;

c. Subject-verb concord;

d. Tense concord.

B. Meaning Level

C. Intonation Level

A. Form Level

I. Form of the Sentence

As far as the form of the sentence is concerned, there are three main distinctions in the English question sentences :

1. an utterance having a question form with a question meaning, for example : May I borrow your bicycle?
2. an utterance having a question form without a question meaning for instance : Would you please call me tomorrow? This is a request, instead of a question.
3. an utterance without a question form but with a question meaning, for example : I wonder if you could lend me some money? Such a question is expressed for the sake of politeness. (Students usually tend to say, Could you lend me some money? as its substitute).

The last two kinds of utterance will likely add to the problems the students already have in learning the first type of questions.

II. Syntactic Markers.

a. Word - order.

Word order is the system how words go together in a syntactic construction. It is about the principles of arrangement of how words enter into a larger construction. Here the writer will discuss the word order problem in terms of the syntactic functions of the words in the utterance, such as : the subject, the predicate, the adverb, and the object.

The Subject

As a rule, Indonesian question word order is more flexible than that of English, including the position of a subject of an utterance. Our difficulty lies on the limited choice of distribution of the parts of speech in the sentence. The following will give an illustration :

1. The subjects of questions with be always come after the finite verb for instance : Is she at home?

Were they absent yesterday?

Will you be on time tomorrow?

In Indonesian the subject may occupy :

- a. the initial position, e.g. : Dia di rumahkah?
- b. the medial position, e.g. : Apakah dia di rumah?
- c. the final position, e.g. : Di rumahkah dia?

2. Subjects of questions with can, may, must et cetera, have, has et cetera, do, does, did, as auxiliary verbs come after the auxiliary verbs. For instance :

Must you stay in bed?

Has Tom watered the plants?

Did your father know that already?

In Indonesian the subject may come :

a. after the question marker apakah, for example :

Apakah engkau harus tinggal di tempat tidur?

b. in the initial position, for instance :

Engkau harus tinggal di tempat tidurkan?

c. in the final position, like in :

Harus tinggal di tempat tidurkan engkau?

3. Subjects of English question-word questions with inversion come after the auxiliary verbs, such as :

What did you buy yesterday?

When will you come again?

In Indonesian they may come :

a. in the initial position : Engkau kapan akan datang lagi?

b. in the medial position : Kapan engkau akan datang lagi?

c. in the final position : Kapan akan datang lagi engkau?

These possible positions of subjects in Indonesian questions will make the students difficult to really understand that the subjects of English questions come after the auxiliary verbs or the finite verbs in most cases.

The Predicate

In English questions with be the predicate is in the initial position, if it does not have any auxiliary. If there is an auxiliary verb the auxiliary verb comes in the initial position, whereas other verbs comprising the predicate follow the subject. For example :

Were you late yesterday?

Is it correct?

Will you be on time?

In Indonesian the predicate can be :

- a. in the initial position : Terlambatkah kamu kemarin?
- b. in medial position : Kamu terlambatkah kemarin?
- c. in the final position : Apakah kamu kemarin terlambat?

When the predicate consists of more than one word, which is also called, 'verb group', the auxiliary is always separated from the other words in English. In Indonesian they can be either separated or joined together, for instance :

Can you open the window? - Dapatkah engkau membuka jendela itu?
Apakah engkau dapat membuka jendela itu?

In English questions with do, does, or did, in which these words do not have any equivalents in Indonesian, the main verb comes after the subject, like in Did she work hard?, whereas in Indonesian the main verb may come :

- a. in the initial position : Bekerja giatkah dia?
- b. in the medial position : Dia apakah bekerja giat?
- c. in final position : Giatkah dia bekerja?

English included questions have the predicate after the subject, like in : Do you know if Mr. Smith has come already?

Can you tell me when the train leaves?

whereas in Indonesian the predicate may precede or follow the subject, for examples: Tahukah kamu apakah Mr. Smith sudah datang?

Tahukah kamu sudah datangkah Mr. Smith?

In tag - questions the various forms of auxiliary verbs preceding the pronoun have been a constant problem to the students learning English. Some examples of questions of this type are :

The flowers grow well, don't they?

They haven't done it, have they?

The policemen arrested him, didn't they?

In Indonesian we only have either bukan or kan for these various forms.

The Adverbs

There are several kinds of adverbs in English. They are:

1. adverb of time, e.g. : yesterday, tomorrow, two months ago, last summer;
2. adverb of place, like : here, outside, in the garden, in Sumatra;
3. adverb of manner, like : well, carefully, happily, slowly et cetera;
4. adverb of frequency, like : often, always, seldom, rarely, never, almost et cetera.

These adverbs have their equivalents in Indonesian.

In English questions the adverbs of time usually come at the end of the questions, like in : Are you here tomorrow? Did he work hard last year? In Indonesian the adverbs may come:

- a. at the beginning of the question, for example :

Tahun yang lalu apakah engkau bekerja dengan giat?

- b. in the middle of the question :

Apakah dia tahun yang lalu bekerja dengan giat?

- c. at the end of the question :

Bekerja dengan giatkah dia tahun yang lalu?



Both in English and in Indonesian questions, adverbs of place and manner usually come after the verb. For examples :

Can you wait outside? Dapatkah kamu menunggu di luar?

Must I do it carefully? Apakah saya harus mengerjakannya dengan hati-hati?

In English questions adverbs of frequency usually come after the subjects of the sentences, for instance : Is she always at home?, Does Dr. Rice often visit you?, whereas in Indonesian they may come in several positions, namely :

- a. at the beginning of the question: Seringkah Dr. Rice mengunjungi kamu?

- b. after the subject : Apakah Dr. Rice sering mengunjungi kamu?

If the first three kinds of adverbs come together within a question the arrangement of the adverbs is usually: M - P - T arrangement, which means manner - place and time arrangement, for examples :

Could you work well here last year?

Did father run quickly into the room last night?

In Indonesian questions there are several possible arrangements if these adverbs come together, for example: a. the M - P - T arrangement : Dapatkah kamu bekerja dengan baik disini tahun yang lalu?; b. the T - M - P arrangement : Tahun yang lalu dapatkah kamu bekerja dengan baik disini?; c. the P - M - T arrangement : Disini dapatkah kamu bekerja dengan baik tahun yang lalu?

The Object

We distinguish two kinds of objects in English, namely the direct object and the indirect object. The first is commonly called 'pelengkap penderita' in Indonesian, whereas the second is called 'pelengkap berkepentingan'. A question may have the direct object only, like in Has he sent the letter?, or both the direct and indirect object together, such as in Did he buy you a new shirt? The problem the students sometimes face is when the questions have both the direct and indirect objects. If the direct object ^{comes} first, like in Did he buy a new shirt for you? the phrase for you does not have a syntactic function as an indirect object/anymore, but as an adverb. In Indonesian the two kinds of objects are interchangeable. For instance :

Did he buy you a new shirt? Apakah dia membelikan kamu baju baru?

Did he buy a new shirt for you? Apakah dia membelikan kamu baju baru?

The students might fail to observe that the syntactic function of the phrase for you changes.

b. Question Markers

Question markers are certain language elements that mark an utterance as a question. They are the signals that make the question sentence differ from the other kinds of sentences. Some of the English question markers are: 1. the reversed order between the subject and the finite verb; 2. the use of the auxiliary verbs do, does or did at the beginning of the utterance; 3. the use of a question word at the beginning of the utterance; 4. the use of rising final intonation contour; 5. in the written form there is a question mark at the end of the utterance. Of course not all these markers are needed to mark an utterance as an utterance of a question.

1. The Yes - No Questions

The question markers of English yes - no questions are:

- a. the use of a rising intonation at the end of the question, for example : Are you John's brother? ;
- b. the reversed order between the subject and the finite verb : You are becomes Are you
- c. the use of the auxiliary do, does, or did.

In Indonesian the question markers of this type of question are :

- a. The use of the morpheme apa or apakah which may appear at the beginning of the question or in the middle of the question.
- b. The use of the bound morpheme kah to make the question more polite, such as in Berapakah barang itu?
- c. The use of the rising intonation at the end of the question.
- d. Sometimes the use of the reversed order between the

subject and the verb, like in : Dapatkah dia datang jam lima tepat?

2. Question-word Questions

The question markers of the English question-word questions are :

- a. the use of the question word, occupying the initial position, for examples: Why are you so late today?
Where is the new radio now?
- b. the use of a falling intonation at its end;
- c. the inversion between the subject and the finite verb.

The Indonesian question markers of questions of this type are :

- a. the use of a question word, but its position can be at the beginning of the question, like in Mengapakah kamu terlambat?, in the middle of the question, like in :
Kamu mengapa terlambat?
- b. the addition of a bound morpheme kah attached to the question word, for instance: Bilamanakah mereka datang?
- c. the use of a falling intonation at the end of the question;
- d. the addition of morpheme yang after the question word in questions with a question word functioning as a subject to make it more prominent, such as in : Siapakah yang membuka jendela itu?
Apakah yang menyebabkan kematiannya?
- e. If the question word goes with a noun, the noun comes first in Indonesian, whereas in English it follows the question word, for instance :

Whose tie is this? Dasi siapakah ini?

Which boy is clever? Anak yang mana yang pandai?

3. Tag Questions

In English the tag always consists of an auxiliary verb

and a pronoun, whereas in Indonesian it is only either bukan or kan. It is quite common in English to speak the tag with both rising and falling intonation, depending on the speaker's certainty about the remark he is making. Whereas in Indonesian we use the rising intonation most of the time. Moreover, the English tag ^{can} be ^{can} positive or negative, depending on the form of the remark. If the remark is positive, the tag must be negative and vice versa. In Indonesian the tag is always bukan or kan for both positive and negative remarks.

c. Subject - verb Concord

By concord is meant the required agreement of forms when two or more words are joined together, either juxtaposed or separated by other words. For instance :

1. concord between demonstrative pronouns and the nouns :

<u>this boy</u>	-	<u>these boys</u>
<u>that child</u>	-	<u>those children</u>

2. plural concord : a chair - six chairs

<u>a desk</u>	-	<u>two desks</u>
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The type of concord the writer is going to deal with here is the subject - verb concord, that is, the agreement of forms between the subject and the finite verb of a complete utterance.

As we all know, the subject of a complete utterance can be :

1. a noun : Water is essential for our lives.
2. a pronoun : They will come at seven.
3. an infinitive form of a verb : To err is human.
4. an adverb : Outside will be nicer than inside.
5. an adjective : Sky blue is my favourite colour.
6. a gerund : Waiting for something needs patience.
7. a noun - phrase : The busiest traffic in this town is in Malioboro street.

8. a clause : Why you cry does not interest me at all.

It is fairly easy to find the proper concord if the subject only consists of one word. But subjects consisting of more than one word may create problems to the students. So in determining the concord one must be clever enough to select the word which seems to be the center of the noun group.

This most important word in a noun group is commonly called the 'headword'. Therefore, the term subject - verb concord must be interpreted more deeply than just the agreement in form between the subject and the verb. That will produce a vague idea. It must be interpreted as the agreement of form between the noun or the headword of a noun group comprising the subject and the finite verb. For instance :

I am a student.

She is a nurse.

The boy with the blue shirt visits my sister very often.

When you have to leave has been decided.

My sister's children are playing outside.

Related to the finite verb forms with which the noun or the head of a noun group goes together, the nouns and the headwords of noun groups may be classified into : 1. He, She, It type and 2. I, You, We, They, type It refers to all things in the singular form, whereas They can be the plural of the third person singular, things in the plural forms and a construction of coordination. The difference between the He, She, It type and the I, You, We, They type is that the first has the following finite verb forms in :

1. questions with be : is was,

2. questions with have : has, or does or did.

3. questions with do : does and did,

whereas the I, You, We, They type takes these forms in :

1. questions with be : are and were, except for 'I' which

takes am and was in questions with be.

2. questions with have : have or do,

3. questions with do : do and did.

In questions with can, may, must et cetera these two types of nouns or headwords take the same form. For examples :

Must it be done now?

Must you be there at seven?

This subject verb concord does not exist in Indonesian. These two types of nouns go together with the same verb form in Indonesian, For instance :

Dia belum mandi bukan?

Mereka belum mandi, bukan?

Kita berteduh dibawah pohon cemara, bukan?

Mardi masih berteduh dibawah pohon cemara, kan?

The lack of subject-verb concord in Indonesian has made our students difficult to master the subject verb concord in English, including that is found in an English question sentence.

d. Tense Concord

One thing to keep in mind is that tense must be distinguished from time. Tense is the form of verb which indicates time situations. But that form of verb must not always correspond only to one time situation; it may correspond to more than one situation. For instance : the past form of can may refer to: 1. past time : Could you find Mr. Brown last night?, 2. now or the present moment : Could you take this letter to Mr. Rice?, 3. future time : Could you come tomorrow?

The main problem the students encounter is that most of English verbs take different forms in corresponding to present time situation and past time situation. For examples :

Are you all right again? Were you present at the party?

Does Henry write well? Did he write his letter with a pen?

Have they heard the news? Had they heard the news?

And still the time situation should be indicated by the form of the auxiliary verbs in English questions.

In Indonesian the change of verb form related to its time situation does not exist. The tense is expressed by adding certain words showing time expressions, such as : kemarin, kemarin dulu, minggu yang lalu, tahun depan et cetera, but they are not followed by verb form changes, for instance : Apakah engkau pergi ke Bandung kemarin dulu?

Siapa yang datang kesini tadi pagi?

Apakah Pak Dirjo sedang mengapur dinding?

The fact that there is no change of verb form in Indonesian related to its time situation has made the students difficult to really master the tense problems in English questions.

B. Meaning Level

Besides having problems on the forms the students also find difficulties with meaning in learning English questions. This is especially because there are many English questions which have different expressions in Indonesian. They are usually idiomatic, that is, particular utterance of which meaning must be learnt as a whole. Students have been accustomed to trying to find out the meaning of a phrase or an utterance by trying to find the meaning of each word separately. However, this does not fit to interpret idiomatic expressions. Such expressions are, therefore, difficult to understand, and the students must learn them by heart in order to master them.

The idioms can be just several words coming successively forming a phrase, for instance : to be up and round, to be short of, from now on, et cetera, but they can be complete utterances as well, such as :

What is the time?, How are you?, How old are you?

The idiomatic expressions in English questions that become problems to Indonesian students are mostly those with question word, for example :

<u>What is your age?</u>	<u>Berapa umurnu?</u>
<u>How is life?</u>	<u>Apa kabar?</u>
<u>How do you do?</u>	<u>Apa kabar?</u>
<u>What is the time?</u>	<u>Jam berapa?</u>
<u>What is your name?</u>	<u>Siapa namamu?</u>
<u>What is your father?</u>	<u>Ayahmu jadi apa?</u>

These common questions in English must be learnt by heart during the learning process.

C. Intonation Level

Intonation has a very important role in English questions. Different intonation patterns carry different meanings, the result of which is that English questions are more varied in the use of intonation patterns than Indonesian questions. In Indonesian intonation does not strictly govern the language. This is, among others, because there are many geographical dialects in Indonesian. However, there are still basic question intonation patterns which are spoken by Indonesian people in general.

Said normally, the intonation differences between English and Indonesian questions are :

1. English question-word questions are usually spoken with a falling intonation, whereas in Indonesian they can be said both with the falling intonation and the rising intonation. The students, however, seem to use the rising intonation most of the time. This is because the rising intonation is the primary question marker in Indonesian questions, and the result is that it is difficult for them to master the use of the falling intonation in normal English question word questions.

2. English included question-word questions attached to a yes-no question pattern are usually with the rising intonation at the end, for instance : Do you know where he goes? Students may sometimes say such a question with a falling intonation, due to their previous learning that question word questions should be spoken with the falling intonation.
3. English question tags are commonly spoken both with the falling and the rising intonation in English, depending on the speaker's aim of asking, whether he asks in order to know the other person's opinion or just to ask for confirmation. Indonesian question tags are usually spoken with the rising intonation.
4. Even English yes-no questions are sometimes spoken with a falling intonation. This occurs in : a. rhetorical questions asking for an agreement from the other person ; b. Assertive remarks. These are remarks expressed with great certainty by the speaker. They are almost like a command.
5. English people may speak a question with a rising intonation almost reaching the extra-high pitch when they ask in a very uncertain manner. In Indonesian the uncertainty is expressed by adding words like : *barangkali, rupanya, kiranya, mungkin, kalau2*, with the use of the rising intonation. These are the problems faced by Indonesian students learning English questions. After knowing the differences and their classification, the next chapter will present some principles in teaching a certain language item.

CHAPTER III

SOME PRINCIPLES IN TEACHING LANGUAGE ITEMS.

The finding of the contrastive analysis will not be the only analysis of the problems we have. On the one hand we know there are stylistic problems of another kind, problems caused by the various styles in English which are different from the styles in Indonesian, by homonyms and homographs, but on the other hand there are differences between English and Indonesian which are not problems at all for our students. We know that before learning Indonesian our students have learnt their mother tongue, which is a very important factor in the process of learning English. We just assume that these differences existing between English and Indonesian are potential problems. The following will present the principles and ways to solve the problems. This chapter presents the principles of teaching a foreign language item, whereas the methods will be discussed in the next chapter.

Lately many people have been dissatisfied with the result of English language teaching by means of the aural-oral approach here in Indonesia. The aural-oral approach is a teaching method characterized by :

1. more emphasis on pattern drills throughout the teaching situations ;
2. lots of immediate repetitions imitated from good models ;
3. no thorough treatment of meanings and grammatical explanation;
4. the use of audio-lingual devices in well provided schools.

This teaching technique is based on the idea that language learning takes place through habit formation. Thus the aim of teaching is to provide the students with the ability to

produce as habits the various patterns English language has in required situations. This is a good method to teach if the aim of learning is to be able to speak the language.

The writer thinks, however, that the primary aim of English language teaching in Indonesia is to provide the students with the ability to read and understand English textbooks, instead of the ability to speak. The latter is a secondary aim for our Indonesian students. This is because of the fact that only a small minority of our students will meet the chance to speak with foreigners or to study abroad, or will have the need to speak English. Although it is getting more and more obvious nowadays that most of our high school students are not able to continue their studies at the universities, the teaching of English is still to prepare the students to be able to read English textbooks in order to understand the knowledge originating in that language. This need is immediately felt when they are already at the university. The writer has heard many times students complain about their inability to understand scientific books written in English.

Another thing to point out is that learning a second or a foreign language is different from learning a native language. Learning a native language is a habit formation, when a learner does not have any means of vocal symbols to express himself. This occurs in his childhood. Thus, he imitates the patterns of speech used by the people surrounding him, and accepts them as they are. Learning a second or a foreign language, however, is not purely a habit formation. Of course, the habit formation may still occur, but that does not occur throughout the whole learning process. This is because the learner is sometimes influenced by his native language, which is commonly called previous language interference.

The patterns of the new language are sometimes contrasted to those he already has in his native language. Such a phenomenon is obvious in adult learning, and the writer believes that our high school students have followed this process of learning as well. It is because of the two above reasons that the aural-oral method of teaching has failed to achieve a satisfactory result here in Indonesia.

In chapter IV the writer suggests that the teaching methods mostly used to teach English questions to Indonesian students are the card technique and translated dialogue technique. There are several opinions providing the basis for this suggestion. First of all, the writer believes that in learning a new language the learner will only be able to speak the language well if he knows the interior structures of the language. He must know how the phrases and sentences of the language are constructed. In other words, grammatical explanation should not be ignored in the teaching process. The grammar of the language should be treated in such a way that the mastery of the oral production is really based on the knowledge of the interior structures of the language.

Secondly, the knowledge of the structural systems of the language will help much in understanding the content of a piece of reading in that language. In order to know the meaning of a sentence, for instance, the learner must know the category, the functions and even the role of the words constituting the sentence. If he knows the category, and functions of the words and their relationship with one another he will understand the content of the utterance and it is very likely that he will have no great trouble in trying to understand the content of the reading. The knowledge of vocabulary, of course, is essential as well.

The third reason is that if an Indonesian learner of

English is able to speak English well it means that he has mastered both English and Indonesian. English and Indonesian coexist in his mind and he becomes a bilingual speaker. This may be achieved by presenting teaching materials based on the contrastive analysis between English and Indonesian. The teaching method based on the contrastive analysis between English and Indonesian is called the "Coexistence Method". 9)

A translated dialogue is one of the manifestations of teaching materials based on that contrastive analysis. In the real teaching, however, time and efforts should be allotted to the English context. The teacher may refer back to the Indonesian context if it is necessary. The translation is provided to help the students see the different patterns and expressions English and Indonesian have and to provide a challenge for the students to study by themselves.

The card technique is quite suitable to teach English question patterns to the students in the early stages of English language learning, whereas translated dialogue technique may be used in all stages of learning. Other teaching techniques suggested below should be used to vary the presentation and to give repetition, depending on the situation of the students in the class. For example, when the students are tired already the teacher may repeat the question pattern he has taught by means of songs, or when they are sleepy he may give a repetition by means of a very short play, whereas when they are still fresh and serious he may vary the teaching by means of situational contexts.

9) The term is invented by Mr. Dikwan Eisenring. His article appears in English Teaching Forum, Vol. X, July-August 1972, no. 4, pages 30 - 32.

If one just has a very quick glance at the selected techniques suggested below he might think that the new method is only a drawback to the traditional method of teaching where the students have to learn the grammatical rules and translation. This is partly true. However, there is a great difference between the traditional method and the coexistence method. In traditional method the students are, to some extent, forced to learn by heart the grammatical rules and equivalents taught by the teacher. In the latter, the students are challenged to find out the grammatical rules by themselves. Also in translated dialogues the students are challenged to study by themselves. By providing the translation they will be more interested in learning the material. So the techniques are really based on primary motivation, and a teaching based on primary motivation will likely produce efficient learning.

Teaching a foreign language is not an easy task to take. In order to be successful, there are several factors the teacher should pay attention to. They are : 1. the student's motivation; 2. the student's attention; 3. the teaching material; ^{4. Enough Significant Repetitions ;} 5. the methods of teaching.

1. The Student's Motivation.

To gain successful learning there must be some motivation in the part of the student. Motivation is one's impulse to perform certain activities to achieve some aims. It is the reason for one to give attention to a particular thing. This motivation may be influenced by the student's interest and aims of learning, and the teacher's attitudes. The result of the teaching to some extent depends on the ways how the teacher creates motivation in the students as well. Of the two kinds of motivation, namely the primary motivation and secondary motivation, the primary motivation is more

important, useful and advantageous than the secondary motivation, because higher primary motivation will produce greater learning. Robert Lado says, "Language learning is related to human motivation moderated and partly controlled by the will. High motivation increases learning" 10).

Primary motivation occurs when a student is drawn by the teaching material itself to give continuous attention to it. It is the one that comes from inside the student when he feels the need to know the teaching material; when there is something to fulfil the human needs. Human beings have a tropism, that is a particular way of behaving which is called 'effort after meaning'. The effort after meaning occurs when they meet something they do not know, but they believe that it is within their ability to understand. The teacher really makes use of primary motivation if he uses the 'effort after meaning' as a reason for attention. The realization of this effort after meaning is that everyone has two kinds of feelings called "What's that?" feeling and "I've been here before" feeling. The first mentioned is a feeling to know all new things. This makes one have efforts to discover something new, become curious. Students with great "what's that feeling" are usually active and creative and dare to do something on their own initiatives. It is quite certain that primary motivation will produce efficient learning. 'I've been here before' feeling offers satisfaction to the student, for he has made an effort to find out the meaning and is successful.

Secondary motivation is the one that comes from outside the student. It is the reason for giving attention to teaching materials which is organized by the school or by the teacher.

10) Robert Lado, "Language Teaching", McGraw-Hill Inc., New York, 1964, page 42.

The reason for giving attention can be both positive, for example : rewards, money in the future, status, good marks, praise, and others, and negative, for example : punishment, poor marks, anger insult and others. Of course secondary motivation can be used to promote learning effort, but there are disadvantages too, such as that the students may have no habits of giving attention which come from themselves. When the school work is finished they may have no strong motivation to continue to study by themselves because they are not trained for this. It may make the students have the habit of doing something because they have to, not because they want to. The result is that they become passive students who will only do something if they are forced to.

2. The Student's Attention.

Attention takes place when a person purposefully directs one of his senses to notice some particular things, such as by using the sense of hearing or seeing. When the students direct their sense of seeing to a particular thing, giving attention to it, they look at it, whereas when directing their sense of hearing, they listen to it.

Attention is the most important condition for anybody to perceive impressions. It may occur simultaneously to perceive certain impressions and this kind^{of} attention is called involuntary attention. However, most of the time the attention must be directed to a particular subject in order to perceive the impressions. One cannot perceive all impressions around him at the same time. In language teaching, for example, the student's attention must be directed to a particular subject so that they may perceive impressions of the teaching points. Furthermore not all impressions are strong enough for the students to perceive. They must give more attention to weak impressions.

Human beings have a threshold of attention. Threshold is actually a stone or stones under the doorway of a house or other buildings in which one has only entered the building if he has crossed it. It is the border of the entrance, between outside and inside. Strong impression can cross the threshold of attention, which means that one perceives those impressions, but less strong impressions will find hard to cross it. The teacher, therefore, has to organize motivation for directing attention.

If the teacher wants his students to pay attention as greatly as possible when presenting a teaching item, there must be a challenge to pay attention. The students are challenged to pay attention when :

1. The teacher does not immediately give the meaning of the new teaching item. This will keep "What's that" feeling alive, which means that the students make an effort to understand. The effort to understand the meaning is wasted once the meaning is given.
2. He does not repeat the teaching item immediately. When the students know that there will be chance to listen at another time there is no reason for them to listen to now. Therefore, the teacher may start with instruction such as, "I will read it once, and later you must be able to retell it", or "I will pronounce it once, and you must be able to repeat it correctly. Try!
3. He presents a self-motivating material. This is the teaching that forces the students to learn something new because of primary motivation. The students are interested in the material and feel the need to know it. An example of self-motivating materials is a puzzle. This is a puzzle to practise subject - verb concord in yes-no questions :
a. Is are he they a student soldiers?

- b. Do does the farmers the boy grow rice fly a kite?
- c. Has have your father your friends left for Singapore done their homework?

The students have to separate each line above into two sentences. They are questions.

If there is noise in the process of communication, namely any unpredictable interference in the communication system, in the proces of giving attention there is one of the forms of noise called 'distraction'. This happens when the students direct their attention to other than the teaching point. He is distracted to unwanted impressions. But this can be helped by introducing redundancy, by giving repetition. 11) Redundancy is good, therefore, since it helps reinforce the teaching item.

3. The Teaching Materials.

Capacity for learning develops hand in hand with the student's growth. This means that young students will start learning relatively easy or simple materials, and as time goes on, they will be able to learn more complicated materials. In other words we can say that the student's age determines his level of capacity. Of course, the capacity is also influenced by other factors, such as his talent, and the education he has got.

The above phenomenon has compelled us to compose the learning materials in graded steps. The course should introduce easy teaching items first and it goes on with more difficult ones. The grading includes the vocabulary, grammatical structures, sentence patterns, pronunciations and other language elements. Robert Lado stresses the importance

11) H.A.Gleason, "An Introduction to Descriptive Linguistics", Holt, Rinehart and Winston, New York, 1961, page 379.

of grading the materials by saying, "Adapt the learning difficulties to the capacity of the students : This is the meaning of "graded steps" 12). Otto Jespersen also says "There must be gradual progress in difficulty, that is, the material for instruction must be arranged in stages from very easy to more and more difficult things" 13).

Concerning the vocabulary of the reading passages used in the course some experts recommend the use of Michael West's "General Service List of English Words" which means that the reading passages should only contain the words he considers having high frequency in English language use. According to West's word list local words, namely vocabulary in the environment where the students are learning English, are not considered frequent. If the reading passages do not contain local words, however, they are not paedagogical, because according to the psychology of learning, a student may be able to learn better by the help of the things around him, through his environment. Some experts, therefore, do not agree with the idea of having reading passages based only on Michael West's word list. Our solution at the moment is that we can rely on Michael West's word list, but it must be added that the local words are considered frequent as well.

The third thing to note is that the teacher should introduce items which are really needed by the students now, when the need to know the item is urgently felt. For example, once the students are interested in how to write both business and private letters; at some other time they are interested in conversation models used when meeting foreigners.

12) Robert Lado, "Language Teaching" McGraw-Hill Inc., New York, 1964, page 53.

13) Otto Jespersen, "How to Teach a Foreign Language", George Allen & Unwin Ltd., London, 1956, page 14.

Such a teaching will produce greater learning for the students have great interest in what is being presented by the teacher.

4. Enough Significant Repetitions.

It happens very rarely that a learning item can be established in the memory on one occasion. It is quite certain that the first encounter with something leaves an impression in the memory, if any attention is given, but if it is not repeated with other encounters the impression may fade away from the memory, which means that the learning item will be forgotten. Repetition is necessary to reinforce the learning item. In the psychology of learning there are some of the laws of learning called 'law of exercise' and 'Law of intensity'. The two laws mean that other things being equal the more frequently a response is practised or the intensely a response is practised the better it is learned and the longer it is remembered.

Besides threshold of attention man also has the threshold of establishment. It is only when this threshold of establishment is reached that the learning item is not forgotten. However, to reach it many repetitions are needed. Although the number of repetitions varies from one student to another, it is suggested that 20 repetitions are needed to really establish a learning item 14).

Suggestion that 20 repetitions are needed does not mean that the teacher should rush to cover the number immediately. Immediate repetitions may eliminate the students' effort to find out the meaning. They reduce the challenge to the students, the result of which is that the students will give

14) See Foreign Language Principles course on 'Motivation, Attention, Fatigue and Repetition', IKIP Sanata Dharma 1969, by Mr. R.L. Fountain M.A.

less attention. The repetitions should, therefore, be spaced so that there is an effort from the part of the students in order to reinforce the learning item before it is forgotten. Robert Lado says, "Ideally, repetition should never be asked of the students immediately after he has succeeded in a perfect response" 15). The idea underlying this opinion is that immediate repetition takes away the student's attention and effort to discover the meaning of the learning item.

Repetitions can be dull sometimes, however, with the result that the students get bored. To avoid this boredom in the repetition process the item repeated should be varied with:

1. different techniques of repetitions, for example : using dictation, short composition, dramatization, using songs, using poems etc.
2. different words, phrases or tenses by which the sentences are constructed.
3. the repetitions done in the next lessons.

In conclusion, the best way of conducting repetitions is by spacing the time for repetitions and varying its techniques and materials.

5. The Methods of Teaching.

Lately people have been seeking for the best method of English Language teaching. However, it is very hard for us to say that such and such method is the best one for there is no proof of it yet. Every method of teaching has good points, of course, but it may have some weaknesses as well.

A good method is the one that fits :

- a. the students; 2. the teachers; 3. the teaching material;

15) Robert Lado, 'Language Teaching', McGraw-Hill Inc., New York, 1964, page 96.

4. the environment for learning.

a. The Students.

The students differ in their ages from one to another. The method should suit the age levels of the students, for example : young students may learn well by means of dramatization, songs etc., which is assumed not suitable for adults anymore. In the next chapter the writer wants to analyse which techniques suit students of lower classes, younger students, and which techniques suit older students. It is very unthoughtful to try to apply all techniques suggested below to all grades.

They also differ in their level of capacity. The teacher should try to find the best method which will likely profit all students; the one which makes feasible for all students to grasp the learning item. This means that the method selected makes possible for the weak students to learn the teaching item in the greatest rate as possible, so that they are not too left behind by the good students in the class.

For all grades the methods should offer challenge to the student's motivation to pay attention and allow sufficient repetitions. Both attention and repetitions are essential conditions for the students to establish the teaching item.

b. The Teachers.

The teacher has to like the method he is using in the teaching, because interest in it will make him have great enthusiasm in the teaching. It goes without saying that students may learn better from an enthusiastic teacher than from an uninterested one. He must also be capable of operating the method, which means that he must be qualified enough to handle the techniques he selects for teaching. Capability in operating it will create a feeling of selfconfidence in him,

which will make him sure in whatever he does in the classroom.

c. The Teaching Materials.

By teaching materials are meant all books used in the teaching and other teaching aids such as blackboard, pictures, objects and other things. Different techniques may need different teaching aids. The school, therefore, should provide these techniques with the required aids.

The second thing to note is that each subject or teaching item may have its best technique to present which differs from those of others. For example : in teaching reading we use a different approach from teaching conversation or questions. The teaching material and the method must be in harmony.

4. The Environment for Learning.

By environment for learning is meant the classroom, the objects the school organization, the other subjects, the examinations and even the place where the school is located. A good method should suit these conditions, for example : a method needing lots of oral practice requires a room with sufficient sound isolation so that the practice will not disturb other classes. There is close relation between the method and the classroom buildings.

There must also be continuity of methods used in the classes, from the lower grades to the higher grades. If the teachers at the school keep on changing their methods of teaching, which happens when there are frequent staff changes, the situation will not profit the students.

The size the class also determines which teaching technique to select. Some techniques are good only for classes of small number of students, others may be applied to classes either with many students or few students.

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The organization of the school is an important factor in language teaching.

Based on the close relation between methods and environment for learning we can conclude that a teaching method which produces great success in one country may not suit other countries because the school conditions are different. We cannot either say that a method is the best or the worst one because it is very hard to justify that a method totally fits these four conditions or does not fit at all. Our solution is to use eclectic methods, that is a combination of several methods which likely produce the greatest result.

A good teaching is, therefore, the one which tries to apply these principles above in the utmost. In the next chapter we will see whether these principles occur in the techniques suggested by the writer.

CHAPTER IV

VARIOUS TECHNIQUES TO PRESENT THE ENGLISH QUESTIONS TO INDONESIAN STUDENTS

A. GENERAL TECHNIQUES SUGGESTED

In this chapter the writer will suggest several techniques as to how to present the English questions sentences to Indonesian students based on the differences between the English and Indonesian question sentences and the principles of foreign language teaching discussed above. The techniques the writer thinks suitable for teaching questions are :

1. Using the technique of memorizing conversational dialogues ;
2. Using situational context presentation ;
3. Using Twenty questions game ;
4. Using Sets of cut cards ;
5. Using the Mouthing technique ;
6. Using translated dialogues ;
7. Using controlled questions ;
8. Using poems ;
9. Using Songs ;
10. Using short plays ;
11. Using Puppets ;
12. Using Puzzles.



One thing to keep in mind is that not all these techniques fit well to teach all types of English questions. Some may suit to teach some types of the questions, but do not fit the other types, or do not produce^a satisfactory result. Some may be good to repeat the teaching item for reinforcement.

1. Using a technique of Memorizing Conversational Dialogues.

This technique of language teaching is based on the ideas that : 1. language is for communication ;

2. language is primarily spoken ;

3. learning language is habit formation.

The language is learned in order to be able to use it in daily life, in one's communication with others. The aim of teaching questions by memorizing conversational dialogues is that the students may be able to transfer the knowledge from memory trace gained by memorizing to being able to use the language in real life situations; they may be able to reproduce sentence patterns in wanted situations.

The essence of conversational dialogues is that the language is learnt as responses to stimuli. There are two kinds of responses and stimuli :

1. verbal; which means that the responses and stimuli are expressed by means of vocal symbols. It is the verbal responses and stimuli that constitute conversational dialogues in their natural sense.

The following is an example of a conversation which can be used to teach the English Question Sentences :

FAMILY PLANNING

Mrs.Widjaja : This is my daughter, Jennie.

Mrs.Ratna : Oh, how lovely she is. How old is she?

Mrs.W. : She is just one and a half years old.

Mrs.R. : She is your first daughter isn't she?

Mrs.W. : Yes, she is my first daughter. How many children do you have now?

Mrs.R. : I have got two children, both are boys. But I will space the next birth since life is getting harder now.

Mrs.W. : Will you practise the Family Planning Program?

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Mrs. R. : I think I will. What about you?

Mrs. W. : I do not know yet. My husband does not seem to like it.

Mrs. R. : Well, you have your plan for family.

Mrs. W. : Yes, we do.

Both the stimuli and responses are verbal here. They are expressed by means of vocal symbols, the human voice.

2. non-verbal : which means that the stimuli and responses, or either of the two, are not expressed by means of vocal symbols but by other means of communication, for example : gestures, facial expressions and others. Below are examples to show non-verbal stimuli and responses :

a. Mother points her finger to some refuse and moves her finger to a waste-basket. Jennie takes the refuse and puts it in the waste-basket.

b. A lady teacher puts her finger on her lips. All students stop talking.

The stimuli can be verbal and the response is non-verbal.

For example : John, come here! John comes to his mother. The stimuli can be non-verbal and the response is verbal. For example : A lady is sitting very sadly with tears on her cheeks. Her friend asks : What is the matter?

Memorized conversational dialogues are good to teach English question sentences to Indonesian students because :

1. Conversational dialogues really deal with words in sentence structures and sentence patterns, elements which always occur in any language learning.
2. They present sentences in a context, not just disconnected sentences, of certain situations.
3. They can be dramatized, a teaching technique that helps establish the teaching item. Later the students themselves are able to dramatize them in front of the class.

4. The written dialogues function as visual aids to learning by hearing. Thus, they promote the result.
5. Memorized dialogues allow enough repetitions.
6. They are good to teach idiomatic expressions which need learning by heart.

Although dialogues are advantageous for teaching question there are some conditions in composing materials of dialogues. They are :

1. The dialogue should contain the situation within the students' experience. This means that the materials must be suited to the students' environment and previous knowledge. It is quite unrealistic to have dialogues on 'skiing', 'making snowmen', for example, for Indonesian students, since they do not even know what snow looks like.
2. If the dialogues are rather long there must be several types of English questions involved to maintain the realistic situation.
3. Fairly short dialogues are preferable. Too long ones may lead to boredom and lack of interest.

2. Using Situational Context Presentation.

This means that the questions are presented on the basis of certain real situations, when there are reasons to produce the questions. This technique is, therefore, also based on the function of the language, that is for communication. Another idea underlying this technique is that language is a system, which means that each element in the language depends for its function on its position within the system.

For example the word on in :

- a. Is his pen on the table? on is a preposition.
Put your shoes on! on is a particle.
- b. Do this in three days! do is a verb, a main verb.
Do you know that? do is an auxiliary verb.

These elements cannot be treated in isolation. They must be taught in a context, in a situation.

The important thing in this technique is that we present the questions in situations which show ^{how} they are used.

Leslie A. Hill says the following thing, in terms of the importance of situational context, "What is needed is to present each item in situations that show how it is used" 16)

There are several ways to present this :

- a. By giving introductory statements which lead to the production of a question or some questions, depending on the teacher's wish. The introductory statements function as stimuli to the produced questions. For example :

"Mother is going home from the market. She is very thirsty. She wants to drink, but she finds her glass empty. She ask, "Where is my tea?" or

"Who drinks my tea?" or

"Do you take my tea, Nina?" or

"You take my tea, don't you, Nina?"

(if she is angry).

These are possible questions, and may be some others, elicited from the above situation.

Another example is :

"Ani comes home from school, laughing happily. Her mother knows that there was a song contest at school.

Her mother may ask questions such as :

"Do you win the contest?" or

"Are you the first winner?" or

"You must be very happy, wasn't you?" or

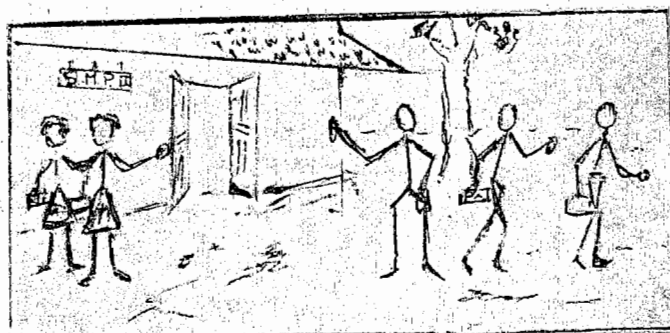
"What is the matter?"

16) Leslie A. Hill, "Reconciling, Grading and Contextualization", English Teaching Forum, Vol. X, Jan. - Febr., 1972 Number 1, page 7.

The fact that a particular situation presented may elicit more than one question is good to raise a competition among the students. Students also like competitions. They will try to find the other types of questions. This technique, therefore, also produces primary motivation, in the part of the students.

b. The second way is by showing pictures one at a time, which illustrate particular situations. From the pictures shown the students are asked to compose some questions, either orally or in a written way on a piece of paper.

For example :



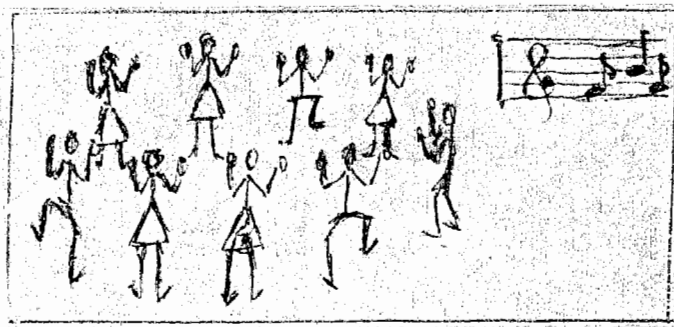
From the above picture the students may construct questions like : 1. Is the school over? or

2. The school is over, isn't it? or

3. The children are happy, aren't they? or

4. Do the children go home?

Another example is like this :



The students may construct questions such as :

1. Are the students singing? or
2. Do the students sing? or
3. Where is the teacher? or
4. Are they happy? or
5. They are happy, aren't they?

The pictures can be on cards or drawn on the blackboard by the teacher during the lesson time. It is advisable for the teacher to make use of the blackboard as a teaching aid.

c. The third way of presenting situational context is by demonstration or dramatization. For example :

"The teacher keeps on putting in and out his hands into his pockets, both the front and the back pockets of his trousers, dramatizing a person who is trying to find out his money which he thinks he puts in his pocket."

From the situational context above the students may produce questions such as :

1. Who stole my money? or
2. Where is my money? or
3. Where do I put my money? or
4. Did I forget to bring my money? etc.

This technique is popular as the miming technique. The teacher makes several movements, without producing any sound production from his mouth.

This teaching technique is good because it helps develop the students' imagination. They are trained to think of various possible responses drawn from a certain situation, so that when they encounter the same or almost similar situation they may recall some of these patterns from their memory trace. This technique is suitable for students of higher classes. The higher the students' education, the easier this technique to apply because older students have more

power of imagination than younger ones do.

Some people believe that situational presentation may take away the students' attention. It is not always the case. Situational presentation takes away the students' attention only when the teacher presents a certain situational accompanied by another explanatory means of creating the situation, for example : while saying "the man was fat" the teacher dramatizes the fatness by moving his hands around his bulk. It is true that in such a situation the students will give no attention, and no effort to find out the meaning. But if the situational presentation is not accompanied by another means to create that situation the presentation will arouse the students' attention. So the situation is only presented once, either by a short story, a picture or a dramatization.

3. Using Twenty Questions Game.

It happens very often that the teaching is not interesting through out the period. Sometimes it becomes dull and the students get bored. In such a state the students lose their interest, the result of which is that there is no or small attention from the students and the learning is not effective. They will only learn well if they have interest in and attention to the teaching item. D.Y. Morgan says, "Once their interest goes, their attention goes; and attention is the first and vital stage in the process of language learning" 17).

The state of losing interest may be remedied by introducing a game or a song, or learning a poem. There are several advantages of games and songs :

17) D.Y. Morgan, "Games and Play-acting", English Language Teaching, Vol. XXI, January 1967, Number 2, page 183.

1. They function as a change in the language study ;
2. They create the students' interest and attention ;
3. They allow enough repetitions of a certain language item.

The games or songs should, therefore, have specific language teaching objectives to be established in the students' minds ;

4. When used separately games or songs are good to present some teaching items because by means of games the teacher is able to present the items in an amusing way.

There are many kinds of games which can be practised in the classroom, for example : Category Bingo (Vocabulary and Spelling game). Spelling Bee (Spelling game), Buzz (number game), Simon says (a grammar game) and others. The kind of game the writer wants to explain here is the one called "Twenty Questions Game". This is a guessing game to teach the yes - no questions, especially those with the main verb be. The game is like this. The teacher is thinking of something in the classroom, but he does not mention what the thing is. Then he asks the students to guess the thing by asking questions first. The questions are of this type :

Is it	!	red ?	}	adjectives
	!	big ?		
	!	green ?		
	!	thin ? etc.		

This can be continued with :

Is it	!	on the table ?	}	prepositional phrases
	!	in the cupboard ?		
	!	in your pocket ?		
	!	in front of me ? etc. or		

!	the		?	}	nouns
!	a		?		

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The students ask the questions in turns, and the teacher must answer yes or no at a time, depending on the thing he is thinking of. If a student produces a wrong question pattern the teacher can wag his head to show that the question is wrong. Thus he will think of the right question. If the students are successful in guessing the thing before or in the twentieth question they win the game. If they fail to guess it within twenty questions they lose it. The winner may start the game by selecting the thing again in his mind.

Later this game can be varied with questions with will, shal, do, does, did and others. It is quite true that from such a practice the question pattern 'Is it is repeated with effort many times. Before saying the questions the students think whether their questions are correct.

This technique is also suitable for students of lower classes. To help them the teacher may supply the various words or phrases which are suitable for this question pattern, and the words or phrases can be written on the blackboard.

4. Using Sets of Cut Cards.

This technique requires the teacher to make use of teaching aids consisting of sets of cut cards in the teaching of questions. Each set of cards constitutes an English question sentence. The students are supposed to re-arrange the cut cards correctly so that the arrangement produces a good English question. Each cut contains a word, the aim of which is that the students are really concerned with word order, how the words go together in a good construction. If they have got a word to fill in, they may have some idea of what the next word to come. In order to help the students to find out the best construction the words of the question sentence must be cut in such a way that there is only one possible way

to arrange or to fix the cards. The result is that they will find the correct construction required by the teacher. This is obtained by cutting the words raggedly; they are not cut into small squares. Thus the cards will be like these :

Where > did < you < go < yesterday < evening? <

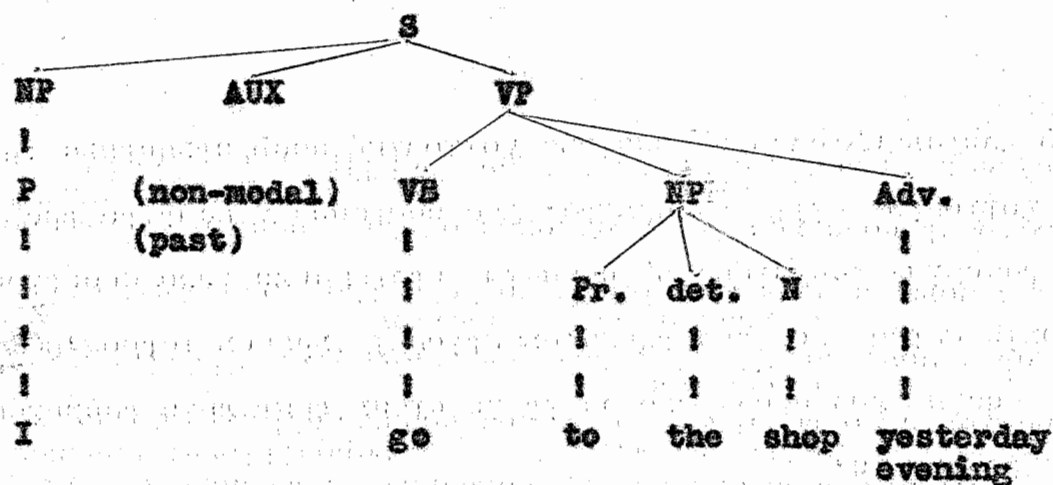
The raggedly cut cards must be re-arranged by the students so that they constitute a rectangle. If the arrangement does not form a rectangle it is a sign that the word order is wrong. Thus the question produced is wrong too.

This technique is based on the idea of primary motivation. In this game the students are supposed to find out the rules as to how to form English questions. The students are active in this way, finding the rules. One thing to keep in mind is that the students will only be able to find out the rules of making English questions sentences if these questions taken for examples are compared to their corresponding statements. This requires the teacher to present another set of cut cards which will produce a statement. So, before asking the students to re-arrange the cards for the question he should ask the students to arrange cards for the statement first for example:

I > went > to > the > shop < yesterday < evening. <

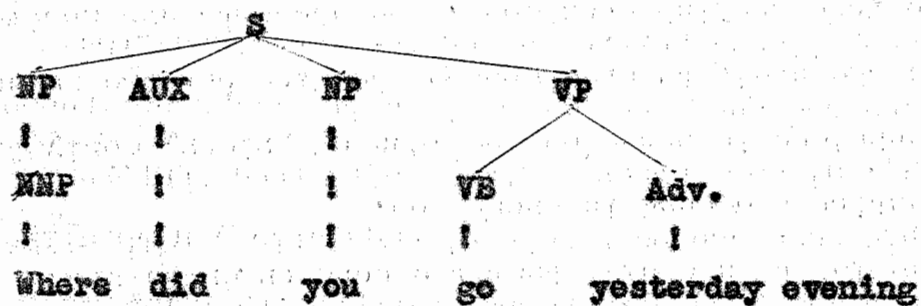
Then these two sentences or arrangements are compared in order to see the differences, from which the students may draw the rules.

Seeing the above proces it is clear that this technique is originated from the transformational grammer method, namely the teaching technique by changing statements into questions. The following will illustrate. The sentence I went to the shop yesterday evening has the following deep structure :



In order to transform this statement into question the processes below take place :

1. the application of Question Constituent, which interprets the utterance as a question ;
2. the application of the interrogative transformation, which moves the auxiliary into the front of the noun phrase ;
3. the application of the question-word question transformation, which replaces the question constituent with its suitable question word ;
4. the auxiliary constituent is replaced by did. These all will produce the following surface structure :



These are the processes of the transformation from the deep structure to the surface structure, that is the question sentence. It is from these processes that the students will be able to find out the rules in the question.

The students, of course, do not need to know these processes in the deep structure into surface structure.

They are even beyond their heads. But the teacher should have some idea as to how the transformation takes place.

The main difference between the transformational technique and the card technique is that in the first mentioned there is no primary motivation, whereas in the later there is primary motivation. In the first one the students only accept the rules explained by the teacher, which will be established only if they pay attention to and there is enough repetition. In the card technique there is primary motivation; there is interest in the students because the students are active in finding the rules by themselves. There is interest in the students because for them such a presentation becomes a game.

The card technique is good to teach questions because:

1. There are efforts to really understand the problems in the part of the students ;
2. the learning item will not be forgotten soon for the presentation is impressive to them ;
3. the presentation allows a pleasant situation. The writer thinks that we should rely on the idea that the students may learn better if the materials are presented a pleasant situation. Finocchiaro says "A pleasant, colorful classroom in which the acquisition of knowledge is made a friendly cooperative venture between teacher and students is something for which all of us should strive" 18).
4. the students are concerned with the structures of the language, especially the word order.

18) Finocchiaro, "Teaching English as a Second Language", Harper & Brothers, New York, 1958, page 90.

This teaching technique is especially interesting for the students of lower classes, such as the Junior High School students, and if we start to teach English at the High School level it is the best time to apply this technique. The students will still like games because they are not yet far from their childhood.

5. Using the Mouthing Technique.

This technique requires the teacher to dramatize the articulation of each word in the question sentence without producing any voice. It means that he only makes some movements of the lips, jaws, tongue, but no voice is heard. The movements are sometimes accompanied by other facial expression movements such as the moving up and down of the eye-brows to make the tone of the sentence clearer to the students.

The students will be alert in such a presentation and the classroom will be very quiet because in order to be able to understand what the teacher is saying the students need to concentrate their attention on it. This means that there is great attention in the part of the students. Besides needing great attention this technique of presentation allows many repetitions. In order to grasp the teacher's question sentence, for example What did you say, just now? the students usually have to imitate the movements of the teacher's mouth to discover what he is saying. Since he does not only pronounce it once the students are compelled to imitate more than once too. Still they repeat their own interpretation several times, trying to adapt their mouths' movements with that of the teacher.

To maintain the quietness of the classroom and the students' concentration, no one is allowed to say his interpretation without the teacher's permission.

This is done by asking the students to raise their hands when they have discovered the sentence and the teacher points one of them. If the sentence said by a student is wrong the teacher should say 'No' so that other students may have a try. If it is correct he says 'Yes' because such a response will give satisfaction to the students who ^{are} successful in discovering the question sentence. The response 'Yes' offers a reward to the students who has found out the correct sentence.

Another advantage the students may get is that they have lots of practice on pronunciation; they are trained to pronounce words correctly because they look at the movements of the mouth, lips and tongue of the teacher, and they practise as well. Correct pronunciation is very important in language learning, because wrong pronunciation may cause misunderstanding. It is one of the important skills the students must acquire in the language learning. Finocchiaro says, "Correct pronunciation, intonation and rhythm are of primary importance in developing comprehension in any of the other communication art" 19).

The following will serve as an illustration that wrong pronunciation may cause misunderstanding :

must must be pronounced / mʌst / (short)

mast must be pronounced /ma:st/ (long)

dock must be pronounced / dɔ:k / (voiceless)

dog must be pronounced / dɔ:g / (voiced)

The teacher must, therefore, be a good model. This is one of the functions of the teacher as a language teacher. 20)

19) Ibid, page 126.

20) See Soepomo Poedjosoedarmo Ph.D., "Linguistik dan Pengajaran Bahasa Indonesia", Paper for Seminar on "Indonesian Teaching", IKIP Sanata Dharma, July 1972, page 8.

He must be able to give examples of good and correct pronunciation to the students, which means that he should be able to differentiate the short and long vowels or the voiced and voiceless consonants of the words constituting the question sentence he is saying.

This technique is, however, only suitable for a class with a small number of students, and that they have to sit relatively close to the teacher. Students sitting at the fifth or sixth row in front of the teacher will already find it hard to really see the movements of the teacher's mouth. The result is that they cannot understand or discover the sentence the teacher is mouthing. This possible inability to understand can be overcome by the teacher standing in front of the class while mouthing the words of the question.

6. Using Translated Dialogues.

This is a technique of teaching English questions by giving the Indonesian equivalents of the English questions and other sentences contained in the dialogue. This can be completed by giving the translation of the English Vocabulary as well. The form of the dialogue will be like the one below:

Tina : Hallo, Yanti! Where are you - Hallo, Yanti! Mau kemana?

going?

hallo

halo (kata seru)

Yanti

Yanti (nama diri)

where

mana

are

k.k. kopula

you

kamu

go

pergi

Yanti : I'm going to the dentist - Saya mau pergi ke dokter gigi.

I	saya
am	k.k. kopula
go	pergi
to	ke (kata depan)
the	artikel
dentist	dokter gigi.
Tine: What is the matter?	Ada apa ?
what	apa
is	k.k. kopula
the	artikel
matter	hal, masalah
Yanti: I have a toothache	Saya sakit gigi. Saya mau
I will have my tooth	cabutkan gigi saya.
pulled out.	
I	saya
have	punya
a toothache	sakit gigi
will have	akan suruh
my tooth	gigi saya
to pull out	mencabut
Tina: That must be very	Saya harap kamu lekas sembuh
painful I wish you	kembali.
are fine again soon.	
that	itu
must be	mesti
very	sangat, sekali
painful	sakit
I	saya
wish	harap
you	kamu
are	k.k. kopula
fine	bagus, sehat
again	lagi
soon	segera.

Yanti : Thank you!

Terimakasih!

thank

berterimakasih

you

kamu.

The writer has an idea that such a teaching presentation is also based on the 'What's that' feeling, namely that every one has the desire to know everything new to him. Man is curious by nature. In the field of foreign language teaching the students usually launch questions on the translation of the words of the foreign language into their mother tongue. This phenomenon shows that they are primarily concerned with vocabulary. By supplying the Indonesian vocabulary in the dialogue the students may refer back to both the English and Indonesian words if they find difficulty with vocabulary. Being able to refer back makes the material interesting, and ^{such} a presentation technique will arouse the students' motivation. This means that the material is self-motivating.

This form of material is advantageous for students who are willing to study by themselves.

People may disagree with this technique of presentation with the reason that in such a presentation there is no attention in the students because the meaning is given already. There is no great effort to discover the meaning. The writer agrees with that if the teacher during the presentation reads both the English and Indonesian sentences. But if he only reads the English sentences, there is still attention in the students. So the teacher should concentrate on the English sentences only during the presentation. Short glances may be given to the Indonesian ones if it is necessary. Moreover, what is the worse for the students to learn with relatively small effort if they know already? However the students' attention can still be challenged by applying the following procedure : First the teacher reads the

English sentences one at a time. Then he asks the students to repeat after him, and lets them compare it with the Indonesian equivalent to see the similarities and the differences. This procedure goes on till the dialogue is completed. By referring back the student's attention is challenged. Of course, the meaning is not sufficiently delayed. But in some occasions the students may learn more in such a technique, because they may find expressions in the target language which have different expressions in their language, especially the idiomatic uses, for examples :

How long will it be?

Berapa lamanya?

How old is he?

Berapa umurnya?

What is his name?

Siapa namanya?

Expressions like mentioned above can be mastered primarily by learning them by heart. Learning by heart takes place in language learning too. It even happens in any learning.

For example : in learning algebra, in which we are supposed to use our brains, there are formula which must be learnt by heart.

The technique discussed is good because of the following thing :

1. It is good to teach idiomatic expressions needing learning by heart;
2. It is self-motivating because the students are required to make a comparison by referring back;
3. At the same time it enriches the students' vocabulary;
4. It is situational.

The writer agrees with the assumption that the primary problem in learning a foreign language is vocabulary, not structure. If the students know the vocabulary of an utterance but do not know its structure, they are able to interpret the meaning of the utterance by the help of the mother

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tongue, if they are thoughtful enough. But if they do not know the vocabulary, they may not be able to interpret the meaning of a sentence, though they know the context and structure. Of course they may guess, but guessing is not always correct.

7. Using Controlled Questions.

This technique needs greater activities in the part of the students, and is also based on the idea that language learning must be situational. The teacher gives a sentence or some sentences on which the students should base their questions. The students concentrate their mind on the idea given by the teacher and construct questions according to the types required. The exercise can be done either in an oral way, or in written way and may include both the yes-no types and the question-word question type. Varieties of controlled questions are : a. guided questions; b. Fixed questions; c. Garbled Speech; d. Free questions. 21)

a. Guided Questions.

The teacher gives some introductory sentences or just a sentence so that by the help of the sentence the students may construct the question. Before asking the students to practise the exercises the teacher gives some examples to show the ^{type} of question they should do and how to do it.

For example :

1. I failed the exam.

(Didn't you study?)

2. She didn't eat lunch.

(Wasn't she hungry?). Then it goes on with the exercises, such as :

21) William E. Rutherford, "Modern English - a textbook for foreign students", Harcourt, Brace & World Inc., New York, 1968, page 1 - 40.

3. He walked downtown.
4. We didn't know the answer.
5. They didn't open the window.
6. He always carries a gun.

In this exercise the students are required to practise the yes-no questions. The exercises can be varied by other types of questions.

b. Fixed Questions.

In fixed questions the students' choice sticks to the given sentence and instruction, and there is a more limited choice than the guided questions. They are also limited in the choice of words relating to the given situation. For examples :

1. the students are supposed to practise questions with which

- | | |
|----------------------------------|-----------------------|
| - <u>the blue book.</u> | - <u>Which book?</u> |
| - <u>the cheap books</u> | - <u>Which books?</u> |
| - <u>the book with red cover</u> | - <u>Which book?</u> |

This is continued by asking the students to compose questions like given in the examples :

- the boy with a white shirt.
- the man with blue trousers.
- the tree with thick leaves, etc.

2. questions with where

- | | |
|---------------------------------|--------------------------------|
| - <u>He is working now.</u> | - <u>Where is he working?</u> |
| - <u>This isn't the library</u> | - <u>Where is the library?</u> |

The exercise can be :

- Those aren't the tickets.
- That is not my pencil.
- I do not want to eat at home, etc.

3. questions with did :

- | | |
|-----------------------------|-------------------------------------|
| - <u>He is working now.</u> | - <u>Did he work yesterday too?</u> |
|-----------------------------|-------------------------------------|

- We are speaking English now. - Did we speak English yesterday too?

This is followed by the exercises, such as :

- She is sewing now.
- My friend is studying hard, etc.

c. Garbled Speech.

In this technique the teacher does not pronounce all words in the question sentence clearly. One word to which the students have to give particular attention is said in a mumbling way. It is on that mumbled word that the students should concentrate their minds.

This technique is actually the development of the transformational exercises. However, in transformational exercises it is quite unrealistic to ask the students to make questions of which answers are known already. There is no reason for the students to think. In the garbled speech there is a reason to think, namely the unclearly pronounced word in the sentence. For example :

- I want home at shrdlu 22) - When did you go home?
- He ate two shrdlu this morning - What did he eat this morning?
- The exercises can be continued with :
- The flowers grew well in the shrdlu.
- The dog is eating bones in the shrdlu.
- Mother is cooking shrdlu in the kitchen, etc.

22) The example of pronunciation of 'shrdlu' is taken from Rutherford's "Modern English - a textbook for Foreign students", Harcourt, Brace & World Inc., New York, 1968, page 23.

This technique is difficult to apply in lower classes, however, Knowledge of word order is very necessary in this exercise. It is students with sufficient knowledge of syntax will be able to interpret what kind of word is said in the garbled way and what its function is.

d. Free Questions.

Here the students are free to choose any type of English question and its word. But they are still guided by the given sentence to show the situation on which the students base their questions. Intelligent students may be able to produce many different questions, whereas poor ones may only ^{be} able to find some questions, or even cannot find any. This is an example of the free question :

- She is crying in her room now. The questions can be :

1. Is she very sad ?
2. Is she ill ?
3. Why is she crying in her room ?
4. Where is she crying ?
5. What is she doing in her room ?
6. What is the matter ?

This can be continued with :

1. She is studying for her final exams.
2. The rice grows very well this year.
3. The tourists went to Prambanan by bus; etc.

The four approaches of controlled questions are good because :

1. They really deal with word order or syntax;
2. They develop the students' imagination;
3. They are based on situational presentation;

8. Using Poems.

Poems can also be used to teach the English questions to

Indonesian students. Poems deal with human experiences and human life. The language of the poems is relatively simple for poems are meant for all people at all ages. However, there must be careful selection as to which poems suit the students. If the poems are too difficult for the students they will not be able to enjoy and appreciate them, because the aim of teaching poems is for the enjoyment and appreciation of the poems. J. Scott Kennedy says "For poetry is meant to be read aloud; it is meant to ^{be}enjoyed". 23)

The language should be easy enough for the students to understand. Moreover difficult poems may lead the students to have a feeling of dislike to the English literature.

The important thing here is that the presentation of the poems must have a specific language teaching aim. The following is an example of poem to teach or to re-inforce the teaching of yes-no questions and question-word questions:

"DID YOU FEED MY COW?"

"Did you feed my cow?"

"Yes, Mam!"

"Will you tell me how?"

"Yes, Mam!"

"Oh, what did you give her?"

"Corn an' hay."

"Oh, what did you give her?"

"Corn an' hay."

23). J. Scott Kennedy, "Poems for the Classroom", English Teaching Forum, Vol. X, Jan. - Febr. 1972, Number 1, page 25.

"Did you milk her good?"

"Yes, Mam!"

"Did you do like you should?"

"Yes, Mam!"

"Oh, how did you milk her?"

"Swish! Swish! Swish!"

"Oh, how did you milk her?"

"Swish! Swish! Swish!"

"Did the cow die?"

"Yes, Mam!"

"With a pain in her eye?"

"Yes, Mam!"

"Oh, how did she die?"

"Uh! Uh! Uh!"

"Oh, how did she die?"

"Uh! Uh! Uh!"

"Did the buzzards come?"

"Yes, Mam!"

"For to pick her bone?"

"Yes, Mam!"

"Oh, how did they come?"

"Flop! Flop! Flop!"

"Oh, how did they come?"

"Flop! Flop! Flop!" 24)

Since it is not a poetry class the teacher may just take the first stanza, so that it will not take too long time.

24) The example is taken from "Poetry Festival" by John Bettenbender, Dell Publishing Co, Inc., New York, Nov. 1966, page 128, the author is unknown.

In teaching the poems the teacher should challenge the student's attention. This can be done by saying "I will read the poem once, and later you should be able to say it". The word 'once' challenges the students to pay attention now, not later.

In order to have enough repetitions the following procedure should be followed :

1. After reading the poem once the teacher asks a student to say the first line. If he fails to remember it another student is given a chance to try;
2. If it is said correctly the teacher says 'Yes' for a reward, and then points another student to repeat it.
3. Point another student to say the second line.
4. Then ask a student to say the first two lines. This goes on till all the lines in the poems are learnt, and finally point a student to say the whole poem.

Learning in a group like this is always interesting. If some students cannot remember the lines the others may be able to help them. Teaching by means of poem gives these advantages :

1. The procedure of teaching poems allows enough repetitions;
 2. The students learn in an interesting and exciting way;
 3. They help each other;
 4. Practice of correct pronunciation, stress and rhythm;
 5. Storing sentence patterns in the mind.
9. Using Songs.

Songs are part of our life. Sometimes we sing while we are washing, taking a bath, lulling the baby and on other occasions. These examples are to show that songs have "Intertaining aspects", some of the conditions where which one may learn better. If the materials are presented in an amusing way, it is very likely that the students will be



able to understand the material better. Jose Ricardo says, "I cannot think of a more pleasant way for a student to memorize vocabulary and idioms than by learning songs." 25)

The editor of English Teaching Forum comments Ruth Berghouse's article on "A Spoonful of Singing" that "Mr. Berghouse shares with you some of the songs she has used so effectively in her classes - songs that can help the language patterns "go down in a most delightful way" 26). From these two quotations we may conclude that the students will be able to learn the language more easily if the learning item is presented in an entertaining way, and songs give possibility for that idea.

However there are some conditions as to which songs should be chosen for the classes so that they are really useful to teach the questions; they are :

1. The words in the songs or the questions should be repetitive;
2. For lower classes the songs should offer the possibility of activities;
3. They should have a specific language teaching aim, for example : to teach the present continuous tense, or to teach questions with do. The following is an excellent example of a song to teach and establish question-word questions using What does? :

WHAT DO THE ANIMALS SAY?

2/4

What does the dog say ? Wuff - wuff - wuff.

What does the owl say ? Hoo - Hoo - Hoo

25) Jose Ricardo, "Teaching English by Radio", English Teaching Forum, Vol. VI, Sept.-Oct. 1968, Number 5, page 2.

26) Rut Berghouse, "A Spoonful of Singing...", English Teaching Forum, Vol. VIII, March-April, 1970, Number 2, page 2.

What does the duck say ?	Quack - quack - quack.
What does the cock say ?	Cockaroo - cockaroo
What does the bee say ?	Sm - zm - zm
What does the cat say ?	Mew - Mew - Mew.
What does the cow say ?	Moo - Moo - Moo

They all speak their own way, and we speak too.

The teacher may compose the melody and also the wording himself, suited to the language teaching aim he has in his presentation.

10. Using Short Plays.

Plays have an important role in language learning, and are good to teach questions as well. By means of short plays the students learn to practise good pronunciation, stress and intonation, the fundamental elements for communication to take place. They are also language skills which all teachers should strive for in the language teaching.

Since plays must be learned by heart - the students may not bring the text while practising - the students have made lots of repetitions which will enable to grasp the sentence patterns contained in the plays. They are also trained to work together in a team, to rely on the others for the plays will only be successful if the characters work together.

The underlying idea of presenting learning items by plays is that the teaching^{is} situational, referring to a particular event in the society, and that the learning item is presented in an entertaining way. The plays should not be too^{long} since they are only means to aim at certain language teaching objectives. They are not meant to be performed for the audience. The following will serve as an example of a short play to establish questions with 'did' :

INVESTIGATION

Policeman: Didn't you hear any noise at 13.15?

Jack : No! I heard nothing!

Policeman: Did you stay awake?

Jack : I was lying awake in my bed.

Policeman: Did you hear a doghowling after that?

Jack : Yes-yes-yes! I heard it. But it was far from
my house.

Policeman: Thank you!

The materials for the plays may be composed by the teacher himself, based on the various events in daily life in the society.

This technique may be applied to all grades. This is interesting and is always suitable for all ages. Of course the materials should suit the students ages and levels of capacity.

11. Using Puppets.

Puppets are useful visual teaching aids. By the help of puppets the teacher may dramatize various kinds of language teaching items. Each puppet represents a character and it is given a name, for example : Peter, Jack etc. If the teacher is going to present a new teaching item he may use two or more puppets, depending on the materials he wants to present, and the teaching is presented in the form of a dialogue. He ask the students to listen to the dialogue of the two puppets, and later when the students have understood the sentences contained in it, he may use one puppet only and ask the students to play the role of the other one.

Puppets can be used as visual aids to teach all the English question patterns. Below is an example of presenting English question-word questions using What time

Peter : What time do you get up in the morning?

Paul : I get up at six o'clock.

Peter : What time do you go to school?

Paul : I go to school at seven o'clock.

Peter : What time do you have your lunch?

Paul : I have my lunch at one o'clock.

Peter : What time do you go to bed?

Paul : I go to bed at nine o'clock.

It should be kept in mind that the teacher should not use puppets, songs or poems very often, because too frequent use of these techniques may make the teaching dull. Thus there will be no interest anymore in the students. They are used when the teaching item, the interest of the students or the atmosphere of the class demands their use.

12. Using Puzzles.

Puzzles are useful to challenge the students' attention and primary motivation, which means that the students will feel interested in the teaching item presented by means of puzzles. The following is an example to present the English questions by means of puzzles. There is a mixture of two stories. The students are supposed to separate those two stories from the mixed story, by separating each line in the mixed story into two sentences of the two stories. One is for the first story, whereas the other one is for the second story. The mixed story is like this :

A young villager Two English students was taking a walk were walking in town to the head's office. He They was wanted to know very thirsty the result of the examinations. He They came were to shop very anxious with a board on the front wall. On the board he they read had worked hard "Disini jual es petojo" before the exams. He arriving at the head's room

they asked asked, "do can you we sell ice, Sir pass, Sir?
The shopkeeper the head answered answered "Yes, will you buy
it? I will see it first". "Yes, What I will are your numbers?
He the head answered asked. The shopkeeper asked 'No.18 can
you and no.19 wait for while?' He the head replied said,
"Sure I can Both of you pass". He they was suprised to see
left the shopkeeper the office bring two blocks of ice
with great satisfaction.

Thus the first story will start with : A young villager,
and the second one will start with : Two English students....
These are the two stories :

1. A young villager was taking a walk in town. He was very
thirsty. He came to a shop with a board on the front wall.
On the board he read "Disini jual es petojo". He asked,
"Do you sell ice, Sir? The shopkeeper answered, "Yes!
Will you buy it? "Yes, I will, he answered. The shopkeeper
asked, "Can you wait for^a while? He answered, "Sure, I can"
He was surprised to see the shopkeeper bring two blocks
of ice.

2. Two English students were walking to the head's office.
They wanted to know the result of the examinations. They
were very anxious. They had worked hard before the exams
Arriving at the head's room they asked, "Can we pass, Sir?
The head answered, "I will see it first". What are your
numbers?" the head asked. "No.18 and no.19". Both of you
pass", the head said. They left the office with great
satisfaction.

The teacher may choose shorter materials than the one
presented above, or may be longer.

The greatest advantage from such a presentation is that
the students really concentrate their minds on the structure

of the language, such as concord, word order and tense. This technique is, however, difficult to apply in lower classes because though simple the vocabulary is they will find it hard to see the correct order of the words. They should know concord, tense and also word order fairly well, in order to know which word follows the one found already.

These are the techniques to present English questions to Indonesian students. In the next part we will see which techniques can be well applied to the various types of English questions.

B. APPLICATION OF THE TECHNIQUES TO THE TEACHING OF ENGLISH QUESTIONS.

This part will try to show to apply the techniques discussed above to the teaching of English questions to Indonesian students, based on the similarities and differences between the English and Indonesian question sentences.

The writer will try to analyze which technique can be used well to present each type of the English questions. To present a thorough analysis he classifies the English questions into the following groups :

1. The yes-no questions. They are subdivided into :
 - a. Questions with reversal of word order, which include those with be (am, are, is, was etc.), can, may must etc., have or has, which function as auxiliary verbs.
 - b. Questions with reversal of word order and addition of do, does or did.
 - c. Questions with rising intonation regardless of word order.
2. Question-word questions, subdivided into :
 - a. Questions with Who, What, When, Why etc., with reversal of word order.

- b. Question-word questions with Who, What, Which, etc., without reversal of word order. (functioning as subjects).
- 3. Included yes-no questions
 - a. Included yes-no questions
 - b. Included question-word questions
- 4. Tag questions
- 1. The Yes - No questions.
 - a. Questions with reversal of word order.

The main problems our Indonesian students face are :

- 1. the reversed order between the subject and the finite verb, that is the first verb in the verb group or the verb itself if there is only one verb in the sentence;
- 2. the concord between subject and the finite verb;
- 3. tense problems.

The best teaching technique for this type of question in the card technique, using sets of cut cards, because the card technique really deals with word order, as the writer has shown in the previous part. The procedure of presentation will be like this :

- 1. Ask the students to find the rules for making questions by means of, for example :

His > brother > is < ill	Is > his > brother < ill?
--------------------------	---------------------------

This is to establish the question pattern of this type.

- 2. To show the concord between the subject and the finite verb, introduces another sentence with different subject and verb. For example :

They > are > ill	Are > they < ill?
------------------	-------------------

The students are requested to find the differences between the first presentation and the second one.

3. To establish the tense concord, introduce the same sentence, but in a different tense. Put it in the past tense, added with the past time reference. For example :

His	>	brother	>	was	>	ill	>	yesterday
-----	---	---------	---	-----	---	-----	---	-----------

Was	<	his	<	brother	<	ill	<	yesterday ?
-----	---	-----	---	---------	---	-----	---	-------------

Finally the students are supposed to find out the rules drawn from the three presentations above, and after that the teacher explains these problems to all students to help those who cannot find them rules by themselves. Explanation is always necessary in any teaching. The rules they will get for example : - Is initiates the question ;

- If the subject is plural the verb is are ;
- If it is in the past tense, is is changed into was, or substituted by was, etc.

It seems that this technique needs a long time in the presentation process. However the result is impressive for the students themselves are active in finding the rules. Moreover the art of teaching is "not to gain time, but to lose it".

This procedure behaves the same for questions with can, may, etc., or have and has as auxiliary verbs. This will serve as an illustration :

He	>	hasn't	>	taken	>	his	>	lunch
----	---	--------	---	-------	---	-----	---	-------

Hasn't	>	he	>	taken	>	his	>	lunch?
--------	---	----	---	-------	---	-----	---	--------

To teach the concord of subject - verb and tense, just follow the procedure above.

To reinforce the learning item the students may have a practice by giving a conversational dialogue in another time.

This is a spaced repetition. For example :

MAKING AN APPOINTMENT

John : Are you free on Saturday, Mila?

Mila : Yes, I am free. My exams are over.

J. : Are you interested in going to Kaliurang?

M. : That would be fine. I would love to go.

The weather is cool and fresh there.

J. : Sure! Shall we go by bus or by motor-bike?

M. : Going by motor-bike is nicer, I suppose.

J. : All right. I will fetch you at seven. Will you be ready by that time?

M. : I will.

J. : Good! Bye - bye. See you on Saturday!

M. : Bye - bye !

Translated dialogues are also good to repeat this teaching item, to show the different expressions between the English and Indonesian negative questions, such as :

Hasn't he taken his lunch? - Dia belum makan siang?

Isn't he a teacher? - Dia bukan guru?

Isn't he ill? - Dia tidak sakit?

The next repetitions can also be done by giving situational, contextual, controlled questions. For example, from the situation below the students are asked to compose questions with be : "John passes his examinations. He keeps on smiling".

The questions can be : - Is he very happy?

- Is he satisfied?

After teaching some other teaching items, the teacher may teach songs, poems, twenty questions game or puppets to repeat this item, as well as to have a change in the teaching. This is a song to repeat questions with be :

ARE YOU HAPPY?

Are you happy? Are you happy? Brother John, Brother John.

I am very happy. I am very happy. Ding - dang - dung,

Ding - dang - dung. 27)

b. Questions with Reversal of word order and additions of do, does or did.

This item needs special attention and careful presentation. It must be stressed that questions of this type are not formed merely by reversing the subject and the finite verb, but do, does or did must be added of which function is as an auxiliary verb. Otherwise the students will make analogic mistakes, that is, just the reversal of the subject and the finite verb, without do, does or did. This is due to the previous presentation, that is the one on questions with be etc. Thus, they will have sentences like :

He works very hard

Works he very hard?

The children make kites.

Make the children kites?

The difference between the previous item and this one must be presented in such a clear way that the students know it. This can be achieved by the card technique too. This is the procedure :

Ask the students to analyse questions such as :

He	>	works	<	very	<	hard
Does	>	he	<	work	>	very < hard?

The teacher starts by giving a sentence containing a verb which consists of stem+is, because stem+is in statements is a difficult item to establish. It means that for Indonesian students stem+is becomes a problem. So it must be presented first. This happens to questions as well. It is easy to present easier items later. The procedure goes on with questions like :

27) The melody is taken from English Teaching Forum, Vol. VIII, March-April 1970, Number 2 page 2. The verses are from the writer.

The children work very hard. Do the children work very hard?
They worked very hard this Did they work very hard
year. this year?

These two steps are to explain the concord and the tense problem the students should know. Repetitions to reinforce this item should be varied like those of the previous item.

c. Questions with rising intonation regardless of word order. These are questions like: You will not come?

He smokes a lot?

This type of questions should not be taught to our high school students first because they do not represent the normal question pattern. Moreover, if the students have mastered the normal question pattern discussed above, it will not be difficult to learn questions of this type, since the only requirement is that they are pronounced with the rising intonation, which behaves the same to Indonesian questions. This requirement is already taught when the teacher makes repetitions by means of conversational dialogues, or translated dialogues, of short plays, or puppets.

2. Question - word Questions.

a. Questions with What, When, Where, Why etc., with reversal of word order.

Besides concord, reversal of word order and tense, the new problems the students encounter are; among others:

1. The position of the question word in Indonesian can be shifted from one part to another. In English it is always in the initial position;
2. Sometimes the question words used in particular English question-word questions do not have their equivalents in the Indonesian counterpart, for examples :

What time is it?

Jam berapa?

What's your age?

Berapa umurnu?

How are you?

Apa kabar?

3. In negative questions the word not in English is always attached to the finite verb, whereas in Indonesian it may occupy other positions;
4. There are active English question sentences which may be best translated to Indonesian passive sentences;

Since the basic rules to form questions have been understood by the students, based on these new problems the writer would suggest that this type of questions be presented by using translated dialogues. This will enable the students to learn the various idiomatic questions such as given above. This is important because the students tend to produce wrong questions, due to their vocabulary learning for example : what - apa, how - bagaimana etc. So we will have a presentation like :

Lina : Jam berapa sekarang ibu? - What time is it, mother?

apa	what
waktu	time
k.k. kopula	is
	it
ibu	mother

Mother: Jam 7.30. Ada apa? - It is 7.30. What is the matter?

k.k. kopula	is
	it
7.30	7.30
apa	what
artikel	the
hal, masalah	matter

Lina : Saya mau jenguk Susi. - I wil visit Susi.

Dia sakit.	She is ill.
saya	I
akan jenguk	will visit
Susi(nama diri)	Susi
dia (perempuan)	she
k.k. kopula	is
sakit	ill

Mother: Berapa lamanya kamu - How long will you be

disana?	there?
bagaimana	how
panjang	long
akan	will
kamu	you
k.k. kopula	be
disana	there

Lina : Bagaimana kalau How about coming home

pulang jam 9?	at 9?
bagaimana	how
tentang	about
pulang	come home
pada (katadepan)	at

Mother: Baiklah! Hati2 ja! - O.K.! Be careful!

baiklah	O.K.
k.k. kopula	be
hati2	careful

To reinforce this teaching item the teacher may repeat it by using the mouthing technique. It will not be too hard for the students to understand the movements of the mouth and find the correct question because they have just been taught the pattern, that is a question word in the initial position followed by the arrangement of auxiliary - subject...

class-2 word and the rest. The teacher asks the students to find out the questions he is mouthings one at a time.

For examples :

- Where does Lina go?
- Why does she visit Susi?
- What did you buy at the store? etc.

Situational context, controlled questions, puppets, and short plays are advisable to repeat the teaching item, and later a song such as presented on page 101 is good to repeat the teaching item. This is another example of a song used to reinforce question-word questions How are....? :

BLACK-EYED SUSAN

4/4

Black-eyed Susan, Black-eyed Susan, How are you? How are you?
Very well I thank you, Very well I thank you. How are you?
How are you? 28)

b. Questions-word questions with Who, What, Which etc., without reversal of word order.

This item should be taught long after the above item is really established in the students' minds. Otherwise this presentation will unteach the pattern just taught before, namely the arrangement of : question-word - auxiliary - subject, class-2 word and the rest. The possibility of unteaching the previous item is great for the students will learn a new pattern which is fairly easy to establish, that is :

question-word (the subject) - auxiliary (if there is any) + class-2 word and others. There is no reversal of word order - the subject and the finite verb - here, just exactly the same as that of the Indonesian, except that we need to add yang after the question word in Indonesian.

28) The example is taken from 'English Teaching Forum', Vol.VIII, March-April 1970, number 2, page 2.

In order that the students will learn the difference between this item and the previous one, this teaching item should be presented in an impressive way. The writer, therefore, recommends the use of the card technique. This is the example of the presentation :

1. Ask the students to compare sentences like :

The tourists went to Borobudur last Sunday and

Who went to Borobudur last Sunday?, or

The children with the caps are boy-scouts and

Which children are boy-scouts?

To make the students aware of the addition of yang in the Indonesian questions of this type, it is good to have repetition making use of translated dialogues. For example:

Lina : Who picked up my flowers? - Siapa yang petik bunga2ku?

who siapa

pick up memetik

my flowers kembang2ku, bunga2ku

Yanti: I do not know. Which flowers are stolen? - Saya tidak tahu. Bunga mana yang di curi?

I saya

do not know tidak tahu

which yang mana

flowers kembang, bunga

are stolen di curi.

Lina : Those with the red colour - Bunga yang merah warnanya.

I forget its name Saya lupa namanya.

those itu (jamak)

with the red colour yang merah warnanya

I	saya
forget	lupa
its	kepunyaan (bukan untuk manusia)

name	nama
------	------

Yanti: Oh, I remember now. - Oh, saya ingat sekarang.

Mother picked them up for	Ibu yang petik bunga itu
Mrs.Ratna's birthday	untuk hadiah ulang tahun
present.	Ibu Ratna.

Oh	Oh (kata seru)
----	----------------

I	saya
---	------

remember	ingat
----------	-------

now	sekarang
-----	----------

mother	ibu
--------	-----

pick up	memetik
---------	---------

them	bunga2 (kataganti)
------	--------------------

for	untuk
-----	-------

Mrs.Ratna's birthday	hadiah ulang tahun
----------------------	--------------------

present.	Ibu Ratna.
----------	------------

Lina : I see. - Begitulah

I	saya
---	------

see	melihat, tahu.
-----	----------------

Other repetitions may be varied by means of controlled questions, situational context, conversational dialogues, short plays and others. The following is a repetition making use of a poem :

WHO HAS SEEN THE WIND

Who has seen the wind?

Neither I nor you :

But when the leaves hang trembling,

The wind is passing through.

Who has seen the wind?

Neither I nor you :

But when the trees bow down their heads

The wind is passing by. 29)

Christina G. Rossetti.

3. Included Questions (Indirect Questions).

a. Indirect yes-no = questions.

The great problems the students encounter are among others :

1. They may fail to observe the addition of the morpheme whether or if which serves as a conjunction, connecting the main construction and the included yes-no questions;
2. They tend to reverse the subject and the finite verb of the included questions. This is because of the establishment of the yes-no question pattern.

For these two important reasons the writer suggests that this item be taught by using the card technique too.

However, since the students are supposed to have mastered the yes no question pattern, this item should be compared with yes-no questions, not with statements anymore. This is to show the difference between a yes-no question which stands by itself and the one which is included in a bigger construction, usually a yes-no question too. But that is not always. The following will serve as an illustration :

Was	Mary	absent	last	Friday ?	compared with :
-----	------	--------	------	----------	-----------------

Do	you	know	whether	Mary	was	absent	last	Friday?
----	-----	------	---------	------	-----	--------	------	---------

The students will find out rules such as :

1. the addition of whether.
2. was Mary is changed into Mary was.

29) The example is taken from 'Poetry Festival' by John Bettenbender, Dell Publishing Co., Inc., 1966, page 126.

Later the learning item is reinforced by means of a combination between situational contexts and controlled questions. For example :

1. Two tourists want to go to Baron beach by motor-bike.

They think that the way is so bad that a motor-bike cannot reach there. One of them asks aman.

Do you know

2. A villager wants to go to Semarang. He is in Yogya now.

He cannot read the notice. He asks a by stander.

Can you tell me

Other repetitions can be varied by using dialogues, dialogues helped by puppets or short plays.

b. Indirect Question-word Questions.

Although there is no difference between the English and Indonesian questions concerning word order, that is, there is no reversal of word order in both English and Indonesian questions, the requirement of no reversal of word order in English has posed a great problem to Indonesian students. They tend to make an inversion between the subject and the finite verb, due to the previous learning item of the establishment of question-word question pattern. It is because of this great problem that this item should be presented using the card technique too. Exactly as the indirect yes-no questions, the indirect question-word questions should be compared with question-word questions in order that the students will know the different pattern. For example :

Where	did	he	come	from ?
-------	-----	----	------	--------

 is compared with :

Do	you	know	where	he	came	from ?
----	-----	------	-------	----	------	--------

Repetitions to reinforce this item can be done by the techniques such as discussed in the indirect yes-no questions.

4. Tag Questions

The complicated problems of tag questions for Indonesian students are, among others :

1. In Indonesian the tag is expressed by either bukan or kan, without any pronoun preceding it. In English the tag varies a lot, depending on :

- a. the remark's tense : present or past ;
- b. the remark's subject : singular or plural ;
- c. the remark's form : positive or negative, and still it is preceded by its corresponding pronoun.

So the tag always consists of a pronoun and an auxiliary verb. The students very often fail to produce correct tag questions for several reasons, for example, they are not aware of the addition of do, does or did for tags joined to remarks which need those morphemes in the negative and interrogative forms.

2. The students tend to always use the rising intonation because the idea of question makes them use it. Moreover they use rising intonation in almost all Indonesian questions. However, it is very often for English speaking people to pronounce this question with the falling intonation, that is when they only ask for an agreement. The students cannot realize whether the question is only to ask for an agreement or whether it is really a question.

3. They are still burdened with problems of subject-verb concord, and tense concord.

4. In English there are two possible forms of tag, either in negative or positive. In Indonesian the negative sense of the tag is only expressed in the word bukan,

which is also used for a positive tag.

The students should realize these differences. To make them have a broad view of these differences we should right away show them by comparing the various forms of the English questions with their Indonesian equivalents. Thus The best presentation technique is the translated dialogue one. For example :

JACK'S BIRTHDAY

Bob :	You celebrated your	-	Kamu merayakan pesta ulang
	birthday yesterday,		tahunmu kemarin, bukan?
	didn't you?		
	you		kamu
	celebrate		merayakan
	your		kepunyaamu
	birthday		hari ulang tahun
	yesterday		kemarin
	didn't you		bukan
	Congratulations! Many	-	Selamat Hari Ulang Tahun.
	happy returns to you!		Semoga panjang umur.
	congratulations		profisiat, ucapan selamat.
	many		banyak
	happy		bahagia
	return		kembali
	to you		kepadamu
Jack:	Thank you very much.	-	Terimakasih banyak!
	thank		berterimakasih
	you		kamu
	very		amat, sangat
	much		banyak

- Bob : You had a very happy day, didn't you?
 You have a very happy day didn't you
- Kamu sangat berbahagia hari itu, kan?
 kamu mempunyai hari yang sangat berbahagia bukan
- Jack: Sure! My friends came to give some presents.
 sure my friends come to give some presents
- Memang! Teman2ku datang untuk berikan sekedar hadiah.
 memang teman2ku datang untuk beri beberapa hadiah2
- Bob : You were proud of them, weren't you?
 you were proud of them weren't you
- Kamu bangga akan hadiah2mu bukan ?
 kamu k.k. kopula bangga akan mereka(kataganti benda jamak) bukan.
- Jack :Yes, I was.
 yes I was
- Ya, saya bangga.
 ya saya k.k. kopula

Of course the students will not see these various tag patterns easily. Clear explanation from the teacher is needed, followed by many more examples. Then it is good to have repetitions using situational contexts and controlled question techniques, for instance :

- Mr. Winoto will go to America to study for his M.A. His wife is anxious for his stay there.
- You will not stay long,
- Rice grows very well here.
- The soil is fertile,
- Yesterday there was a meeting. Mr. Dawson was doubtful whether Mr. Smith was at the meeting.
- You didn't attend the meeting,

Other repetitions may be varied by using short plays, puppets, puzzles, dialogues. This is an example of repetition making use of puppets :

Henry : You have many toys with you, don't you?

Patrick: Yes, I do. You are interested in seeing them, aren't you? I will show them to you.

Henry : Thanks! You must be very happy at home, mustn't you?

Patrick: Of course, I am happy.

Henry : Oh, how nice toys you have! You like playing with them don't you?

Patrick: I do like it.

Henry : So do I.

Later the students themselves may represent the characters of the dialogue.

After seeing which technique are good to present certain types of English questions and which ones are good to repeat, the writer will give some conclusions.

Language mastery includes the ability to use the language in daily communication and knowing some ideas underlying the oral production. One must know how to say it and why he should say it in that way. This requires a balanced exercise between the grammatical problems and the oral practice.

From the analysis we see that the card technique and translated dialogue technique are mostly used to present English questions to Indonesian students. The analysis, therefore, really serves the above idea on language mastery. Both offer mutual contribution. Intonation, stress, juncture, and others, which are not dealt in the card technique, are furnished in the translated dialogue technique. On the other hand, grammatical exercises offer the basis for the oral production.

Seen from the fact that tag questions in English and those in Indonesian have the greatest number of differences we may conclude that tag questions are the hardest part of English questions for the students to master.

CONCLUSION

There has been a continual complaint about the unsatisfactory result of the English language teaching in Indonesia. English teachers are trying to find what the reasons are, whether the teaching method is suitable, whether the students' motivation is low enough, whether the English teaching is not relevant to their future lives, whether the English teachers are not qualified enough, and other questions. These questions have encouraged the writer to do something to help solve the problem, the result of which is that he has made this analysis on the differences between English and Indonesian question sentences. Due to his limited capacity, however, the analysis he makes is just a very small part of the problem existing in the English teaching. It is not feasible for him to discuss the enormous problem above.

He also hopes that this analysis will be useful to English teachers, English textbook writers, or adult students learning English. With the help of this analysis both textbook writers and English teachers may be able to grade the teaching material based on its easiness and difficulty by taking into consideration the differences he has shown. English adult students may learn better through comparison, knowing the different features of the two languages, such as : grammatical features, vocabulary and others.

As for the recommendations he has presented he is certain the analysis is far from being perfect, even though he has done his best to accomplish it. It can still be improved. He expects this small work will encourage

other people interested in English teaching to find out better techniques to present English in general and English question sentences in particular.

For the time being, however, he thinks the techniques he recommends are good to be applied in teaching English questions in Indonesia. They are cheap to afford. None of these techniques requires expensive teaching aids. This is really in accordance with the economical condition in Indonesia at the moment, in which it is hard for the schools to get money to buy expensive teaching aids.

Finally, he has an idea that there are good points to apply these techniques in the teaching. The advantages are :

1. Some of the techniques make it possible for the teaching items to be presented in an impressive way ;
2. Some allow lots of repetitions during the learning process ;
3. Application of these techniques will vary the presentation a lot, a technique which may arouse the students' interest ;
4. Some may motivate the students to learn by themselves.

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