

**QUESTIONS USED BY THE HOST OF THE KICK ANDY
TALK SHOW PROGRAM ON METRO TV**

Thesis

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One Degree
English Department, State University of Padang*



By:

**Deka Lasaspitra
83693/07**

Advisors:

**Dr. Kusni, M.Pd.
Drs. Saunir Saun, M.Pd.**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2011**

HALAMAN PERSETUJUAN SKRIPSI

**Questions Used by the Host of the *Kick Andy* Talk Show Program
on Metro TV**

Nama : Deka Lasaspitra
NIM/BP : 83693 / 2007
Program Studi : Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2011

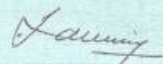
Disetujui oleh:

Pembimbing I,

Pembimbing II,



Dr. Kusni, M.Pd.
NIP. 19620909 198803 1 004



Drs. Saunir Saun, M.Pd.
NIP. 19541228 197903 1 002

Diketahui:

Ketua Jurusan,



Dr. Kusni, M.Pd.
NIP. 19620909 198803 1 004

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

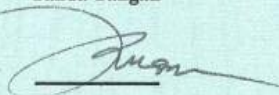
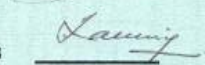
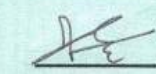
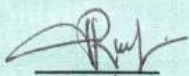
**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**Questions Used by the Host of the *Kick Andy* Talk Show Program
on Metro TV**

**Nama : Deka Lasaspitra
NIM/BP : 83693 / 2007
Program Studi : Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

Padang, Februari 2011

Tim Penguji:

Nama	Tanda Tangan
1. Dr. Kusni, M.Pd.	Ketua 
2. Drs. Saunir Saun, M.Pd.	Sekretaris 
3. Prof. Dr. Jufrizal, M.Hum.	Anggota 
4. Refnaldi, S. Pd., M.Litt.	Anggota 
5. Rusdi Noor Rosa, S.S., M.Hum.	Anggota 

ABSTRAK

Lasaspitra, Deka. 2011. *Questions Used by the Host of Kick Andy Talk Show on Metro TV*. Thesis. English Department. Faculty of Languages and Arts. State University of Padang.

Penyesuaian bahasa biasanya dilakukan orang dalam berkomunikasi. Salah satu penyesuaian bahasa dari segi pertanyaan tersebut terjadi pada *Kick Andy talk show* yang dilakukan oleh pembawa acaranya. *Penelitian* ini bertujuan untuk melihat bagaimana pembawa acara *talk show* itu bertanya kepada tamu-tamunya yang berasal dari golongan atau kelompok umur yang berbeda. Jenis-jenis pertanyaan yang digunakan oleh pembawa acara tersebut disesuaikan dengan tamu yang berasal dari kelompok umur yang berbeda. Kelompok umur tersebut terdiri dari anak-anak, remaja, dan dewasa.

Penelitian ini merupakan penelitian deskriptif kualitatif. Ada enam video *Kick Andy yang diambil* dan dari keenam video tersebut telah mencakup semua kelompok umur yang dituju dalam penelitian ini. Video-video tersebut ditranskripsikan ke dalam bentuk bahasa tulis. Kemudian, pertanyaan yang menunjukkan penyesuaian dengan lawan bicara akan ditandai, dan diklasifikasikannya berdasarkan kelompok umur. Berdasarkan penelitian yang telah dilakukan, penyesuaian bahasa dilakukan oleh pembawa acara *Kick Andy* dengan memilih bentuk pertanyaan yang sesuai dengan kelompok umur tamunya. Setelah dilakukan analisis terhadap data yang terkumpul, ditemukan delapan jenis pertanyaan yang digunakan oleh pembawa acara *Kick Andy* dari sembilan jenis, yaitu *open-ended questions*, *summarizing questions*, *hypothetical questions*, *leading questions*, *probing questions*, *complicated questions*, and *reflective questions*. Sementara itu, *closed questions* tidak digunakan untuk melakukan *speech convergence* kepada tamu-tamu yang diwawancarai.

ACKNOWLEDGMENTS

Bismillaahirrohmaanirrohim

Alhamdulillahirabbil'alamin, all praises I dedicate to Allah SWT who has given me blessing, health, strength, spirit and knowledge in completing this thesis, entitled '**Questions Used by the Host of the Kick Andy Talk Show Program on Metro TV**'. Greetings and *shalawat* are also sent to the last prophet Muhammad SAW.

This thesis would not have been possible without the support of many people. Therefore, I would like to express the deepest appreciation and my sincere gratitude to my advisors, Dr. Kusni, M.Pd. who is also the chairman of the English Department, and Drs. Saunir Saun, M. Pd., for their valuable ideas, advice and guidance in completing this thesis. Then, appreciation is sent to the examiners, Prof. Dr, Jufrizal, M.Hum., Refnaldi, S.Pd., M.Litt. and Rusdi Noor Rosa, S.S., M.Hum., for their ideas, criticisms and suggestions to the completion of this thesis.

Furthermore, I would like to thank my academic advisor Winda Setiasari, S.S., M.Hum. for her guidance and motivation during the writer's academic years in this department. I would also like to address my gratitude to Dra. An Fauzia Rozani Syafei, M.A. as secretary of the English Department, all of the lecturers of English Department for the valuable knowledge, especially Prof. Drs. Rusdi, Grad.Dipl., M.A., Ph.D., who was ever my advisor. Moreover, I also thank to all of the administration staffs for their contribution in administrations matters.

Finally, a special acknowledgment goes to my beloved parents, my mother (Dra. Iman Laili, M.Hum.) and my father (Drs. Rizal Syafrin), for their pray, support, care and love. Next, the deepest gratitude is also dedicated to my beloved brother and sister, Ekki and Najla for their pray and support. Last but not least, I also send my special gratitude to my friends in English Department, linguistics 06 and my best friends; opi, okti, oci, mhei, luri, eji, luci, idel, aye, obi, and arif, that helped and motivated me in finishing this thesis, may Allah rewards your goodness.

Padang, January 2011

Deka Lasaspitra

TABLE OF CONTENTS

	Page
ABSTRAK	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. Formulation of the Problem	5
E. Research Questions	5
F. Purposes of the Research	5
G. Significances of the Research	6
H. Definitions of Key Terms	6
CHAPTER II REVIEW RELATED LITERATURES	
A. Speech Convergence	7
B. Speech Styles.....	10
1. Types of Questions	13
2. Types of Sentences	19
C. Language and Age	22
1. Childhood	23
2. Adolescence	24
3. Adulthood	25
4. Old Age	25
D. Related Finding	26
E. Conceptual Framework	29

CHAPTER III RESEARCH METHOD	
A. Research Design	30
B. Data and Source of Data	30
C. Instrument of Research	31
D. Technique of Data Collection	32
E. Technique of Data Analysis	32
CHAPTER IV DATA DESCRIPTION, FINDING, AND DISCUSSION	
A. Data Description	33
B. Data Analysis	34
1. Questions to Children	34
2. Questions to Adolescents	44
3. Questions to Adults	55
C. Finding	65
1. Questions to Children	65
2. Questions to Adolescents	67
3. Questions to Adults	69
D. Discussion	71
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	76
B. Suggestion	77
BIBLIOGRAPHY	78
APPENDICES	81

LIST OF TABLES

	Page
Table 1 : The Description of the Questions for each episode	31
Table 2 : The Findings of Questions Used to Children	65
Table 3 : The Findings of Questions Used to Adolescents	67
Table 4 : The Findings of Questions Used to Adults	69

LIST OF APPENDICES

A. Laskar Pelangi	81
B. Para Perwira Tahta	87
C. Masa Kecil yang Hilang	93
D. Tunas-Tunas Harapan Bangsa	102
E. Mengejar Prestasi Meraih Mimpi	108
F. Demi Prestasi Sang Buah Hati	116

CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication and interaction with other people can be done by using language orally. Language in oral communication can be different depending on many factors, such as the situation, topic of the discourse, age, and social background of the addressee. Choosing style of communication to interlocutor cannot be separated from those social factors and social dimension between the participants. This is due to the fact that certain social factors have been relevant in accounting for the particular variety of language use. Some of the social factors are related to the users of language uses such as the participants, while social setting and function of interaction are related to its uses. On the other words, it can be said that style of speech is different from one person to other persons and from one topic to another.

In some chances the addressee becomes the first consideration by speaker in using a certain style of language. According to Holmes (2001), convergence occurs when the speaker and the addressee are like one another, and the addressee is put as ease. Speech convergence is done in order to avoid misunderstanding.

Speech convergence can occur in various situations whether it is formal or informal. In doing a convergence, there are some kinds of speech style that can be adjusted: accent, types of words, speech rate, types of sentence, and many others.

The convergence by adjusting speech styles is done to anyone who may come from different background and age.

Convergence appears in a conversation, such as an interview, a daily communication, in a discussion, and even in a talk show. For this research, speech convergence that wants to be investigated is in a talk show. A talk show itself refers to a program in a radio or a television which usually discusses various topics. It is conducted by a host who also functions as the interviewer.

Speech convergence itself is not a new phenomenon, but the research that belongs to this topic is hardly ever found. In the talk show the host, of course, adjusts his speech style. However, the way used by the host for doing speech convergence rarely becomes people's concern. Therefore, *Kick Andy* talk show is chosen in order to study about speech convergence of the host.

This talk show is very popular since many good themes and stories are presented in the *Kick Andy* talk show. The host always concerns with whom he is talking to. The host has his own style of speech when doing interview to his guests in which he tends to talk less formal. His style in running the show makes it more interesting and can be accepted by various level of society.

Moreover, the host of the program uses a different style of speech which depends on the addressee. Beside that, the way that the host used in delivering the questions or making the statements is interesting. In asking a question or giving an opinion, the host often adjusts the style of speech with the interlocutor which is done to make the interlocutor understand what is being talked about. For example:

Andy : *Gerson pernah main di mana? Yang Gerson ingat di mana?*
 Gerson : *di mall.*

- Andy : ooohhh...di mall. (tertawa)
 (kepada penonton) Di sini ada mas Gilang Ramadhan.
 (kepada Gilang Ramadhan) Ini menarik karena di sekolah
 anda kenapa seumur Gerson yang baru dua tahun anda
 terima? Sebenarnya umur berapa anak-anak sebaiknya
 berlatih drum sih?
- Andy : 'Gerson, where did you ever play? Where is the place that
 Gerson remember?'
- Gerson : 'in the mall.'
- Andy : 'ooohhh,,,in the mall.' (laugh)
 '(to audience) Gilang Ramadhan has been here.'
 '(to Gilang Ramadhan) It is interesting because in your
 school, why Gerson can be accepted when he was two years
 old? Actually when should the children practice to play the
 drums?'
- (episode *Tunas-Tunas Harapan Bangsa* on December 25th 2009)

From the question given by Andy to Gerson who was four years old, he used an easy question. The question was in the simple form of grammar and was not in the complete form. The words used were not complicated but simple. When the statement is given to the audience and to Gilang Ramadhan, the form of the sentence changed. He used a complex sentence and grammar. The words choice was also different which was more formal.

That is why the researcher is interested in doing the research about the speech style of the host, especially the questions given to the guests from different range of ages including children, adolescents, and adults. The talk show that was researched is *Kick Andy*. It is a talk show which presents many interesting and inspiring stories shared by the guests, broadcasted on Metro TV.

B. Identification of the Problem

As known by many people, *Kick Andy* is a kind of talk show which contains a dialog between the host and the guest, the use of language in the talk

show can be researched. There are some aspects that can be studied about the questions in the talk show. The first is a semantic study. The questions can be identified based on semantic point of view in which the focus is only on the sentence meaning. This meaning does not have any relation with another aspect out of the sentence.

The second aspect related to the questions is the pragmatic study. This point of view studies questions by seeing the context. It means that the question used can be explored based on who utter the question, to whom the question addressed, in what situation, and what the topic. Therefore, in pragmatic study questions are described through contextual meaning that exists at one time.

The last aspect that can be analyzed related to the questions used is sociolinguistic study. The problem that can be seen from sociolinguistic study is how a speaker asks questions in relation to other factors which have no correlation with the language. The factors that are considered are background and age of the addressee.

C. Limitation of the Problem

Based on the identification of the problem, this research is limited on the questions used by the host in the *Kick Andy* talk show. This research was studied based on the sociolinguistic study only since the questions used by the host seen based on the age cohorts of the guests; they are children, adolescents, and adults. Moreover, this study only focused on analyzing the types of questions and their

types of sentences used by the host of *Kick Andy* talk show toward the guest from different age cohorts.

D. Formulation of the Problem

The problem of this study was formulated as follows “what are questions used by the host of *Kick Andy* talk show toward the guest from different age cohorts?”

E. Research Questions

1. What are the types of questions and their types of sentences used by the host of the *Kick Andy* talk show to the children?
2. What are the types of questions and their types of sentences used by the host of the *Kick Andy* talk show to the adolescents?
3. What are the types of questions and their types of sentences used by the host of the *Kick Andy* talk show to the adults?

F. Purposes of the Research

1. To find out the types of questions and their types of sentences used by the host of the *Kick Andy* talk show to the children.
2. To find out the types of questions and their types of sentences used by the host of the *Kick Andy* talk show to the adolescents.
3. To find out the types of questions and their types of sentences used by the host of the *Kick Andy* talk show to the adults.

G. Significances of the Research

Theoretically, the result of this research is expected to give contribution to the enrichment of linguistic studies, especially sociolinguistics. Beside that, it is also expected that the finding of the research can give more explanation about the accommodation theory, particularly speech convergence that can be done by various style of speech.

Practically, this study may become a new knowledge for the readers about the types of questions and the way of asking questions by the speaker to the interlocutor from different range of ages. Hopefully this research could be used by other researcher as an additional source to do the research related to questions and speech convergence.

H. Definition of Key Terms

1. Questions: an interrogative sentence that is used by the host of the *Kick Andy* to guest from different age cohorts.
2. Speech convergence: the way of the host of the *Kick Andy* talk show in adjusting the speech style with the interlocutor.

Kick Andy: a talk show program in Metro TV which is showed every Friday night at 09:30 pm, especially episodes *Laskar Pelangi the Movie*, *Para Pewaris Tahta*, *Masa Kecil yang Hilang*, *Tunas-Tunas Harapan Bangsa*, *Mengejar Prestasi Meraih Mimpi*, and *Demi Prestasi Sang Buah Hati*.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speech Convergence

Speech convergence is one way of attuning language style to interlocutor. Fasold (1987: 188) mentions that convergence means ‘a speaker will choose a language or variety that seems to suit the needs of the person being spoken to’. In convergence it is possible to adapt portions of one’s discourse or slow down the speech rate. Moreover, behavior which shows convergence is trying to use interlocutor language and utterance as the native language. In other words, speaker can adjust the linguistic behavior in reaction to the interlocutor by changing the utterance to another appropriate language. It means that in speech convergence people choose variation in a language to be in the same direction.

Clyne (1997: 314) sees convergence from different point of view. He claims that convergence occurs in multicultural society in which people tend to use the communication patterns of dominant language. The language will be used as a lingua franca since they come from different cultural backgrounds. However, the discourse structure including length of turns in conversation, ways of maintaining and appropriate turns, tendencies towards overlapping speech, choice of complex interaction sequences, are still influenced by the cultural value systems.

According to Giles and Powesland (1997: 233), convergence may have an effect to the speech patterns in which it allows the sender to be more similar to the

receiver. Speech convergence or speech accommodation is used by the speaker as a reflection of an individual's desire to get social approval. If the one's social approval is accepted from others' rewarding, it would be reasonable to apply convergence in most social situations.

Actually, speech convergence belongs to accommodation theory. Giles (in Tabouret-Keller, 1997: 322) explains that accommodation theory focuses on interactive communication where one ethnic group realizes that they belong to the same ethnic group. Giles's accommodation theory is:

a basic postulate of accommodation theory is that people are motivated to adjust their speech style, or accommodate, as means of expressing values, attitudes and intentions towards others. It is proposed that the extent to which individuals shift their speech styles toward or away from the speech styles of their interlocutors is a mechanism by which social approval or disapproval is communicated. A shift in speech style toward that of another is termed convergence and is considered often a reflection of social integration, whereas a shift away from the other's style of speech represents divergence and is considered often a tactic of social dissociation. (p. 322)

Beside that, speech accommodation may be a device by the speaker to make the receiver more understood. The more the sender reflects the receiver's mode of communication, the more easily the message will be understood. Therefore, convergence the style of speaking is better to be done since the sender is considered to be more similar to the receiver. Speech convergence can result effective and attractive communication between the participants.

Moreover, speech convergence which is also said as speech accommodation (Holmes, 2001:230) means that each person's speech converges towards the speech of the person they are talking to or the interlocutor. Doing

convergence is assumed as a polite strategy of speech toward the others'. It implies that the interlocutor's speech is acceptable and worth imitating. People can adjust based on the content of speech that can happen when people respond to and develop a topic introduced by the addressee.

Sumarsono and Partana (2004: 213) also says that speech convergence can be said that the speaker choose a language or style of speech which is appropriate to the capability of the interlocutor. People are converging downwards towards foreigners or children who have lesser linguistic proficiency by simplifying vocabulary and grammar.

Besides, he also said that in speech convergence, the influence of the addressee on the speaker's language is exemplified from the solidarity between the participants. Convergence can happen between two different social groups in which the subordinate group attempts to adjust the language toward the dominant group in order to get the benefit from wider society. It can be stated that speech convergence means the way speaker use the style of speech or language differently based on who are the interlocutors.

Accommodation is "one way of explaining how individuals and groups may be seen to relate to each other" (Wardhaugh, 2006: 114). An individual can make another to judge him or her more favorably by reducing the difference between the participants. Sacrifice need to be done to gain social approval of some kind, such as by shifting behavior to be more like another. Dickey in Wardhaugh (2006: 273) indicates that "when A speaks to B about C there is often

a close relationship between the way that person A addresses person C and the way that A refers to C.”

Another way of speech accommodation is by translating a complicated technical message for people who do not know jargon. Beside that, using the same pronunciation or vocabulary will signal that you are on the same wavelength. In addition, Thanasoulas (2010) explains that speech convergence signals that speaker and interlocutor are on the same wavelength. In other words, it can be simplified that speech convergence is applied in many ways in order to indicate that they are on the same level.

Based on the explanation above, it can be concluded that speech convergence deals with the adjustment of speech style to another people. Speech convergence is done to make a smooth communication and understood by the participants. Besides, it also functions as a way of getting social approval from the participants in conversation.

B. Speech Styles

Style has often been approached as a matter of statistical frequency of elements already given in linguistic description, or as deviation from some norm given by such description (Gumperz and Hymes, 1972: 57). It also depends on qualitative judgments of appropriateness, and must be described in terms of selections that apply globally to a discourse. People often make their speech appropriate in different situations or contexts and with different addressees.

Beside that, Pike (in Gumperz and Hymes, 1972: 58) says that in sociolinguistic description, there are two other points essential. First, speech styles involve elements and relations that conventionally serve “expressive” or better, stylistic, as well as referential function. Second, speech style is to be considered not only in terms of concurrence within each but also in terms of contrastive choice among them.

According to Bell (1997: 240), a style means a speaker may have different ways of speech in different situation that brings different social meanings, so the speaker has alternatives or choices. Moreover, he states that there is a term which called audience design. The audience design framework may have some points.

1. Style is what an individual speaker does with a language in relation to other people.
2. Style derives its meaning from the association of linguistic features with particular social groups.
3. Speakers design their style primarily for and in response to their audience.
4. Audience design applies to all codes and levels of a language repertoire, monolingual and multilingual.
5. Variation on the style dimension within the speech of a single speaker derives from and echoes the variation which exists between speaker on “social” dimension.
6. Speakers have a fine-grained ability to design their style for a range of different addressees, as well as for other audience members.
7. Style-shifting according to topic or setting derives its meaning and direction of shift from the underlying association of topics or settings with typical audience members.
8. As well as the “responsive” dimension of style, there is the “initiative” dimension where the style-shift itself initiates a change in the situation rather than resulting from such a change.
9. Initiative style-shifts are in essence “referee design,” by which the linguistic features associated with a reference group can be used to express identification with that group.

Holmes (2001: 224) mentions that style is influenced by the addressee including the age and social background of the addressee. When the speaker and the interlocutor know each other well, the speech style will be more casual. People usually talk differently to children and to adults, even they accommodate more than others. When talking to children, most people use simpler vocabulary and grammatical construction. In other words, people's style of speech gets a strong influence from the addressee.

Meyerhoff (2006: 4) claims that a style alters depending on where we speak, to whom we are talking, and what attitudes are used towards others. Stylistic variation itself is caused by speakers attuning or accommodating to the norms associated with different addressees (Giles in Meyerhoff, 2006: 40). An important factor of deciding the style is an awareness of speaker in making an adjustment while talking to different people, such as a friend, a teacher, a judge, etc. by seeing factor influenced. Style of speaking can be formal and informal which is governed by the circumstances, for example ceremonial occasions, public lectures, and conversation between intimates.

Styles include how and why people alter their speaking style in different contexts. As Giles (in Meyerhoff, 2006: 40) suggests, "all the stylistic variation is caused by speakers attuning or accommodating to norms associated with different addressees." It is important for the speaker and the addressee relationships and their attitude toward one another.

In addition, Mendoza-Denton (in Wardaugh, 2006: 116) states that "style is how people choose to code what someone wants to say on a particular

occasion.” It functions as the implementation of a combination of features from many varieties, such as registers and performance genres in a particular occasion in any given time. It is continuously modulated by the speaker to delicate contextual factors, such as presence of a hearer which can cause that the message is accomplished by audience, addressees, and referees. From those statements, it may be stated that style is influenced by a certain occasion where people deliver information.

In conclusion, style of speech refers to how people use language in communication. In choosing the style, context situation, audience, and addressee is considered by the speaker. Beside that, the relationship between the participants of conversation also influences the speech styles. There are many kinds of speech styles: accent, intonation, types of words, types of sentences, and pitch. However, for this research, speech styles that will be identified are types of questions and their types of sentences how the questions are formed.

1. Types of Questions

Question refers to an expression or sentences that are used to ask for information (Crystal 2001: 218). Then, Wilson (1997) mentions some types of question. He says that there are five basic types in the area of Socratic questioning techniques.

a. Factual

This type of question is a soliciting reasonably simple question. The question just requires straight forward answers which are based on obvious facts

and awareness. This kind of question is at the lowest level of cognitive or affective processes and answers are frequently either right or wrong that does not ask certain information that needs analyzing.

Example: *What is the name the Shakespeare plays about the Prince of Denmark?*

b. Convergent

For convergent question, the answer is usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition -- comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known. However, this question being asked is related to the addressee's knowledge only.

Example: *On reflecting over the entirety of the play Hamlet, what were the main reasons why Ophelia went mad?* (This is not specifically stated in one direct statement in the text of Hamlet. Here the reader must make simple inferences as to why she committed suicide.)

c. Divergent

Divergent question invite people to explore various answers based on their knowledge. The question gives a chance for every people to explore the answer based on the logical projection and the context. Moreover, it often requires people to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. The question is on the higher levels of affective function which people need to prepare the answer as it provokes deeper thought or extensive investigation. Divergent questions may also serve as larger contexts for

directing inquiries, and as such may become what are known as "essential" questions that frame the content of an entire course.

Example: *In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and their lives if Hamlet had not been so obsessed with the revenge of his father's death?*

d. Evaluative

These types of questions usually require sophisticated levels of cognitive and/or emotional judgment. In order to answer the question, people need to combine multiple logical and/or affective thinking process, or comparative frameworks. They will analyze at multiple levels and from different perspective and then, answer it.

Examples: *What are the similarities and differences between the deaths of Ophelia when compared to that of Juliet?*

e. Combination

These questions are a blending of previous question types. When asking the question, the speaker who is also become the interviewer may combine the type of question, such as combining factual and convergent question.

Example: *What is the name the Shakespeare plays about the Prince of Denmark? On reflecting over the entirety of the play Hamlet, what were the main reasons why Ophelia went mad?*

According to Tran (2010), questions can be divided into nine types which are used for interview.

a. Open-ended questions

An open-ended question refers to a question designed to encourage a meaningful answer based on the subject's own knowledge and/or feelings. This question usually functions in order to invite another person to speak. It is different from closed-ended question which only asks short answer. For example: *Who will you vote for this election?*

b. Closed questions

A closed question is designed to require a yes or no answer only in which it is used for checking fact. Sometimes this question is used to stop the interviewee's talking or to limit the relevant parts of the interview. For example: *Do you get on well with your boss?*

c. Summarizing questions

These questions are created to clarify and confirm what have been said. For example: *I understand that what you have said is ...*

d. Hypothetical questions

These questions are used to show a theoretical situation in the future. When asking a hypothetical question, the interviewer describes a situation, which asks the interviewee to imagine in the position and how to react in that situation. For example: *What would you do if...?*

e. Leading questions

A leading question is designed to get acceptance the speaker's view. This question leads the interviewee to have another point of view instead of having the same point of view. For example: *I wouldn't want to do ..., what about you?*

f. Probing questions

A probing question is used to clarify, to justify or to reveal strengths or weaknesses that wish to be hidden. This question allows the interviewee to explore specific areas. For example: *How did you resolve the situation?*

g. Specific questions

Specific questions are used to determine facts. For example: *How much did you spend on that?*

h. Complicated questions

These types of questions belong to two forms.

1) An alternative question refers to a closed question which has two conflicting parts. For example: *Would you like chocolate, vanilla, or strawberry ice cream?*

2) A multiple question is a question which makes the interviewee become confused since the interviewee doesn't know where to begin the answer. For example: *Did you pick up new skills in your last post and what did you think of the facilities?*

i. Reflective questions

These questions are used to reflect to what have said by the speaker, to check understanding. It also can be used to reflect the speaker's feeling which is

useful in dealing with angry people and for defusing emotional situations. For example: *So, you learn a lot from that role?*

Other theory about types of question is stated by Crystal (2001: 218). He claims that there are four kinds of questions.

a. Exclamatory question

This question is used to express the speaker's strong feeling and to ask the hearer to agree. For example: *Hasn't she grown!, Wasn't it marvellous!*

b. Rhetorical question

A rhetorical question is used as emphatic statement in which the speaker does not expect an answer. For example: *Who cares?, How should I know?*

c. Tag question

A tag question is a kind of interrogative structure which is left to the end of the sentence, in the form of tag question. It expects a yes/no kind of reply. For example: *She's not in, is she?, They left early, did they not?*

d. Tags, eh?

This type of question occurs in informal English. In using the question, a few words perform the same function as tag question. For example: *eh?, OK?, and right?*

Thus, based on the explanation above, there are many types of question from different experts. Those types of question are used depend on the need of getting information and the competence of the person asked.

2. Types of Sentences

A sentence is a complete thought of someone's single expression. Crystal (2001: 214) explains that some traditional grammar defined sentence as 'a complete expression of a single thought'. However, there are many sentences which seem to express a single thought, but which are not complete, by traditional standards.

According to Finoza (1993: 127), there are two classifications of sentences: simple sentences and compound sentences. Simple sentences are sentences which consist of one clause. Meanwhile, compound sentences are sentences which derive from a combination of two or more clauses.

Crystal (2001: 216) mentions that a sentence can be grouped into two main types on the basis of whether they are formed in a regular way or an irregular way. Regular sentences are sentences formed in a regular way. These are also called major sentences. Meanwhile, a sentence which is formed in an irregular way is called as minor sentence.

a. Major sentences

The major sentence is the greater construction of sentence. The sentence can be broken down into specific and predictable patterns of elements. It has a subject and a predicate. This sentence is divided into two elements: simple sentences and multiple sentences. Simple sentences are sentences which consist of one clause while multiple sentences can be analyzed into more than one clause. Multiple sentences can be made by adding coordinating conjunction or linking word.

For example:

A book has fallen on John's foot.

A book has fallen on John's foot and a book has fallen on Mary's foot.

b. Minor sentences

This type of sentence is not created in a regular way. The sentence does not use normal patterns which cannot be analyzed into a sequence of clause elements like major sentence. Minor sentences are often used in everyday conversation and when the written conversation is in a kind of fiction. These kinds of sentences are usually used in written language, such as notices, headlines, labels, advertisements, subheadings, and so forth in which the sentences are presented in 'block'. Minor sentences do not follow the rules of grammar which do not have complete clause. According to Chaer (p. 247), this sentence can consist of subject, predicate, object, or information only. However, it is still understood by addressee or speaker based on the context.

Minor sentences can be divided into several types:

- 1) Formulae for stereotyped social situations, such as *Hello*, *How do you do?*, *Thanks*, and *Cheers!*
- 2) Emotional or functional noises (traditionally called interjections), many of which do not follow the normal pronunciation patterns of the language, such as *Eh?*, *Ugh!*, *Ow!*, *Tut tut*, and *Shh!*
- 3) Proverbs or pithy sayings (aphorisms, p. 163), such as *Easy come, easy go* or *Least said, soonest mended*.

- 4) Abbreviated forms, such as are used in postcards, instructions, or commentaries, as in *Wish you were here*, *Mix well*, and *One lap more*.
- 5) Words and phrases used as exclamations, questions, and commands, such as *Nice day!*, *Taxi?*, and *All abroad!*

Crystal (2001: 218) also classifies other types of sentences into four based on sentence function. The first type is statement. Statement refers to a sentence which has a purpose to state or to give information. The second type is question including yes/no questions, wh-questions, and alternative questions which can be defined as a sentence used for seeking information. It has an interrogative structure. The third is command or directive means a sentence which instructs someone to do something. The last type is exclamation. It is defined as a sentence which shows someone's impression by something.

To conclude, a sentence which is used as an expression of communication can be divided into various types by different experts. One of the classifications is major and minor sentence. Furthermore, the minor sentence also has several classifications based on the function.

Based on the theory of Holmes (2001), speech convergence can be seen through the speaker's speech style that is different depend on whom they talk to including the age of the interviewee. Therefore, this research uses Coulmas' Classification of age cohorts. He states that speech is different from one another.

C. Language and Age

Language is a tool used by people to interact with other people. Language use is often influenced by age of a person. Sumarsono and Partana (2004: 135) mention that age is one barrier which differentiates groups of human. These distinct types of human may cause the occurrence of various social dialects in the group. Coulmas (2005: 52) explains that language is a tradition; otherwise every people would not understand one another. It must be handed down from one generation to the next generation in a way that allows members of coexisting generations to communicate.

According to Coulmas (2005: 52), each age cohort has their own language world. There are two functional explanations for this as follows. (1) In the course of time communication needs change, forcing each new generation to adjust the language to suit the changing world of their experience. (2) At the same time the communication abilities and needs of contemporaneous generations differ, hence the young and the old speak differently. Age influences and causes language variation in a society.

Moreover, age is a biological fact that is basic to human experience. Its effects on human behavior are mitigated by social and cultural notions. Meanwhile, speech is one of the characteristics which reveal age-grading and is expected to differentiate one age cohort from another Coulmas (p. 54). Coulmas also divides the lifespan into four age cohorts: childhood, adolescence, adulthood and old age.

1. Childhood

Age differentiation of speech begins at the very beginning. According to Peccei (1997: 108), children are called beginner speakers seen from the style of the language. During the five years of life, children are still in the process of acquiring the grammar of native language and vocabulary. The children's pitch is quite high relative to that of adult. Eckert (1997: 162) explains that "the nature of children's linguistic input may well differ dramatically across certain social boundaries such as class, gender, and ethnicity."

Children do not speak like grown-ups or adult people because they do not have the capacity to do so since language socialization takes and needs time. In addition, Coulmas (2005: 55) mentions that children acquire language through social interaction, so that they use language depend on people who provide the input of language or depend on the talk they hear around them. Mother has an active role to gain children's vocabulary. However, the range of children's vocabulary is about "here and now".

Andersen in Coulmas (p. 57) who investigated children's ability to use speech to certain roles showed the developing ability of children to make lexical and paralinguistic choice to fit different roles. She found that the children never used *well* as a discourse markers, except when playing roles associated with authority.

2. Adolescence

From the features and function, adolescent speech is characterized in which they use substandard, dialectical and vernacular forms, slang and innovative that is often very short-lived expressions. Adolescent is considered as sloppy, rebellious, and irresponsible; those make other people suppose the language of adolescent is slang and profanity, and its greater use of non-standard grammar (Eckert, 2004: 362).

Furthermore, Sumarsono and Partana (2004: 150) emphasize that adolescent tend to make their own language. Usually, they make a “secret” language which is specially used by their group. Adolescent often use their own discourse function in order to mark their identity in a society or community. Adolescent tend to adopt linguistic resources based on their ethnic, gender, orientation to school, and other factors (p. 361). Therefore, it can be said that one characteristic of adolescent “language” are “creative” because the social factor influence their language. Adolescent uses language similarities that set them off from other age groups.

Coulmas (2005: 58) states that the language of adolescents is perhaps the most thoroughly investigated of all age-specific varieties. Characteristic features of adolescents’ style of speech have been described frequently. Adolescents are competent speakers of their language, unrestricted in their linguistic choices by incomplete. They continue to use appropriate language by expanding their vocabulary and their stylistic range. Chambers (in Llamas, 2007: 71) adds that

“adolescence is the focal period of linguistic innovation and change.” However, they often choose their words in ways that deviate from adult usage.

3. Adulthood

Adult, including young and middle-aged, is the dominant age cohort in society related to their speech behavior with norm-setting potential. Adulthood language is the norm, as it was the unmarked choice for all age groups. In addition, Llamas (2007: 71) states that adults are treated as a homogeneous mass whose linguistic behavior represents the unmarked norm.

As the people grow older, their speech become less dialectical and converges toward the standard. Between the ages of 25 and 60 people choose standard language as opposed to dialectical forms most frequently. However, adults are set off from the other age groups in various ways; some of the groups are created linguistically. Adults generally use more prestigious or conservative linguistic forms than younger speakers (p. 72). Moreover, Holmes (in Llamas, 2007: 72) also mentions that “the adult is seen as participating in the standard linguistic market within the working life stage. Hence, the use of prestige forms is thought to peak in the middle years when the maximum societal pressure to conform is thought to be felt.”

4. Old age

The changing of elderly speakers based on social reasons are less investigated than actual and presumed related changes in language ability. It has

been investigated from a clinical perspective where there is loss and reduced speech-recognition ability, Alzheimer disease and other communication disorders. Characteristics of elderly speech are not seen as a matter of choice, but it is more on the decline of competence.

The characteristics of elder language are slow production, simplified syntax, avoidance of difficult words, and exaggerated prosody, testify to this tendency. Therefore, Coupland, Coupland and Giles (in Coulmas, 2005: 63) have characterized the elder speech as the result of over-accommodation and aptly labeled as 'secondary baby-talk'. A behavioral feature elder speak shares with baby-talk also often display its speaker's attitude toward elderly people.

Thus, language is used differently by people from different age cohorts. These are divided into four levels including children, adolescence, adult, and old age. Every age cohort has their own style of language. They also have different capability of using language.

D. Related Finding

There are some findings which related to this research. First, the research was done by Heriyanto (2004). He studied about the linguistic forms of language used in Surabaya district courtroom. He found that there were only 11 forms of language used in the courtroom from 12 forms of language. Based on eleven forms of language, the open-ended questions were mostly used. That form of language was applied by the judges, the prosecutors, the defendants, and the solicitors, but not the witnesses.

The second research was conducted by Arliadinanti (2005) entitled “The Comparison between the Questions Used by a Teacher in Teaching English to Kindergarten Students and those Used to Elementary-School Students”. The data of the research was the questions addressed by teacher to the students. In her research, she found that the teacher did speech accommodation toward those different groups of students. Based on the completeness or incompleteness of question, the researcher found that the teacher did speech convergence by means of incomplete questions. Meanwhile, speech divergence was done by using the complete form of questions. Moreover, in doing speech accommodation she found that all types of questions were used by the teacher.

The third research was conducted by Minorya (2007). He did the research about the types and functions of questions and responses which were used in the *Oprah Winfrey* talk show. From the research, he found that the speaker mostly used closed questions in having conversation with the guests in order to get information. Other questions which also occurred were probing questions, open questions, leading questions, multiple questions and hypothetical questions. Meanwhile, the responses which usually appeared in the talk show were preferred responses.

The fourth research was done by Wardhani (2007). She discussed about the types of questions used in transactional and interactional program in radio. Based on the research, she found that in transactional program open questions mostly appeared rather than closed questions whereas, closed questions occurred more than open questions in interactional program. Beside that, from the research

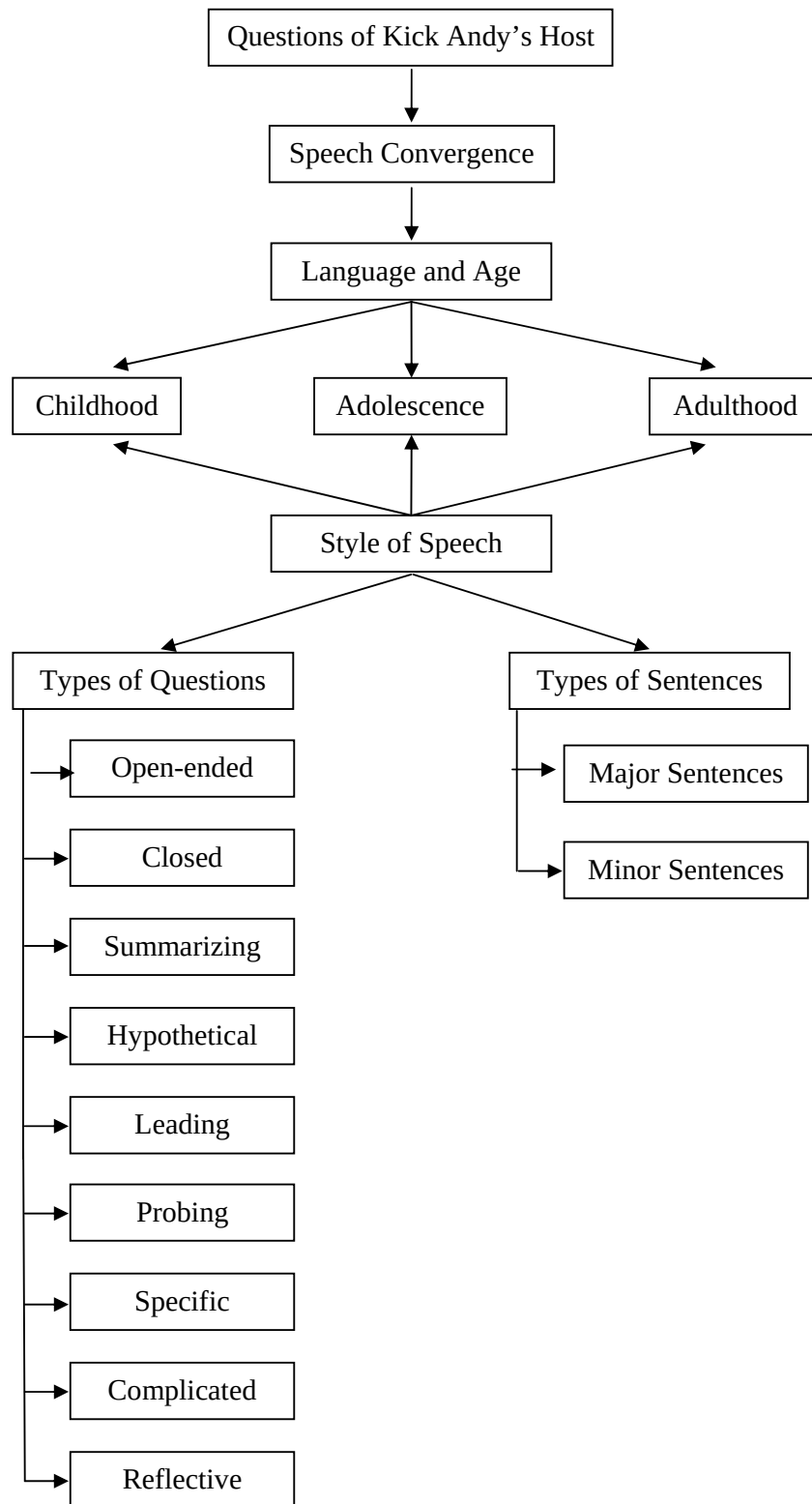
it was also found that ‘what’ occurred very often, instead of ‘whose’. This research found that in interactional program ‘why’ was used more than in transactional program.

The last research was about functions of questions which are produced by Petra Christian University’s male and female students. It was conducted by Christina (2009) in which she found that questions that are used to look for information were applied by male students. On the other hand, female students tend to use questions which functions to maintain the conversation and show solidarity. The differences between these two are because of the different of gender.

From that previous research, this research has a similarity and a difference. The similarity of this research is related to the topic of the research which is the questions. However, it also has a difference in the object of the research in which the object chosen is the host of Kick Andy when interviewing the guest from different age cohorts.

E. Conceptual Framework

Speech convergence is a way that people use to adjust themselves with others. This research analyzed speech convergence that was done by the host of Kick Andy to the guests from different age cohorts. The speech convergence that was seen is the speech style used at the level of questions and sentences. The research was formulated as the following scheme.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings in chapter IV, it was found that the host only used eight types of questions to the guests from different age cohorts. From all questions, there were found that 140 questions given to children, 170 questions addressed to adolescents, and 204 questions to adults. Those questions are divided into eight from nine questions that appeared in *Kick Andy* talk show and showed speech convergence. The questions were open-ended, summarizing, hypothetical, leading, probing, specific, complicated, and reflective questions. All of the questions that were used by the host appeared in various frequencies

From the questions that were addressed to children, it was identified that open-ended questions were mostly used by the host of the *Kick Andy* talk show. These questions were created in major and minor sentences. Meanwhile, the questions that were rarely asked are hypothetical and reflective questions in which the hypothetical questions were only in major sentences, and reflective questions only occurred in minor sentences.

Questions chose for adolescents also occurred in those eight types of questions. From the research, the researcher found that the questions often asked by the host were open-ended. On the other hand, complicated questions were not frequently used. However, both of these types of questions occurred in major and minor sentences.

The last is types of questions given or used by the host to adults. In relation to speech convergence, the host used probing questions frequently when interviewing the guests. These questions were appeared in major and minor sentences. Meanwhile, reflective questions were not often applied in interviewing, but the questions were only created in major sentences.

B. Suggestion

In this research, questions used by the host of the *Kick Andy* talk show to guest from different age cohorts was only studied or investigated from types of questions and their types of sentences generally. Therefore, this research needs further research. It is hoped that other researchers will conduct the research about questions based on other linguistic studies, such as syntax, pragmatics, semantics, or discourse. Beside that, it is also expected that another researcher will do the research about the questions applied by the host in other talk shows since other talk shows' host may have different types of questions for their interviewees.

BIBLIOGRAPHY

- Arliadinanti, Widya. 2005. 'The Comparison between the Questions Used by a Teacher in Teaching English to Kindergarten Students and those Used to Elementary-School Students'. (Unpublished Thesis). Surabaya: Petra Christian University. Retrieved from http://dewey.petra.ac.id/jiunkpe_dt_6421.html on June 1st, 2010.
- Bell, Allan. 1997. "Language Style as Audience Design". In Coupland, N. and A. Jaworski (eds). *Sociolinguistics: A Reader and Coursebook*. Hampshire: Macmillan Distribution Ltd, 240-248.
- Chaer, Abdul. 1994. *Linguistik Umum*. Jakarta: PT Rineka Cipta
- Chambers, J. K. 2003. *Sociolinguistic theory* (2nd edition). England: Blackwell.
- Christina, Felicia Lidya. 'The Functions of Questions Produced by Petra Christian University's Male and Female Students'. (Unpublished Thesis). Surabaya: Petra Christian University. Retrieved from http://dewey.petra.ac.id/jiunkpe_dt_11637.html on March 3rd, 2011.
- Clyne, Michael. 1997. "Multilingualism". In Coulmas, F. (ed). *The Handbook of Sociolinguistics*. Oxford: Blackwell, 314.
- Coulmas, Florian. 2005. *Sociolinguistics: The Study of Speakers' Choices*. New York: Cambridge University Press.
- Crytal, David. 2001. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.
- Eckert, Penelope. 1997. "Age as A Sociolinguistic Variable". In Coulmas, F. (ed). *The Handbook of Sociolinguistics*. Oxford: Blackwell, 158-165.
- Eckert, Penelope. 2004. "Adolescent Language". In Finegan, E. and John R. R. (eds). *Language in the USA: Themes for the Twenty-first Century*. Cambridge: Cambridge University Press, 361-365.
- Fasold, R. 1987. *The Sociolinguistics of Society*. Oxford: Basil Backwell.
- Finoza, L. 1993. *Komposisi Bahasa Indonesia*. Jakarta: Diksi Insan Mulia.

- Gay, L. R. and Peter A. *Educational Research: competencies for analysis and application* (6th edition). New Jersey: Prentice-hall.
- Giles, H. 2001. "Speech Accomodation". Mesthrie, Rajend. *Concise Encyclopedia of Sociolinguistics*. Oxford: Elsevier Science Ltd.
- Giles, Howard and Peter P. 1997. "Accommodation Theory". In Coupland, N. and A. Jaworski (eds). *Sociolinguistics: A Reader and Coursebook*. Hamphire: Macmillan Distribution Ltd, 233-234.
- Gumperz, John J. and Dell H. 1972. *Directions in Sociolinguistics: The Ethnography of Communication*. New York: Holt, Rineheart, and Winston.
- Heriyanto. 2004. 'Linguistic Forms of Language Used in Surabaya District Courtroom'. (Unpublished Thesis). Surabaya: Petra Christian University. Retrieved from http://dewey.petra.ac.id/jiunkpe_dt_976.html on March 3rd, 2011.
- Holmes, Janet. 2001. *An Introduction to Sociolinguistics* (2nd edition). London: Longman.
- Key, James P. 1997. 'Descriptive Research'. Retrieved from: <http://www.Okstate.Edu/aged/Cm4h/academic/aged5980a/5980/newpage.htm> on June 2nd, 2010.
- Llamas, Carmen. 2007. "Age". In Llamas, C., Louise M. and Peter S. *The Routledge Companion to Sociolinguistics*. New York: Routledge, 69-73.
- Mey, Jacob L. 2001. *Pragmatic: An Introduction*. USA: Blackwell Publisher.
- Meyerhoff, Mariam. 2006. *Introducing Sociolinguistics*. New York: Routledge.
- Minorya, Alit. 2007. 'Types and Functions of Questions and Responses Used in the Oprah Winfrey Show'. (Unpublished Thesis). Padang: State University of Padang.
- Peccei, Jean S. 1997. "Language and Age". In Coulmas, F. (ed). *The Handbook of Sociolinguistics*. Oxford: Blackwell, 103.
- Sumarsono and P. Partana. 2004. *Sociolinguistik*. Yogyakarta: Sabda.
- Tabouret-Keller, Andree. 1997. "Language and Identity". In Coulmas, F. (ed). *The Handbook of Sociolinguistics*. Oxford: Blackwell, 322.

- Thanasoulas, Dimitrios. 'Speech: Convergence and Divergence'. Retrieved from <http://www.gouk.com/elt/bookstore/articles/speech.htm> on March 22nd, 2010.
- Tran, Paul. 2010. 'Types of Questions'. Retrieved from <http://www.humanresources.hrvinet.com/types-of-questions/> on November 21th, 2010.
- Wardhani, Yunita Ambar. 2007. 'The Questions Used by Radio Announcers in the Interactional and Transactional Radio Programs in Surabaya'. (Unpublished Thesis). Surabaya: Petra Christian University. Retrieved from http://dewey.petra.ac.id/jiunkpe_dt_5430.html on March 3rd, 2011.
- Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistics* (5th edition). Cambridge, MA: Blackwell.
- Wilson, Leslie O. 'Newer Views of Learning- Types of Questions'. Retrieved from <http://www.uwsp.edu/education/lwilson/learning/quest2.htm> on June 1st, 2010.