ABSTRACT


This study aims to find out the types of questions used by teachers and describe the use of teacher’s questions in the teaching-learning process. This study was conducted by using descriptive qualitative research design. The data source of research was the English teacher of SMA Swasta RK Serdang Murni Lubuk Pakam. The data was the utterances of teacher that delivered questions. Techniques of collecting data were observation, recording and interviewing (the teacher). The result of this study showed that there were four types of questions used by the teacher during teaching-learning process with the total of questions were 130. Teacher spent factual questions totally 55.4% (72 questions), empirical questions were totally 21.5% (28 questions), productive questions were 3.1% (4 questions), and evaluative questions were 20% (26 questions). From those types, factual questions were dominantly used by the teacher. This study also found that the relation between teacher’s questions and teaching-learning process is teacher’s questions brought the process of classroom interaction from begin at last. Teacher’s questions built interaction between teacher and students from pre-activity, main-activity, and post-activity. The use of questions by the teacher was in order to get attract the students to be more active and to see how far the students had mastered the lesson given. It can be concluded that the teacher’s questions are as the technique of teaching.

Keywords: Teacher’s Questions, Teaching-Learning Process, Classroom Interaction