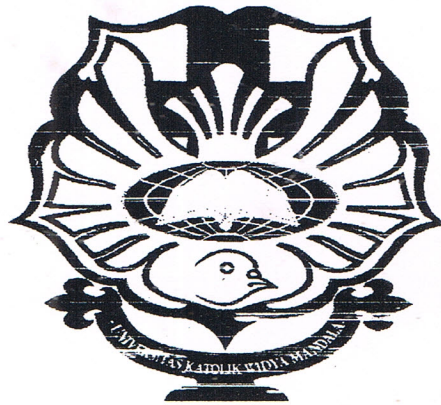


**A COMPARATIVE STUDY
OF ENGLISH INFORMATIVE QUESTION
AND ITS EQUIVALENCE IN INDONESIAN**



**A Thesis Presented to the English Department,
the Faculty of Letters, Widya Mandala University
as a Partial Fulfillment of the Requirements
for the Sarjana Degree in English**

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2006

STATEMENT OF ORIGINALITY

This is to certify that all of the ideas, phrases, and sentences, unless otherwise stated, are the ideas, phrases, and sentences of the thesis writer. The writer understands the full consequences including degree cancellation if she takes somebody else's ideas, phrases, or sentences without a proper reference.

Efi Yuliana

APPROVAL SHEET I

This is to certify the Sarjana Thesis of Efi Yuliana has been approved by the advisor for further approval by the Thesis Examining Committee.

Madiun, August 14, 2006

Advisor

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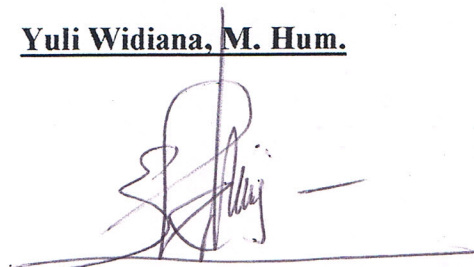
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Acknowledged by, **03 OCT 2006**
The Dean of Faculty of Letters



Eko Budi Setiawan, S.S.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, for everlasting love, prays and support that become my strength
2. My brothers, Umar Agus Setiawan and Dedik Setiawanto
3. Joko Nurdianto who always supports me.
4. The late Yunita Herdiyanti

MOTTO

The believers, men and women, are protectors one of another: they enjoy what is just and forbid what is evil; they observe regular prayers, practice regular charity and obey Allah and His Apostle. On them will Allah pour His mercy: for Allah is exalted in power, wise.

(Al Taubah: 71)

ACKNOWLEDGEMENT

At first, the writer wants to thank the Almighty God for the miracle. The researcher knows that the time is limited but because of His blessing, this thesis can be finished well.

In finishing this thesis, there are many people who give me suggestions. I would like to express my gratitude to: Eko Budi Setiawan, S.S, The Dean of Faculty of Letters who has approved this thesis, Drs. Dwi Aji Prajoko, M. Hum, the Advisor, for the nice suggestion and for the guidance from the first year up to now, Yuli Widiana, M. Hum, the Co-advisor, for the suggestion and critical advice so that it makes the thesis more perfect, without her guidance the researcher will not be able to finish the thesis, and all the lecturers of the English Department for giving the knowledge and also the librarians for helping me in the morning, afternoon even in the evening.

Besides, I would also like to express great gratitude to my family, my best friends Titik Hariyanti, Herlina Puji Utami, Tinuk Sri Cahyani, Rini Mariyati, Azizah Kurniawati, Didin Sri Harianti, Ita Rochmati, Dian Ratih, and Tita Karmina Sari, Mbak Dewi, and Mas Tom-tom who lend me some books. To my dearest one Joko Nurdianto, thanks for the support and the happiness you give me in writing this thesis and also for making my life so colorful. Finally, I would like to give my special thank for the late Yunita Herdiyanti.

I hope this thesis will be useful for those who are interested in English informative question. Hopefully, this thesis will be useful for the reader.

ABSTRACT

In this research, the writer discusses Informative Question that occurs in "The Jakarta Post" daily newspaper. The writer wants to study deeper about Informative Question by analyzing the structure of English Informative Question and the similarities and differences of English Informative Question and Indonesian.

This research uses descriptive research. The data are taken from "The Jakarta Post" newspaper of March 2004. To analyze the English Informative Question and its equivalence in Indonesian, the writer uses distributional and equivalent methods. The data are analyzed descriptively.

After analyzing the data, it can be concluded that the structure of English Informative Questions are: *what* (32, 7%) as *what* + *linking verb* (6, 4%), *what* + *auxiliary verb* (15, 5%), *what* + *did* versus *what* + V_2 (3,6%), *what time* + *auxiliary* (0,9%), *what kind of* + *object* + *auxiliary* (1, 8%), *what else* + *auxiliary* (0,9%), *what* + *auxiliary* + *look like* (0,9%), and *what* + *modal* (1,8%); *when* (8,2 %) as *when* + *modal* (1, 8%), *when* + *did* (3, 6%), and *when* + *auxiliary* (1, 8%); *where* (6, 4 %) as *where* + *linking verb* (3, 2%), *where* + *did* (2, 3%), and *where* + *modal* (0, 9%); *which* (3,6 %) as *which one* + *modal* (0, 9%) and *which* + *auxiliary* (2, 7%); *why* (14,5 %) as *why* + *don't* + *subject* (4, 6%), *why* + *did* (2, 7%), *why* + *subject* + V_2 (1, 8%), *why* + *auxiliary* (2, 7%) and *why* + *modal* (2, 7%); *who* (10, 8 %) as *who* + *auxiliary* (3, 6%), *who* + V_2 (2, 7%), *who* + *linking verb* (2, 6%), and *who* + *modal* (0, 9%); *whom* (0,9 %) as *whom* + *did* + *preposition* (0, 9%); *whose* (2, 7 %) as *whose* + *object* + *linking verb* (1, 8%) and *whose* + *object* + *auxiliary* (0, 9%) and *how* (20,5%) as *how* + *many* (4, 5%), *how* + *auxiliary* (3, 6%), *how* + *adverb* (0, 9%), *how* + *modal* (3, 6%), *how* + *did* (3, 6%), *how* + *adjective* + *modal* (0, 9%) and *how much* + *auxiliary* (0, 9%)

Based on the similarities, both English and Indonesian Informative Questions use question words. Besides, it is marked with the question mark in written. In spoken, it is accompanied by falling intonation in the end of question.

The differences of English and Indonesian informative question indicate that English auxiliary may function as helping verb and verb as predicate. Otherwise, Indonesian has no auxiliary functioning as helping verb. The question words in English informative question cannot easily be shifted in the initial, middle, or final position. Indonesian question words may be shifted in all positions. Besides, English does not have any particle. Indonesian has particle *kah* to emphasize or to stress the question.

ABSTRAK

Dalam penelitian ini, peneliti mendiskusikan *Informative Question* yang ada di koran harian "The Jakarta Post". Penulis ingin mempelajari lebih mendalam tentang *Informative Question* dengan menganalisis struktur *Informative Question* dalam bahasa Inggris serta mempelajari persamaan dan perbedaan *Informative Question* dalam bahasa Inggris dan Indonesia.

Penelitian ini menggunakan metode deskriptif. Data yang berupa *Informative Question* dikumpulkan dari harian "The Jakarta Post" bulan Maret 2004 dan dianalisis dengan menggunakan metode distribusional dan metode padan.

Berdasarkan hasil analisis, struktur English Informative Questions terbagi menjadi: *what* (32, 7%) terdiri dari *what* + *linking verb* (6, 4%), *what* + *auxiliary verb* (15, 5%), *what* + *did* versus *what* + V_2 (3,6%), *what time* + *auxiliary* (0,9%), *what kind of* + *object* + *auxiliary* (1, 8%), *what else* + *auxiliary* (0,9%), *what* + *auxiliary* + *look like* (0,9%), dan *what* + *modal* (1,8%); *when* (8,2 %) terdiri dari *when* + *modal* (1, 8%), *when* + *did* (3, 6%), dan *when* + *auxiliary* (1, 8%); *where* (6, 4 %) as *where* + *linking verb* (3, 2%), *where* + *did* (2, 3%), dan *where* + *modal* (0, 9%); *which* (3,6 %) terdiri dari *which one* + *modal* (0, 9%) dan *which* + *auxiliary* (2, 7%); *why* (14,5 %) terdiri dari *why* + *don't* + *subject* (4, 6%), *why* + *did* (2, 7%), *why* + *subject* + V_2 (1, 8%), *why* + *auxiliary* (2, 7%) dan *why* + *modal* (2, 7%); *who* (10, 8 %) terdiri dari *who* + *auxiliary* (3, 6%), *who* + V_2 (2, 7%), *who* + *linking verb* (2, 6%), dan *who* + *modal* (0, 9%); *whom* (0,9 %) terdiri dari *whom* + *did* + *preposition* (0, 9%); *whose* (2, 7 %) terdiri atas *whose* + *object* + *linking verb* (1, 8%) dan *whose* + *object* + *auxiliary* (0, 9%); sedangkan *how* (20,5%) terdiri dari *how* + *many* (4, 5%), *how* + *auxiliary* (3, 6%), *how* + *adverb* (0, 9%), *how* + *modal* (3, 6%), *how* + *did* (3, 6%), *how* + *adjective* + *modal* (0, 9%) dan *how much* + *auxiliary* (0, 9%).

Persamaan antara *Informative Question* dalam bahasa Inggris dan bahasa Indonesia adalah adanya penggunaan kata tanya yang diikuti intonasi turun di akhir kalimat. Sedangkan perbedaan *Informative Question* dalam bahasa Inggris dan bahasa Indonesia terletak pada penggunaan kata bantu yang berfungsi untuk membantu kata kerja dalam pembentukan predikat. Sebaliknya, bahasa Indonesia tidak memiliki kata bantu yang berfungsi untuk membantu kata kerja dalam pembentukan predikat. Kata tanya dalam bahasa Inggris tidak mudah berpindah ke depan, tengah atau diakhir kalimat. Dalam bahasa Indonesia, kata tanya bisa dipindahkan ke depan, tengah atau akhir kalimat. Selain itu, bahasa Inggris tidak mempunyai partikel tetapi dalam bahasa Indonesia terdapat partikel kah.

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