

**THE TEACHERS' QUESTION MODIFICATION IN
STRUCTURE II CLASSES OF AN ENGLISH DEPARTMENT
IN SURABAYA**

A THESIS

As a Partial Fulfillment of the Requirements
for the *Sarjana Pendidikan* Degree
in English Education Teaching



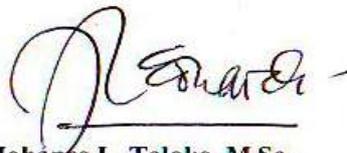
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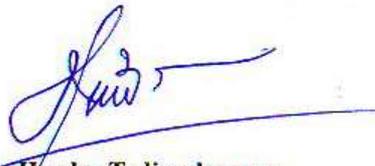
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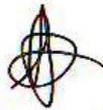
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The Writer

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ABSTRACT

Benita. 2015. The Teacher Question Modification in Structure II Classes of an English Department in Surabaya. Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa dan Seni Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya.

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English is one of the languages preferable to be spoken by speakers of other languages for communication. People globally agree that English is important to master. Learning the other language itself is not an easy task. Even though students have easy access to find lots of language exposure by themselves, there is no guarantee that students will be able to master the target language. Thus, it is the teachers who played an important role of transferring knowledge that they have to students with their language level. Various activities can be used to present the teacher's knowledge to students; one of them is through questions. A series of question might help students to understand the material easier if the question is understood at the first place. Thus, question modification is necessary when a question addressed by teachers is not understood by the students.

The objectives of this study are to know how many times the question modification appear in Structure II classes and the possible reasons based on the researcher's assumption. This study is based on Chaudron's Types Question Modification. A non-participant observation is applied to the research design for this study is a qualitative research. A voice recorder, a video camera, an observation sheet, analyses tally, and the transcript of teacher-students talk are the instrument of the study. Three teachers teaching Structure II were observed once. In analyzing the data, the researcher classified the data based on the Chaudron's Question Modification classification.

This study showed that Narrowing was the most commonly used question modification, whereas Repeating with 'or-choice' was the least one. The possible reason for using question modification among teachers was quite similar to one another.

It is suggested that teachers use various question modification in the classroom and find out which combination suits the student best to help teacher convey the knowledge.