

**CHARACTERISTICS OF TEACHER'S QUESTIONS OF
AN ELEMENTARY SCHOOL ENGLISH TEACHER
AT THE FIFTH YEAR OF SDN GENENG DUWUR 2
GEMOLONG KABUPATEN SRAGEN**



RESEARCH PAPER

**Submitted as Partial Fulfilment of the Requirements
for Getting the Bachelor Degree of Education
in English Department**

by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL OF CONSULTANT

Surakarta, January 2007

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MOTTO

**God Would Not Change
Someone's Life
If Someone does Not Make The
Effort**

(Qur'an Surat Ar-Ra'du: 11)

DEDICATION

This Research paper is dedicated to :

1. My beloved mother and father,
2. My beloved mother-in-law and father-in-law,
3. My beloved brother (Edi and Wahyu) and sister (Ria, Fitri and Yuli),
4. My beloved husband (Anto) and daughter (Nayla),
5. My beloved friends of '00 generation in English Department especially class A : Ines, Farida, Desi, and Elok.

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Assalamu'alaikum wr.wb.

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The writer realizes that without help, encouragements, and good cooperation from others, it is impossible for her to finish her work, on this occasion the writer would like to thank to :

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Wassalamu'alaikum wr.wb.

Surakarta, January 2007

The Writer

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SUMMARY

HENI AGUSTINA MAYASARI. NIM: A. 320 000 007. *Characteristics of Teachers Questions An Elementary School English Teacher At The Fifth Year of SDN Geneng Duwur 2 Gemolong Kabupaten Sragen. Research Paper. Surakarta. Muhammadiyah University of Surakarta. 2007.*

This research paper is conducted to give a description of the characteristics of teacher's question. It is aimed at knowing: (1) the characteristics of language used by the teacher in asking questions, and (2) the types of questions that are used by the teacher in teaching learning process.

In this research, the writer employed a descriptive qualitative method. The data were derived from all the teacher's questions. The subject of this research is the English teachers at the fifth year of SDN Geneng Duwur 2 Gemolong Sragen and the object of the research is the teacher's question of the fifth year elementary school.

After collecting the data, the writer classified them based on the Indonesian questions and the English questions. Then the writer also categorized the teacher's questions into three major types, namely: task, task supervision, and routine question.

The result of the research show that during the English class the English teacher uses Indonesian more than English in asking questions (f= 33 or 75%). Then the task question used dominantly by the English teacher during the English class (f=27 or 61,36%). The second place is occupied by task supervision questions (f=14 or 31,82%). Meanwhile, the last rank is routine question (f= 3 or 6,82%).

The implication of its research to SDN Geneng Duwur 2 Gemolong, especially to English teachers is when giving questions in teaching learning process, the teacher gives more variation of questions and both of English and Indonesian Questions can be used. Therefore, the students can understand the English questions and their meaning where it can improve the students in English subject.

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