

# Questioning Powers of the Students in the Class

Murni Mahmud

Department of English Education, State University of Makassar, Indonesia

**Abstract**—This paper is about the questioning powers of the students in the class. The main focus is to reveal the types of questions produced by the students and to describe their perspectives on their questioning powers. This study employed seventy students as respondents. To collect data, informants were given topics for discussions in the class and their questions were recorded. An open-ended questionnaire was distributed to explore their perception towards their questioning powers in the classroom. Findings show that students mostly produced referential questions, which need more explanation and clarification or judgments from the answerers. Findings also show the students' tendency to ask questions and the factors influencing their capacity in asking questions such as the class situation, their psychological factors, and teachers' image over the students.

**Index Terms**—questions, questioning power, English language teaching, classroom interaction

## I. INTRODUCTION

High proficiency of English language teaching is highly recommended. That is because English as an international language becomes a crucial instrument for keeping in track with high development in information and technology. Thus, the teaching of English needs high priority to enhance the quality of English language teaching.

The focus of the teaching of English as a foreign language (TEFL) is on the high capabilities and performances of English teachers in enhancing the quality of their teachings. In the same way, English students learning English as a foreign language are then expected to demonstrate high proficiency and achievement in English language teaching.

Therefore, it is the responsibility of the teachers and students to use their maximum efforts in the teaching of English such as the application of innovative methods, well-prepared materials, and innovative teaching media. Many scholars had examined these issues in different countries such as in Japanese (Serag, 2011), in Chinese (Li and Renandya, 2012), and in Brazil (Miccoli, 2003). Indonesian scholars had also participated in these areas of research such as in speaking (Rachmawaty and Hermagustiana, 2010), in reading skills (Hamra and Syatriana, 2010), in listening (Cahyono & Widiati, 2009) and in writing (Rukmini, 2009). Other issues also play important roles such as the classroom interaction between teachers and students in terms of politeness (Senowarsito, 2013; Sun and Shek, 2012), teacher talk (Yanfen and Yuqin, 2010), etc.

I argue that the important actor in the classroom is not only teachers, but also students. While there had been many expectations towards the roles of teachers, few expectations are on the students. Most studies illustrate the teaching of English from the teachers' sides such as the study by Peng et al. (2013), giving an emphasis on the importance of teacher quality in China and the study by Lee (2014) on the teachers' perception on national curriculum of English learning in South Korea.

I stress the high demand on the students' roles. Although teachers had put a lot of efforts in teaching to increase students' achievement, if the students themselves did not have high capabilities and motivation to learn, the process of English language teaching will not be effective. Brown (2000) emphasized that the success of students in second language is affected by "students' personal investment of time, effort, and attention to the second language" (p. 60) and "if all learners were intrinsically motivated to perform all classroom tasks, we might not even need teachers" (Brown, 2000, p. 59). Sindkhedkar (2012) also stressed that "what is important is to motivate the students, by creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his goal" (p. 191).

Therefore, it is necessary to view the English language teaching from the students' perspectives. What students perceive about what is going on the class will influence their achievement in the class. Hiew (2012) argued that "learners' perception towards the teaching and learning of English should be taken and reviewed seriously as it is a two-way process involving teachers and learners" (p. 19).

In this paper, I intend to raise the important roles of questions in the classroom interaction. Brown (2000) had noted the importance of classroom interaction as "the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p. 165). Thus, the patterns of interaction in the class will depict the activities of students and teachers in the class to reach the objectives of the English language teaching.

Since teachers and students are important actors in the class, the use of questions is believed to be essential as a bridge in finding the gap of mind in the learning and teaching process. The use of questions is supposed to be a creative medium in encouraging students' activities in the class. Guihun (2006) confirmed that questions served as "a fundamental tool of teaching and lie at the very heart of developing critical thinking abilities of the students" (p. 100).

Teacher can become “an initiator and sustainer of interaction in the classroom by employing questioning strategies” (Brown, 2000, p. 169).

Numerous investigations had proved the effective and efficient functions of questions in the class. Wu (1993) investigated the use of questions by teachers in the classroom in the forms of referential questions. Shomoossi (2004) also conducted a study on the use of display questions. Zolfaghari et al. (2011) emphasized the roles of creative questioning in the process of learning and teaching and found that questions were used by in every two minutes that encouraged teachers and students creativity. Inan and Fidan (2012) also observed the functions of teachers’ questions in foreign language.

This paper explores the roles of questions for students. Instead of focusing on teachers role in asking questions that had been studied by many scholars, I focus on the students’ capabilities in asking questions in the class and look at the functions of those questions and factors influencing their questioning strategies. I argue that teachers should not only probe a lot of questions to students and require students to answer those questions as the devices to build their critical thinking. Rather, teachers should be able to invite students’ questions as the strategy to build their creative and critical thinking over the materials.

The results of the study are bringing significance in the English language teaching. Findings from this study are believed to be beneficial and function as precious contribution on how teachers should create good teaching situation for students to be creative and critical. The questioning power of the students would become an indicator for high learning motivations of the students. Investigating the types of questions mostly produced by the students and exploring the factors influencing their questioning powers are key input for enhancing better and higher quality of English language teaching.

## II. LITERATURE REVIEW

What is a question and what is the function of the question? The Hornby dictionary defined a question as “a sentence which by word orders use of interrogative words or intonation, request information, and answer, etc.” Moreover, a question is “something about which there is discussion, something that needs to be decided” (1987, p. 687). Postman (cited in Guihun, 2006, p. 100) said that “all our knowledge results from questions”.

These definitions show that questions have very principal roles Questions can be used to “stimulate thinking, assess student progress, check on teacher clarity, motivate students, maintain classroom control, provide repetition, emphasize key points, extend thinking skills, gain feedback on teaching/learning, provide revision strategies, create links between ideas, enhance curiosity, provide challenges, and so on” (Callahan and Clark, cited in Guihun, 2006, p. 100-101). Meng et al. (2012) stated that teachers and learners “could benefit from teacher questions because the act of asking questions helped teachers keep students actively involved in lessons and stimulate them to keep thinking” (p. 2608).

Questioning is the basis of the teaching activities that can “encourage recalling, deepen the learning process and comprehension, promote the imagination and problem-solving, satisfy the sense of curiosity and increase the creativity” (Zolfaghari et al., 2011, p. 2079).

The most reviewed and studied types of questions are referential questions, which “asks for information not known to the teachers” and display questions, which are not “a real question and serves only to elicit language practices” (Long and Sato, 1983). Shomoossi (2004) defined referential questions are those questions in which the teacher has not known about the answer and therefore may require interpretations and judgments by the answerers. Display questions, on the other hand, are questions for which the questioner knows the answer beforehand and usually ask for comprehension, confirmation, or clarification (p. 97-98).

Peacock (1990) classified questions into open and closed questions. An open question “carries with it no expectations on the part of the questioner concerning the responses of the person addressed” whereas a closed question is a question that “presupposes a particular kind of responses from the person addressed” (cited in Guihun, 2006, p. 101).

Jacobson et al. (1990, p. 153-154) put another more classification of questions in the forms of convergent and divergent question. Convergent question requires correct answer which is beneficial in establishing facts or ascertaining answers to problems that are accurate, whereas divergent questions give possibilities for more different answers, not only one correct answer (cited in Guihun, 2006, p. 101).

Goodman and Benston (2000) grouped questions into three types, namely the ‘why’, the ‘how’, and the ‘is’ question. According to them, these three types of questions should be asked appropriately. The ‘why’ questions are appropriate when the content of the question is something with which the students are generally familiar. The ‘how’ questions are more suitable to unfamiliar content that can become the object of study. The last, the ‘is’ questions are useful for setting the stage for inquiry and possible debate. Overall, it is stated that good questions should be ‘accessible, short, and leading’ (p. 474).

## III. METHODOLOGY

The subject of this research is the students of the undergraduate program at one state university in Makassar, Academic Year 2012/2013 which consists of four classes. The total number of informants is 140 students. I chose two classes randomly as the subject. Thus the total subject is 70 students.

To collect data on the type of questions, informants were given topics for discussions in the class and their questions were recorded. There were 70 students distributed into 12 groups of students' presentations. Each group was delivering presentation and the students asked questions at the end. At last, the respondents expressed their ideas on their questioning powers in the form of an open ended questionnaire. This was to reveal their perception towards the factors affecting their capabilities and frequency in asking questions.

IV. FINDINGS

A. Types of Questions Formulated by the Students

Based on the questions recorded at the end of each presentation, it can be seen the types of questions formulated by the students as follows:

TABLE 1:  
TYPES OF QUESTIONS ASKED BY THE STUDENTS

Meeting	Questions asked	Types
1 <sup>st</sup>	1. Does speech come naturally or depend on skills? 2. Is body language counted as speech? 3. Would you explain more about turn-taking? 4. How do we deal our speech in a limited time?	Display Display Referential Referential
2 <sup>nd</sup>	5. What is the best way to give advice? 6. Why did you say that this theory is dangerous? 7. What do you mean by subjective inequality	Referential Referential Referential
3 <sup>rd</sup>	8. Why society just refers to non-regional difference? 9. Why creole is phenomenon in the world? 10. Can creole exist in Indonesia?	Referential Referential Referential
4 <sup>th</sup>	11. What do you think about sociolinguistic phenomena? 12. Why do sociolinguistics phenomena influence people? 13. What factors of sociolinguistics that have relations to society? 14. How someone adapt to society from other cultures?	Referential Referential Referential Referential
5 <sup>th</sup>	15. How often social speech occur and how it occurs in other behavior? 16. There are many norms that regulate speech. Please explain one by one. 17. How does verbal and non-verbal behavior influence the speech and social interaction?	Referential Referential Referential
6 <sup>th</sup>	18. Tell us your method to keep your background language in mind! 19. Would you explain more about relations of sociolinguistics and sociology of language? 20. Is there any problem when you talk about somebody else? 21. What is the influence of language exogamy practice to the society? 22. Can English be categorized as familiar group?	Referential Referential Referential Referential Display
7 <sup>th</sup>	23. Why dialect is categorized based on social class? 24. Is there any difference of speech from different social class? 25. Can you explain the definition of lexical reduction? 26. Could you distinguish between dialect and accent?	Referential Referential Referential Referential
8 <sup>th</sup>	27. Can you explain more about overt prestige and exclusive community? 28. Can you give examples and elaborate more about code and restricted code? 29. Do you agree that people's way of speaking will change? 30. What is the relation of linguistic inequality and prejudice?	Referential Referential Display Referential
9 <sup>th</sup>	31. Could you mention the kinds of knowledge which is used in culture? 32. How do language, culture, and thought influence each other? 33. Can you explain more about prototype and disambiguities? 34. Could you mention the other examples of the relations of language and culture?	Referential Referential Referential Referential
10 <sup>th</sup>	35. What is the relation between language, culture, and thought? 36. Why someone has different vocabulary while from the same language? 37. Is it influenced by culture? 38. Can you explain the relation between language and culture? 39. Is 'halloween' one of the culture phenomena?	Referential Referential Display Referential Display
11 <sup>th</sup>	40. Can you explain to us about the example of a text? 41. What kind of approach to collect data? 42. Can you explain about low variety and high variety as seen from the slide? 43. Can you mention the examples of study in Indonesian context?	Referential Referential Referential Referential
12 <sup>th</sup>	44. Can you give example of study in quantitative speech? 45. Give more explanation about lexical variable and give examples 46. How does the methodology influence the speech quantitatively?	Referential Referential Referential

The table above shows that from 12 meetings, students produced 46 questions. Those questions formulated by the students in the class at the end of students' presentation were referential questions that needed more explanation and clarification or judgments from the answerers.

B. Students' Perspectives on Questioning Powers

The following table displays the students' perspectives on their questioning powers in the class such as the factors influencing their power in asking questions and the frequency in asking questions.

TABLE 2:  
STUDENTS' PERSPECTIVES ON THEIR QUESTIONING POWERS IN THE CLASSROOM

No	Items	Answer			Answer		
1	Do you like asking questions?	Like	47	67 %	Dislike	23	32 %
2	To whom mostly ask questions	Teachers	14	20 %	Friends	56	80 %
3	Where do you mostly ask your teachers	Class	16	23 %	Face-to-face	54	77 %
4	Is it difficult to ask questions	difficult	68	97 %	Easy	2	3 %
5	What type of questions do you like to ask	Yes or no questions	9	13 %	A more explanation question	61	87 %
6	Are you afraid to ask questions	Afraid	50	72 %	Not afraid	20	28 %
7.	Do you ask questions to attract attention	Yes	55	78 %	No	15	22 %
8.	Do you ask questions because you don't know?	Yes	63	90 %	No	7	10 %
9	So you just keep silent (not asking questions) if you have known the materials?	Yes	56	80 %	No	14	20 %
10	Do you ask questions because you have to?	Yes	38	54 %	No	32	45 %

The above table shows the questioning powers of the students. Seventy (70) respondents explained their attitudes in asking questions in various reasons. The first one was about whether they liked asking questions or not in the class. There were 47 students of 70 respondents (67%) who liked asking questions, and the rest 23 of them (32%) disliked asking questions.

The second aspect was to whom they mostly asked questions. Respondents showed that most of them (56 of 70 respondents) or 80% preferred to ask questions to their friends to their teachers (20%). When they had to ask their teachers, they mostly chose face-to-face meeting rather than asking in the class. There were 54 students preferred asking their teachers through face-to-face meetings (77%) rather than asking in the class (23%).

In fact, students found it difficult to ask questions. There were only two (2) respondents from 70 respondents who found it easy to ask questions. The rest, 68 respondents (97%), found difficulties in asking questions.

The type of questions they liked to ask was questions which needed more explanation. There were 61 respondents (87%) who liked to ask those questions, whereas yes/no questions were not chosen among them (only 9 respondents or 13%).

Questions 6 to 10 illustrate the factors influencing the students' questioning powers in the classroom. There were 50 respondents (72%) indeed felt afraid to ask questions. There were also 55 respondents (78%) who asked questions to attract the attention in the class. Most of them (63 respondents or 90%) asked questions because they did not know the materials and needed more explanations. In fact, they mostly kept silent (56 respondents or 80%) if they had already known the materials. The last fact was that mostly 40 respondents (54%) asked questions because they had to ask questions.

These findings show that the tendency of the students to ask questions were due to some factors such as feeling afraid, the need to attract attention in the class and curiosity on the materials. They also asked questions because it was a 'must' for example, if there was an assignment they did not know, and if the teachers noted the name of the students who asked questions, which might influence their passing grade later.

Besides the above factors, respondents were allowed to write down some other factors hampering their questions powers. The first one was about their psychological factors, such as being nervous, bored, lazy, or moody. In those conditions, they felt not motivated and were not willing to ask questions although they needed to ask due to the difficult materials. If they were not in a good mood, they preferred to keep silent during the teaching process.

The second reason was their physical conditions. Being healthful made them confident to ask questions. If they were sick, they were lazy to ask questions.

Next was their language use. Their language capabilities such as grammar, vocabulary, or their pronunciations affected their power to ask questions. Even though they had a lot of questions, they preferred to keep silent because they did not know how to express their ideas in good and proper language. They felt afraid of making mistakes in their language and worried their friends would laugh at them.

Another factor came from the lecturers. Several respondents said that their teachers sometimes were not familiar, arrogant, and temperamental. In those conditions, they felt not eager to ask questions and found no use of asking questions. If the lecturers were good, tolerable, not like to be angry in the class, they mostly liked to ask questions.

The last factor was from the materials. Respondents said that interesting materials would be more likely to attract their attention to ask questions. If the materials were interesting, they would ask questions to know more. If the materials were difficult, then they asked questions to explore more about that.

## V. DISCUSSION

This paper has examined two important issues. The first one is about the type of questions that were mostly asked by the students. From the recording of the questions at the end of students' group discussion, the 47 questions produced by students were mostly in the form of referential questions. Long and Sato (1983) stressed that these questions required more explanations, not only confirmation or comprehension check. Based on the questionnaire, respondents also revealed that most of them (61 of 70 respondents) liked to ask questions with more explanations, rather than the yes/no

questions. This finding was in line with one of the reasons for asking questions. There were 63 of 70 respondents who said that they asked questions because they did not know the materials. They needed to have more explanations, especially when they got difficult materials.

This finding showed that students were more likely to ask referential questions instead of asking display questions for only checking comprehensions. It was rather different from the teacher preferences in asking questions studied by Shamoossi (2004), which found that display questions were mostly used by teachers in the class. David's study on teachers' questioning behaviors also depicted the frequent use of display questions by the teachers in the class over the use of referential questions (2007). Inan and Fidan's study on the functions of teacher questions also found that teachers mostly employed display questions for confirmation check.

This finding brings the idea that the use of referential questions also brings a lot of advantages for inviting more creativity and curiosity of the students in the class. Brock had proved the benefit of the referential questions. He confirmed that "referential questions increase the amount of learner output" (1986, p. 56).

Questions functions in different ways for students and teachers. Due to the roles of teachers in facilitating the classroom interaction, they are highly demanded to use questions to invite more discussions from the students. For teachers, the use of display questions created more interaction than referential questions. Teachers may invite participations of the students by asking questions that they have already known for the purpose of creating more opinions from the students. On the other hand, as students in the process of learning need to understand the materials, they mostly pose referential questions, especially to the teachers, in order to resolve their problems and get more understandable information about the materials. Finding shows that most of them prefer to keep silent when they have already known about the materials (56 of 70 respondents).

Another important finding from this study is about the preferences in asking questions. Students showed their interest in asking questions in the class shown from 47 respondents who liked to ask questions. However, they faced some difficulties in asking questions. Students said that they felt more comfortable in asking questions to their friends to their teachers. Even when they did have to ask questions to their teachers, they would rather do it by face-to face meeting with the teachers than asking directly in the class.

These facts show that students face difficulties in asking questions proven by the high number of respondents who said the difficulties in asking questions (68 respondents of 70). Findings also show that those hampering factors came from various aspects in the classroom. One of the points was their language barriers such as not being able to produce good questions in terms of grammar, vocabulary, and pronunciations. Another point was from the students' factors such as their psychological and physiological conditions of the students. Students who were sick, not mood, afraid and nervous, would prefer to keep silent. Next was about the materials. Study shows that interesting materials were more likely to invite students' questions rather than uninteresting materials. Another interesting point was the image of the teachers. It was surprising to know that teachers who were familiar and friendly to the students were more likely to invite more questions than those who were unfamiliar, unfriendly, snobbish, or were likely to get angry in the class.

This shows that the powers of students to ask questions in the class are influenced by many factors. To suit with the need of the students' curiosity about the materials, students may employ referential questions. However, to fulfill this need, hampering factors either from the class itself, the materials, the teachers, and the students need full attentions. All of these aspects are important factors for building students' high power in asking questions. The more questions asked by the students, the more creativity and interaction are created. Milal's study (2011) confirmed that there were "positive relations between the activities in the lesson, the types of communicative acts performed and the power exercised in the class and the effective achievement of the pedagogical objectives" (p. 1).

## VI. CONCLUSIONS AND LIMITATIONS

This paper has discussed the important ideas on the power of students in asking questions in the class. This paper reveals the types of questions produced by the students and describes the factors affecting their questioning powers.

This paper has revealed that referential questions are the types of questions that are mostly asked by the students. These are the questions which need more explanations. In addition, students' questioning power in the class were influenced by many factors such psychological factors from the students, the materials, and the teachers themselves. Moreover, students' English proficiency are said to affect their power in asking questions. Due to the lack of vocabulary, afraid of wrong grammar and pronunciations, students preferred not to ask questions especially in the class.

The two important findings above give important contributions on the study of English as a foreign language. It can be proved that questions have very important support in the classroom interaction as one way to initiate the collaboration between teachers and students. The referential questions mostly formulated by students helped them to build their curiosity which becomes the main focus for classroom interaction. Therefore, teachers in this case, need to create good class condition to minimize the hindering factors for students' questioning power in the class. Apart from the above findings, this study has limitations. The study should be continued by observing more on teachers and students interaction in the class.

## REFERENCES

- [1] Brock, C. A. (1986). The effects of referential questions on ESL classroom discourse. *TESOL Quarterly*, 20 (1):47-59.
- [2] Brown, D. H. (2000). *Teaching by principles: An interactive approach to language pedagogy* (4<sup>th</sup> Ed.). USA: Longman.
- [3] Cahyono, B.Y. & Widiati, U. (2009). The teaching of EFL listening in the Indonesian context: The state of the art. *TEFLIN Journal*, 20 (92):194-211.
- [4] David, O. F. (2007). Teacher's questioning behavior and ESL classroom interaction pattern. *Humanity and Social Sciences Journal*, 2 (2):127-131.
- [5] Goodman, L & Bernston, G. (2000). The art of asking questions: Using directed inquiry in the classroom. *The American Biology Teacher*, 62 (7):473-475.
- [6] Guihun, C. (2006). To question or not to question, that is the questions. *Canadian Social Science*, 2 (3):100-103.
- [7] Hamra, A. & Syatriana, E. (2010). Developing a model of teaching reading comprehension for EFL students. *TEFLIN Journal*, 21 (1): 27-40.
- [8] Hiew, W. (2012). English language teaching and learning issue in Malaysia: Learner's perception via facebook dialogue journal. *Journal of Arts, Science, and Commerce*, 3 (1):11-19.
- [9] Hornby, AS. (1987). *Oxford advanced learner's dictionary of current English*. Great Britain: Oxford University Press.
- [10] Inan, B. & Fidan, D. (2012). Teacher questions and their functions in Turkish as a foreign language (TFL) classes. *Procedia Social and Behavioral Science*, 70:1070-1077.
- [11] Lee, N. W. (2014). Will communicative language teaching work? Teachers' perceptions toward the new educational reform in South Korea. *Indonesian Journal of Applied Linguistics*, 3 (2):1-17.
- [12] Li, W. & Renandya, W.A. (2012). Effective approaches to teaching listening: Chinese EFL teachers' perspectives. *Journal of ASIA TEFL*, 9 (4):79-111.
- [13] Long, H.M. & Sato, C. (1983). Classroom foreigner talk discourse: forms and functions of teachers' questions. In H.W. Seliger & M.H. Long (Eds.), *Classroom Oriented Research in Second Language Acquisition*. Cambridge: Newbury House Publishers, Inc. Pp: 268-286.
- [14] Meng, J., Zhao, T. & Chattouphonexay, A. (2012). Teacher questions in a content-based classroom for EFL young learners. *Theory and Practice in Language Studies*, 2 (12):2603-2610.
- [15] Miccoli, L. (2003). English through drama for oral skill development. *ELT Journal*, 57 (2):122-129.
- [16] Milal, A.D. (2011). Indicators of the practice of power in language classrooms. *The TEFLIN Journal*, 22 (1):1-11.
- [17] Peng, W.J. McNeese, E., Thomas, S., Wu, X.R., Zhang, C., Li, J.Z., Tian, H.S. (2013). Emerging perceptions of teacher quality and teacher development in China. *International Journal of Educational Development*, 34 (1):77-89.
- [18] Rachmawaty, N. & Hermagustiana, I. (2010). Does retelling technique improve speaking fluency? *TEFLIN Journal*, 21 (1):1-8.
- [19] Rukmini, D. (2009). Model written texts in the recommended senior high school written textbooks. *TEFLIN Journal*, 20 (2):180-193.
- [20] Senowarsito. (2013). Politeness strategies in teacher-student interaction in an EFL classroom context. *TEFLIN Journal*, 24 (1):82-96.
- [21] Serag, A. (2011). Teaching English writing skills: developing learner autonomy in Japanese context. *International Journal of Arts and Science*, 4 (10):223-237.
- [22] Shamoossi, N. (2004). The effect of teachers questioning behavior on EFL classroom interaction: A classroom research study. *The Reading Matrix*, 4 (2):96-104.
- [23] Sindkhedkar. (2012). Objectives of teaching and learning English in India. *Journal of Arts, Science & Commerce*, 3 (1):191-194.
- [24] Sun, R.C.F. & Shek, S.T.L. (2012). Classroom misbehavior in the eyes of students: A qualitative study. *The Scientific World Journal*, 2012 (2012):1-8.
- [25] Wu, K. (1993). Classroom interaction and teacher questions revisited. *RELC Journal*, 24(2):49-68.
- [26] Yanfen, L. and Yuqin, Z. (2010). A study of teacher talk in interactions in English classes. *Chinese Journal of Applied Linguistics*, 33 (2):76-86.
- [27] Zolfaghari, A. R., Fathi, D., & Hashemi, M. (2011). The role of creative questioning in the process of learning and teaching. *Procedia Social and Behavioral Sciences*, 30 (2011):2079-2082.

**Murni Mahmud**, graduated from IKIP Ujung Pandang, Indonesia in 1991, finished her Master Degree at American Studies Graduate Program, Gadjah Mada University, Yogyakarta, Indonesia 1999, and did her Ph.D. at Anthropology Department, the Australian National University, Canberra, Australia, 2008. She is a lecturer at English Department of State University of Makassar (UNM), at the Faculty of Languages and Literature. She teaches Linguistics Anthropology, Sociolinguistics, Discourse Analysis, English Literature, Linguistics, and TEFL.