STUDENTS' DIFFICULTIES IN MAKING WH-QUESTION

A PAPER

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STUDENTS' DIFFICULTIES IN MAKING WH-QUESTION

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DECLARATION

I hereby declare that the paper entitled **"STUDENTS' DIFFICULTIES IN MAKING WH-QUESTION"** is completely my own work. I am fully aware that I have quoted some statements and ideas from many experts and resources. All quotations are properly acknowledged in the text. If there is any claim on the originality or ownership of thes paper, I would be prepared to take any legal responsibility.

Bogor, December 2020

Ulfah Fitriyyah

PREFACE

Alhamdulillahirabbil'alamiin, all praises are dedicated to the Almighty Allah *Subhanallahuwata'ala* who always guides and gives the writer strength, health, and patience. Then, through his overflowing blessing and gracious mercy, the writer is finally able to accomplish the paper entitled, "Students' Difficulties in Making WH-Question".

The paper is written as partial fulfillment of the requirements for the *Sarjana Pendidikan* Examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Although the writer has done her best on finishing the paper, she realizes that the paper is far from being perfect. Therefore, all comments, constructive criticisms, and suggestions are appreciated in order to complete the paper. Hopefully, the paper will be useful for the writer herself and the readers.

Bogor, December 2020

The Writer

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Finally, the writer hopes that this paper will be useful for the writer herself and those who are interested in this research. May Allah *Subhanallahuwata'ala*, always bless and protect us and also give the reward for our goodness.

ABSTRACT

The paper entitled "**Students' Difficulties in Making WH-Question**". This research is aimed to find out students difficulties in making WH-question. The writer applies descriptive method in conducting the research. Purposive sampling technique is used to conduct the participants. The participants is the sixth semester students who have lower achievement. There are three instruments conducted in the research including documentation, questionnaire, and interview. The result shows that the difficulty in tenses and subject-verb agreement are the most difficulty faced by the students in making WH-question.

Keywords: Difficulties, Question, WH-Question

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CHAPTER I

INTRODUCTION

A. Background of the Study

Testing is an important particular process of measuring person's knowledge. It is usually designed by teacher or test maker. By giving a test, the teacher can assess the students and know the students' progress in learning process. In education process, the teacher will prepare a test as well as possible and a test is usually related with the questions.

The question is a sentence that used by people to get some informations. For the teacher or test maker, making questions are needed in a test. They should make some questions as good as possible. The good question will help students to answer the question correctly. If students answer the question correctly, process of measuring students' knowledge or ability by teacher will be easier. In English, the questions are divided into three types. It is used as Yes/No question, Tag question, and WH-question.

WH-question is also known as a Question Word. It usually consists of what, where, when, why, who, and how. On the other hand, making WH-question is not easy for students as a second language learners. As a second language learners, students should know and understand the grammatical rules in making WH-question especially for testing form.

Based on the observation result, some difficulties in making WH-question are found. First, they are confused in WH-question components such

as the usage of auxiliary verb and the tenses appropiately. Second, the student mostly use English as a second language that way they get difficult to find the correct form in WH-question.

Based on the difficulties, the research will investigate about students' difficulties in making WH-question. It is hoped that students of English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University can find out the way to making WH-question correctly and easily.

B. Reason for Choosing the Topic

Based on the writers' previous observation, some problems faced by students in making question are found. There are two reasons of choosing this topic. First, students still confused to determine the pattern. Second, the student still make an error to determine the appropriate auxiliary verb.

As a student of English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University, they should know and understanding how to making questions. It is important for them because they will be a teacher and it also will be useful for teaching. They should make some questions to get specific information of their students' ability. So, based on the reasons, the writer decide to investigate the students' difficulties in making WH-question.

C. The Aim of the Research

Every research has different aim and the aim of this research is to investigate students' difficulties in making WH-question.

D. Research Question

This research concerns about the students' difficulties in making WH-question and to find the answer to the question of this research is: What are students' difficulties in making WH-question?

E. Research Focus

Based on grammatical and meaning, there are three kinds of question; Yes/No question, Tag question, and WH-question. In this research, the writer only focuses on test item question to investigate students' difficulties in making WH-question.

F. Operational Definition

There are several explanations in this research. They are related to the definition of research title such as:

1. Students' Difficulties are condition that is faced by students about some problems which is hard to understand about the materials in learning process.
2. WH-question is a sentence that is used by teacher or test maker to get specific information from students or test taker.

G. Research Significance

The research significance of this research are:

1. This research will help the learners know the rules of making WH-question correctly and decrease their mistakes in making WH-question.

2. This research will help the lecturer find out the students' difficulties in making WH-question and it can be used as evaluation in testing learning process.

3. This research will help the other researcher to conduct the similar research study about making WH-question.

CHAPTER II

THEORETICAL FOUNDATION

A. English Testing

According to Brown (2010:3), Testing is a method of measuring a person's ability, knowledge, or performance in a given domain. It means that by giving a test, teacher as a test maker can assess the students and know the students' progress in learning process. In the other hand, creating a test is the most challenging for the teacher as a test maker. So, the teacher have had preparation in writing tests.

In writing a test, teacher or test maker needs attention to the standard in a test. Clay (2001:6), noted that criteria for establishing Technical Quality of a test divided into several parts;

1. Cognitive Complexity

   The test question will focus on appropriate intellectual activity ranging from simple recall of facts to problem solving, critical thinking, and reasoning.

2. Content Quality

   The test questions will permit students to demonstrate their knowledge of challenging and important subject matter.

3. Meaningfulness

The test question will be worth students' time and students will recognize and understand their value.

4. Language Appropriateness

   The language demands will be clear and appropriate to the assessment tasks and to students.

5. Transfer and Generalizability

   Successful performance on the test will allow valid generalizations about achievement to be made.

6. Fairness

   Student performance will be measured in a way that does not give advantage to factors irrelevant to school learning: scoring schemes will be similarly equitable.

7. Reliability

   Answers to test questions will be consistently trusted to represent what students know.

In addition, a good test reflects the educational goals and creates the level of students understanding. According to Bloom (1956) in Clay (2001:6), Bloom's Taxonomy of Educational Objectives lists six levels of intellectual understanding;

1. Knowledge

   Recognizing and recalling information.

   Sample Question Frames: -   Where is the…?

   -     Who invented the…?

2. Comprehension

   Understanding the meaning of information.

   Sample Question Frames: -   Restate in your own words…?

   -   List three reasons for…?

3. Application

   Applying general rules, methods, or principles to a new situation.

   Sample Question Frames: -   How is…an example of…?

   -   Why is…significant?

4. Analysis

   Identifying the organization and patterns within a system by identifying

   its component parts and the relationship among components.

   Sample Question Frames: -   What are the parts of…?

   -   Classify…according to..

5. Synthesis

   Discovering/creating new connections, generalizations, patterns, or

   perspectives.

   Sample Question Frames: -   What would you infer from…?

   -   What ideas can you add to…?

6. Evaluation

   Using evidence and reasoned argument to judge how well a proposal

   would accomplish a particular purpose.

   Sample Question Frames: -   How would you decide about…?

Based on the description above, it can be concluded that a test is designed by teacher or test maker based on the standard and the level of students understanding. A test also is always following a question to answer.

B. English Question

Question is an interrogative expression to elicit information. Question can be termed as interrogative sentences. According to Janovsky (2018:2), an interrogative sentence is a sentence that indicate some sort of information. In English, questioning unable to be parted. It is a part of daily conversation on human life communication. Question is delivered by people when they start a conversation with others. In addition, question is also commonly used in knowledge test and frequently used in spoken or written language. It is very often following reading or as part of an interview and may require short or long answer.

According to Coghill and Magedanz (2003:202) noted that asking questions are divided into three ways: Inverted questions, Tag questions, and WH-words.

1. **Yes or No Questions** (Inverted Questions) are also called Close Questions is a question that placing the verb before the subject and giving the sentence a rising intonation. This question is started by an auxiliary verb and modal. It is typically requires only two possible answers: Yes or No. Deterding and Poedjosoedarmo (2001:144), stated that yes or no questions is used to find out if something is

true. It means that this questions expect only affirmation or rejection. For negative answers, the questions are added by not at the end of the answers.

For example:

> ***Did*** *Mary arrive late?*

> ***Does*** *Nikita love pineapple cake?*

2. **Tag Questions** transform declarative into questions at the end of sentences and giving an assertion. This questions is also used to ask for confirmation. According to Harmer (2012:17), informed that if the verb in the sentence is affirmative, the question tag is negative.

For example:

> *Mary **arrived** late, **didn't she**?*

But, if the verb in the sentence is negative, the question tag is usually in the affirmative.

For example:

> *Mary **didn't arrive** late, **did she**?*

3. **WH-Questions** (Interrogative-Word Questions) are also called Open Questions are complex questions that elicit specific information. According to Harmer (2012:17), WH-questions are formed with *who/whom/whose, what, which, when, where, how,* and *why*. The answer of this question is unpredictable and will be more then yes or no.

For example:

> ***Why*** *is Mary late?*

Who opened my letter?

Based on the explanation above, it can be concluded that questions are divided into three major classes and it can used depending on the situation, function, and need.

C. WH-Question

According to Gleason and Ratner (2013:141), the answer of wh-questions is not only about yes or no but it will be more complex to answer and also contain more information. It means that WH-questions is a question to get specific information. Deterding and Poedjosoedarmo (2001:177), stated that in making a WH-question, some changes are needed in a sentence. Subject and first auxiliary are things that need to be transformed from statement to interrogative. For example:

Statement	Question
It starts at 8.00.	**When** does it start?
The paper is here.	**Where** is the paper?
They can see her.	**Who** can they see?
They ate the pizza.	**What** did they eat?

In WH-question can also use negative questions. For example:

Statement	Question
I don't understand this question.	**What don't** you understand?
Rowan didn't come to my party.	**Why didn't** he come?

According to Azar (2002), WH-questions are made by using a question word: *who/whom/whose, what, which, when, where, how,* and *why*. For example:

Wh-Word	Use	Example
What	*What* is used as subject of a question. It refers to things.	*What* made you angry?
	What is also used as an object.	*What* do you need?
	What kind of asks about the particular variety or type of something.	*What kind of* soup is that?
	What + a form of *do* is used to ask questions about activities.	*What did* you *do* last night?
	What may accompany a noun.	*What countries* did you visit?
	What + *be like* asks for a general description of qualities.	*What is* the weather *like*?
	What + *look like* asks for a physical description.	*What does* her house *look like*?
Which	*Which* is used instead of *what* when question concerns choosing from a definite, known quantity or group.	*Which pen* do you want?
Where	**Where** is used to asks questions about *place*.	*Where* is she?
When	**When** is used to asks questions about *time*.	*When* did they arrive?

Why	**Why** is used to asks questions about *reason*.	*Why* did he leave early?
Who	**Who** is used to asks questions about a *person or people*.	*Who* is your teacher this year?
Whom	**Whom** is used as the object of a verb or preposition. In everyday spoken English, whom is rarely used; **who** is used instead. **Whom** is used only in formal questions. Note: **Whom**, not **who**, is used if preceded by a preposition.	*Whom* did you see?
Whose	**Whose** asks questions about possession.	*Whose* book did you borrow?
How	*How* generally asks about *manner*.	*How* does he drive?
	How is used with **much** and **many**.	*How much* money does it cost? *How many* peop le came?
	How is also used with adjectives and adverbs.	*How old* are you? *How fast* were you driving?
	How long asks about length of time.	*How long* has he been here?
	How often asks about frequency.	*How often* do you write home?
	How far asks about distance.	*How far* is it to Miami from here?

D. Students' Difficulties

According to Djamarah (2001:21), students' difficulties is a condition of students' problem in getting information and they also cannot develop their knowledge while teaching learning process. It means that students' difficulties is students' condition when they feel hard to do or to understand something. It is found when students are in learning process. Students who faced difficulties is usually caused by the lack information or the inability to overcome the problem that is given by the teacher.

As mentioned by Syah (2010:170), there are two factors of students getting difficulties in learning; First, **Internal factors**. It comes from students itself. It is commonly caused by an inability psychological of the students; Low of students' intelligence, unstable emotion and attitude, and disabilities of basic tenses (seeing and hearing). Second, **External factors**. It comes from out of students itself. It is usually related to situation and condition of environment that does not support students in learning activity. Such as family environment, society environment, and school environment.

Meanwhile, in the education and learning process, most of students get some difficulties in making English question. Though English question formation is introduced by students at very early stage of English learning/teaching at schools. According to Al-Hassaani (2016:55), that the students make mistakes in forming English question. That statement is also supported by Al-Mekhlafi (2013:57), which argued that English question

formation is a serious learning difficulty for English learners as a foreign language (EFL). That difficulties are caused by the different rules in forming the different types of question (Al-Hassaani, 2016:55).

As a language learners, they should be able to know and understand the rules in forming WH-questions. By learning WH-questions, it can help the students to achieve the practical mastery of the language and it also can help the teachers to assess the effectiveness of their own teaching. According to Parvin et al (2013), which argued the problems of making WH-questions are divided into Five elements; Sentence Construction, Word choice, Verb form, Tenses, and Subject-verb agreement. In other hand, Al-Hassani (2016:55) stated that there are three factors which influence students' problems of making English questions formation. These are as follows: large class, lack of exposure, and lack of motivation in learning English language.

Based on the description above, it can be concluded that the difficulties in making WH-questions questions are divided into Five elements; Sentence Construction, Word choice, Verb form, Tenses, and Subject-verb agreement.

E. Related Research

In this research, the researcher takes the previous research that has been conducted by Al-Mekhlafi (2013), entitled "A study of question formation in the English writing of Omani Efl learners". The research is collected from 46 female Omani EFL student teachers. Those students are in Level One of the Department of English Education at the Faculty of Humanities and Social Sciences at Sohar University in the Sultanate of Oman. The analysis of the data has highlighted the difficulties that students face while forming questions in English. Auxiliary omission is the major difficulties that the student teachers have faced in a descending order of difficulty.

Furthermore, there are also a journal entitled "A Case Study of Question Formations of the Saudi EFL Learners at Bisha University" by Abdulbari (2016). Based on his research, he concluded that most of the learners faced difficulties in forming wh-questions. This research also mentioned that the learners lacked practice and the basic knowledge in grammar rules in forming various types of English questions and had problems of their mother tongue interference.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the research focuses on students' difficulties in making WH-Question, the writer will apply qualitative approach in conducting research and uses descriptive method to gain the data. According to Isaac and Michael (1982:41) in Herawati and Irdiyansyah (2015:17), "Descriptive method is used to describe systematically a situation or area of interest factually and accurately." It means that the writer describes the students' work clearly by using descriptive method. To clarify the process of the research, the research design is drawn as follows:

Research Question
What are the students' difficulties in making WH-question?

↓

Aim of the Research
To investigate the students' difficulties in making WH-question

↓

Research Site and Participant
The 6th semester students of English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University

↓

Research Instruments
Documentation, Questionnaire, and Interview

↓

Documentation Analyzing students' work	**Questionnaire** Analyzing the information of students' difficulties in making WH-question	**Interview** Transcribing the answer of the interview into interview transcript

↓

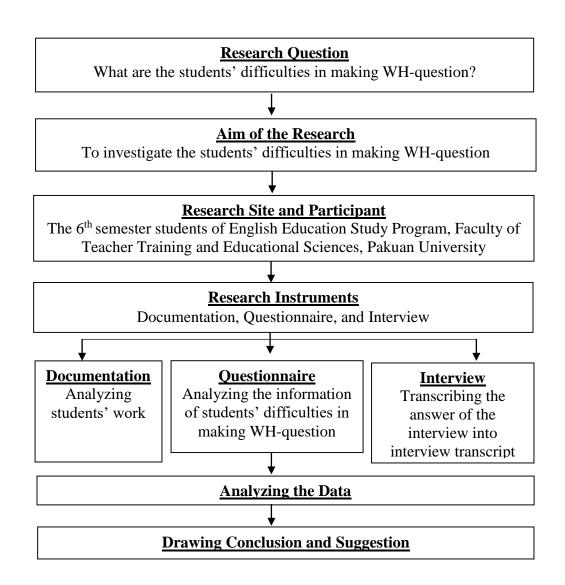| **Analyzing the Data** |
| :---: |

↓

Drawing Conclusion and Suggestion

Table 3.1 Research Design

B. **Research Site and Participant**

The research will be conducted at English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. The participants of this research are the students of the sixth semester who had learned about making WH-question. In this case, the writer uses purposive sampling technique to choose the participants. This technique is used to figure out the participants' difficulties based on the three students who get the lowest scores in the class.

C. **Research Instrument**

In conducting the research, the writer will collect the data through documentation, questionnaire, and interview. First, the documentations will be taken from students' work to analyze students' difficulties in making WH-question. Second, the questionnaire will be used to explore more information about students' difficulties in making WH-question which concerning to the sentence construction, verb form, tenses, and word choice. Third, structural interview will be given to the students to obtain more information about students' difficulties in making WH-question. Hence, a recorder will be also used to record the interview process.

D. Research Procedure

After collecting the data through documentation, questionnaire, and interview, the writer will analyze the results with the following steps. The first step is analyzing students' work as the documentation. The writer will analyze students' work to check students' mistake in making WH-question. The second step is collecting the questionnaire from the students. She will describe and analyze the students' answer to get more information about students' difficulties in making WH-question. The last step will be analyzing the result of the interview. She will transcribe and summarize the result of the interview.

E. Data Analysis

After obtaining data from all of the instruments, the data are analyzed and classified as follow:

1. Data analysis of documentation

    The students' work are analyzed by identifying the mistakes. After that, the difficulties in making WH-question are categorized and described.

2. Data analysis of questionnaire

    Each question of the questionnaire will be checked and calculated by the formula as follows:

$$p = \frac{f}{x} \text{ x } 100\%$$

p = percentage

f = frequency of answer

x = number of participants

3. Data analysis of interview

   After the writer has interviewed the participants and recorded it, the recording of each interview will be transcribed and summarized.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Research Finding

The research was conducted on November 2020 at Pakuan University. The data were taken from the seventh semester students who have learnt WH-question. The data were also gained from three instruments; Documentation, questionnaire, and interview. The result of each instrument was analyzed and described.

1. Research Finding of Documentation

The first instrument was documentation, which was done by collecting the students' works. The writer used the midterm test as students' work to analyze students' difficulties in making wh-question. There are five types of difficulties in making WH-question; Difficulty in sentence construction, word choice, verb form, tenses, and subject-verb agreement. In the students' work, the writer only found three types of difficulties in making WH-question. These are the result of students' works;

Students' work #1

1. What is the text talk about?
2. What is the main idea of paragraph two?
3. What state of national has Philippine Aquino declared?

In students' work #1 for number one, the student wrote "What is the text talk about?" This question is incorrect. There is an error regarding the use of subject-verb agreement. It should be "What does the text talk about?" For number three, the student wrote "What state of national has Philippine Aquino declared?" This question is incorrect. There is an error in the tenses. The students do not put "been" after "has".

Students' work #2

> 1. What is the text about?
> 2. Where traffic jam often occurs?
> 3. The main idea of the last paragraph is?

In students' work #2 for number two, the student wrote "Where traffic jam often occurs?" This question is incorrect. There is an error regarding the use of subject-verb agreement. The students do not put "do" before "traffic" and the students should not wrote "occur" with "s".

Students' work #3

> 1. What is the text aboutt?
> 2. What is the main idea of paragraph 2?
> 3. What is the storm called in Philippines?

In students' work #3 for number one, the student wrote "What is the text aboutt?" This question is incorrect. There is an error in spelling word. It should be "What is the text about?"

From all of the students' work, the writer only found mistakes in the subject-verb agreement and tenses.

2. Research Finding of Questionnaire

The second instrument was questionnaire, which the writer distributed a questionnaire to the students. There were 28 students as the participants of this questionnaire. The questionnaire consisted of 20 statements. It was in the close-ended form, which the students were asked to answer each statement by choosing one of the two alternative answers; Yes and no. The result of the questionnaire as follows:

Table 4.1

The Result of the Questionnaire

Indicator	Sub-Indicator	Statements	Frequency of Students Answer		Index Percentage
			Yes	No	
Students knowledge about making WH-question		1. I know the meaning of WH-question.	27	1	3,6%
		2. I know the purpose of making WH-question.	25	3	10,7%
		3. I know the WH-word that contained in the WH-question.	24	4	14,3%
Students' problem in making WH-question	Sentence Construction	4. I know the sentence pattern that used in WH-question.	21	7	25%
		5. I am able to mention sentence elements in WH-question.	23	5	17,9%
		6. I have trouble in making WH-question with the right pattern.	20	8	28,6%

		7. I know many words in English.	14	14	50%
		8. I have trouble in choosing the right words in making WH-question.	18	10	64,3%
	Word Choice	9. I often make mistakes in determining the word that used in WH-question.	18	10	64,3%
		10. I need a dictionary as a tool to determine the word that used in WH-question.	24	4	85,7%
		11. I ask the lecturer or friends for help in making WH-question.	20	8	71,4%
		12. I know verb form that used in WH-question.	23	5	17,9%
	Verb Form	13. I face difficulty in making WH-question with the right verb.	15	13	53,6%
		14. I often make mistakes in choosing the verb.	22	6	78,6%
		15. I have limited vocabulary (verb) in English.	17	11	60,7%
		16. I know tenses in English.	26	2	7,1%
	Tenses	17. I am able to mention the types of tenses.	26	2	7,1%
		18. I have difficulty in making WH-	21	7	75%

		question that used the right tenses.			
	Subject-verb Agreement	19. I know the subject-verb agreement in the sentence.	22	6	21,4%
		20. I am able to use the subject-verb agreement in WH-question.	14	14	50%

Based on the table 4.1, first indicator is about students' knowledge in making WH-question. There is only one student (3,6%) do not know the meaning of WH-question and 10,7% students do not know the purpose in making WH-question. Then, there are 14,3% students do not know the WH-word that contained in wh-question.

Second indicator is about students' problem in making WH-question. There are 25% students do not know sentence pattern in WH-question and 17,9% students cannot mention sentence elements. Then, 28,6% students have trouble in using the right pattern.

In the next statement, as much as 50% students know many words in English but 64,3% students have trouble in choosing the right words and 64,3% they often make mistakes in determining the word that used in WH-question. There are 85,7% students need a dictionary as a tool to determine the word and 71,4% students asking the lecturer or friends for help in making WH-question.

Next, there are 17,9% students do not know verb form that used in making WH-question. Then, 53,6% students face difficulty in making

WH-question with the right verb and 78,6% students often make mistakes in choosing the verb. There are 60,7% students have limited vocabulary (verb) in English.

There are 7,1% students do not know tenses. Then, 7,1 % students are not able to mention the types of tenses and 75% students have difficulty in making WH-question that used the right tenses. Next, 21,4% students do not know the subject-verb agreement in the sentence and 50% students are not able to use the subject-verb agreement in WH-question.

3. **Research Finding of Interview**

The third instrument was interview, which the writer interviewed some selected students. The writer interviewed three students of seventh semester in Pakuan University. The interview was in the guided form, which consisted of eleven questions. Each of the interview was recorded through the voice note as a recording device. The recorded interview was transcribed and summarized.

a. **Theoretical Knowledge**

The first indicator is theoretical knowledge, which ask about students' knowledge of WH-question. Generally, all of students have understood the definition and purpose of WH-question. It is proven by the statement as follows:

Excerpt #1:

Menurut saya WH-question *adalah suatu pertanyaan yang menggunakan 8w+1h yaitu* what, where, why, when, which, who, whose, whom, and how *untuk bisa mendapatkan suatu informasi.*

[She said that WH-question is a question that uses 8w+1h, such as what, where, why, when, which, who, whose, whom, and how, to get an information]

b. **Sentence Construction**

Based on the result of the interview about sentence construction, students can mention a meaning of sentence construction but they still have problems to construct WH-question. They confused to construct the sentence and select the appropriate and polite word yet stimulating to answer. It is proven by the statement as follows:

Excerpt #2:

Susunan kata atau kalimat dalam satu kalimat atau paragraf that grammatically correct.

[word order or sentence in one sentence or paragraph that grammatically correct]

Excerpt #3:

Pemilihan kata yang appropriate and polite, yet stimulating *untuk mendapatkan jawaban yang diinginkan atau dibutuhkan.*

[Selection of words that are appropriate and polite, yet stimulating to get the answer wanted or needed.

Excerpt #4:

> *Kesulitan yang saya alami adalah ketika saya tuh bingung menyusun kalimatnya. Kaya misalnya kata ini tuh seharusnya ditaro dimana sih dan setelah kata apa.*
>
> [The difficulty that I face is when I was confused to construct the sentence. For example, where I should be put this word and after what]

c. **Word Choice**

Based on the result of the interview about word choice, the writer found that students still confused to use appropriate word. They also use a thesaurus as a tool device or ask lecturer or friends for help in determine the appropriate word. It is proven by the statement as follows:

Excerpt #5:

> *Yang saya lakukan adalah bertanya kepada teman atau dosen dan meminta bantuan mereka untuk mengoreksi pertanyaan saya.*
>
> [I ask my friends or lecturer and ask them to help correct my question]

Excerpt #6:

> Mencarinya dalam thesaurus.
>
> [Looking for a thesaurus]

d. Verb Form

The next indicator is verb form, which ask about students' ability in using correct verb. The students mention that they need to know some verb because it will help them in making sentence or question correctly. It is proven by the statement as follows:

Excerpt #7:

Kesulitan untuk menemukan kata kerja yang menstimulus untuk mendapatkan jawaban yang dibutuhkan.

[Difficulty in finding a stimulating verb to get the answer needed]

Excerpt #8:

Semakin banyak kata kerja yang saya ketahui, semakin banyak peluang saya untuk mendapatkan kata yang tepat dalam membuat 5w+1h question.

[The more verb I know, the more chances I have of finding the right words in making 5w+1h question]

e. Tenses

Based on the result of the interview about tenses, the students can mention the meaning of tenses but they have difficulty in making question or sentence using perfect continuous. It is proven by the statement as follows:

Excerpt #9:

> *Penggunaan kata atau kalimat berdasarkan waktu terjadinya.*
>
> [The use of word or sentence based on the time occur]

Excerpt #10:

> *Menurut saya tenses yang paling sulit adalah perfect continuous.*
>
> [I think the most difficult tenses is perfect continuous]

f. **Subject-verb Agreement**

Based on the result of the interview about subject-verb agreement, the student face difficulty to determine singular and plural although understandingly they know subject-verb agreement. It is proven by the statement as follows:

Excerpt #11:

> *Kesesuaian antara subject dengan kata kerja dalam sebuah kalimat.*
>
> [Suitability between subject and verb in a sentence]

Excerpt #12:

> *Iya dalam menentukan* singular plural.
>
> [Yes, in determining singular and plural]

B. Data Analysis

The research was done to investigate the students' difficulties in making WH-question. There are three instruments conducted on this research; documentation, questionnaire, and interview. The data will be analyzed after obtaining from each instruments. After data analysis was done, triangulation method was applied in order to validate the data. It was done by comparing the result from each instruments.

Based on the data analysis of students' work, the writer concludes that the students still have any difficulties in making WH-question. There are several mistakes in using tenses, subject-verb agreement accuracy, and selecting the word choice correctly.

In the data analysis of questionnaire, the writer concludes that the students know about WH-question but some students still have difficulty in making WH-question especially in using appropriate tenses and subject-verb agreement.

From the data analysis of interview, the writer finds several difficulties that were faced by students in making WH-question. First, the students confused to construct the question yet stimulating to answer and to use appropriate word. Second, the students have difficulty in making question using correct tenses especially perfect continuous. Third, the students face difficulty to determine singular and plural.

Therefore, it can be concluded that the result of all the data are the same.

The results from the data shows that the difficulties faced by students in making WH-question are mostly in using appropriate tenses and subject-verb agreement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and analyzing the data from all instruments namely documentation, questionnaire, and interview in this research, it can be concluded that students still face difficulties in making WH-question. Commonly they face difficulty in tenses and subject-verb agreement. In the tenses, the students have difficulties in using tenses correctly especially perfect continuous and choosing the appropriate auxiliary. Then, the students also face difficulty in subject-verb agreement especially to determine singular and plural.

B. Suggestion

From this research, the writer would like to give some suggestion to the lecturer and next researcher. The lecturer should facilitate the students in developing ability and knowledge of making WH-question. It can be done by giving students to do exercises and read more in teaching-learning activity. The last suggestion is for the next researcher. The writer suggests that they can try to conduct a research about applying an appropriate method in teaching WH-question or they can investigate one of difficulties in making WH-question and also find out the meaning making as a research focus.

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APPENDICES

Appendix 1: *Surat Keputusan Bimbingan Skripsi*

Appendix 2: *Surat izin Penelitian*

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail fkip@unpak.ac.id Telepon (0251)8335068 Bogor

Nomor : 2330/WADEK I/FKIP/XI/2020   11 November 2020
Perihal : Izin Penelitian

     Yth. DEKAN FKIP
     Universitas Pakuan
     Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : ULFAH FITRIYYAH
NPM   : 031113114
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester   : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 12 November s.d. 12 Desember 2020 mengenai: STUDENTS' DIFFICULTIES IN MAKING WH-QUESTION

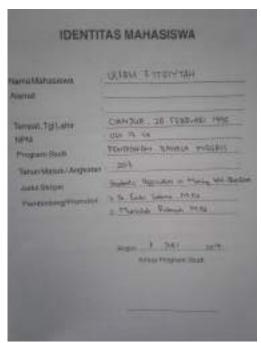Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

                              a.n Dekan
                              Wakil Dekan
                              Bidang Akademik,

Appendix 3: *Berita Acara Bimbingan*

RESEARCH INSTRUMENT

QUESTIONNAIRES FOR STUDENTS

A. Pengantar

Saya Ulfah Fitriyyah, mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan, sedang melakukan penelitian mengenai *Students' Difficulties in Making WH-Question*. Dengan demikian, saya mohon kesediaan anda untuk mengisi beberapa pertanyaan dari kuisioner yang telah dibuat. Informasi yang telah Anda berikan hanya digunakan untuk mendukung penelitian saya dan akan saya jaga kerahasiaannya. Terimakasih atas partisipasi yang telah Anda berikan dalam mengisi kuisioner ini.

B. Petunjuk Pengisian

Bacalah dengan teliti setiap pernyataan yang diberikan. Pilihlah salah satu jawaban dari setiap pernyataan berikut yang sesuai dengan keadaan Anda sebenarnya dan berilah tanda ceklis (√) pada kolom **Ya** atau **Tidak** untuk setiap jawaban Anda.

Data Responden
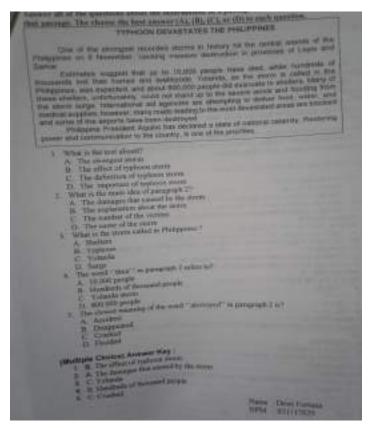
Nama   :

Kelas   :

Hari/Tanggal   :

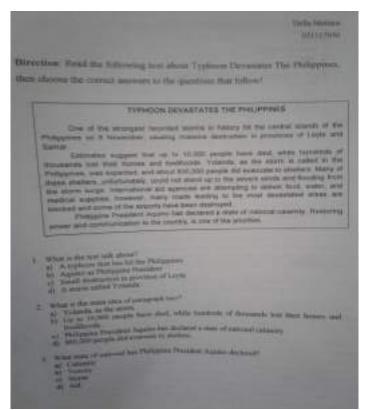| Indikator	Sub Indikator	Pernyataan	Jawaban	
			Ya	Tidak
Students' Knowledge about making WH-question		1. Saya mengetahui pengertian WH-question.		
		2. Saya mengetahui tujuan dalam membuat WH-question.		
		3. Saya mengetahui WH-Word yang terdapat dalam WH-question.		
Students' Problems in making WH-question	Sentence Construction	4. Saya mengetahui pola kalimat yang digunakan dalam WH-question.		
		5. Saya mampu menyebutkan unsur-unsur kalimat yang digunakan dalam WH-question.		
		6. Saya kesulitan dalam membuat WH-question dengan pola yang tepat.		
	Word Choice	7. Saya mengetahui banyak kata dalam Bahasa Inggris.		
		8. Saya kesulitan memilih kata yang tepat dalam membuat WH-question.		
		9. Saya sering melakukan kesalahan dalam menentukan kata yang digunakan pada WH-question.		
		10. Saya memerlukan kamus sebagai alat bantu untuk menentukan kata yang digunakan dalam menyusun WH-question.		

		11. Saya meminta bantuan kepada teman atau dosen untuk menyusun kata yang tepat dalam WH-question.		
	Verb Form	12. Saya mengetahui bentuk kata kerja yang digunakan dalam WH-question.		
		13. Saya kesulitan dalam menyusun WH-question dengan menggunakan kata kerja yang tepat.		
		14. Saya sering melakukan kesalahan dalam menentukan kata kerja pada WH-question.		
		15. Saya memiliki keterbatasan terhadap kosa kata kerja dalam Bahasa Inggris.		
	Tenses	16. Saya mengetahui bentuk tenses dalam Bahasa Inggris.		
		17. Saya mampu menyebutkan macam-macam bentuk tenses.		
		18. Saya kesulitan dalam menyusun WH-question dengan menggunakan tenses yang tepat.		
	Subject-Verb Agreement	19. Saya memahami pola Subject-Verb Agreement dalam sebuah kalimat.		
		20. Saya mampu menggunakan Subject-Verb Agreement dalam WH-question dengan tepat.		

Appendix 5: Research Instrument – Interview

Indikator	Sub-Indikator	Pertanyaan
Students' Knowledge about making WH-question		1. Apa yang anda ketahui tentang WH-question?
Students' Problems in making WH-question	Sentence Construction	2. Apa yang anda ketahui tentang sentence construction?
		3. Kesulitan apa yang anda alami dalam membuat WH-question?
	Word Choice	4. Apakah anda sering melakukan kesalahan dalam pemilihan kata yang tepat dalam membuat WH-question? Jika ya, mengapa?
		5. Apa yang anda lakukan untuk mengatasi kesulitan dalam pemilihan kata yang tepat dalam membuat WH-question?
	Verb Form	6. Kesulitan apa yang sering anda temukan dalam menentukan kata kerja pada WH-question?
		7. Apa hubungan antara banyaknya kata kerja yang anda ketahui dengan ketepatan anda dalam membua WH-question?
	Tenses	8. Apa yang anda ketahui tentang tenses?
		9. Manakah tenses yang dirasa sulit saat membuat WH-question?
	Subject-Verb Agreement	10. Apa yang anda ketahui tentang subject-verb agreement?
		11. Apakah anda kesulitan dalam menentukan subject-verb agreement yang tepat dalam membuat WH-question? Jika ya, dimanakah letak kesulitannya?

Appendix 6: Raw Data – Students' Work

1. What is the text about?
   a. To describe place
   b. To tell about accident
   c. To inform about traffic jam
   d. To give information about city

2. Where traffic jam often occurs?
   a. Malaysia
   b. New York
   c. Singapore
   d. Myanmar

3. The main idea of the last paragraph is?
   a. Engines overheat. Motorists' tempers wear thin
   b. The traffic engineer to keep traffic moving at all
   c. Traffic control is the science of keeping traffic moving smoothly
   d. Traffic will increase as the number of cars all over the world grows

4. "...the use of signs and directional signals..."
   The underlines word means?
   a. Death
   b. Middle
   c. Warning
   d. Unnoticeable

5. The word "it" in the last sentence of the fourth paragraph refers to?
   a. City traffic
   b. Going to work
   c. The rush hours
   d. Returning home

Answer key

INTERVIEW TRANSCRIPT

Nama : Palga

NPM : 031117036

I : Interviewer

R : Respondent

I : Apa yang anda ketahui tentang WH-question?

R : Menurut saya WH-question adalah suatu pertanyaan yang menggunakan 8w+1h yaitu what, where, why, when, which, who, whose, whom, and how untuk bisa mendapatkan suatu informasi.

I : Apa yang anda ketahui tentang sentence construction?

R : Sentence construction adalah sebuah kata yang dipersingkat dengan membuang satu atau lebih huruf didalamnya.

I : Kesulitan apa yang anda alami dalam membuat WH-question?

R : Pertanyaan menggunakan kata which and whom

I : Apakah anda sering melakukan kesalahan dalam pemilihan kata yang tepat dalam membuat WH-question? Jika ya, mengapa?

R : Tidak sering tetapi terkadang keliru dari pertanyaan whose, which, whom.

I : Apa yang anda lakukan untuk mengatasi kesulitan dalam pemilihan kata yang tepat dalam membuat WH-question?

R : Lihat contoh di google dan menanyakan kepada teman.

I : Kesulitan apa yang sering anda temukan dalam menentukan kata kerja pada WH-question?

R   : Tidak ada.

I   : Apa hubungan antara banyaknya kata kerja yang anda ketahui dengan ketepatan anda dalam membuat WH-questio?

R   : Tidak, karna jika membuat sentences pake kalimat sederhana saja.

I   : Apa yang anda ketahui tentang tenses?

R   : Tenses adalah susunan kata dalam bahasa Inggris untuk menunjukkan waktu sekarang, masa depan, atau masa lampau.

I   : Manakah tenses yang dirasa sulit saat membuat WH-question?

R   : Past perfect continuous.

I   : Apa yang anda ketahui tentang subject-verb agreement?

R   : Kesesuaian antara subject dengan kata kerja dalam sebuah kalimat.

I   : Apakah anda kesulitan dalam menentukan subject-verb agreement yang tepat dalam membuat WH-question? Jika ya, dimanakah letak kesulitannya?

R   : Iya dalam menentukan singular plural.

INTERVIEW TRANSCRIPT

Nama   : Della

NPM   : 031117050

I   : Interviewer

R   : Respondent

I   : Apa yang anda ketahui tentang WH-question?

R   : Metode yang digunakan untuk mendapatkan informasi yang dibutuhkan.

I   : Apa yang anda ketahui tentang sentence construction?

R   : Susunan kata atau kalimat dalam satu kalimat atau paragraf that

   grammatically correct.

I   : Kesulitan apa yang anda alami dalam membuat WH-question?

R   : Pemilihan kata tang appropriate and polite, yet stimulating untuk

   mendapatkan jawaban yang diinginkan atau dibutuhkan.

I   : Apakah anda sering melakukan kesalahan dalam pemilihan kata yang

   tepat dalam membuat WH-question? Jika ya, mengapa?

R   : Jarang,

I   : Apa yang anda lakukan untuk mengatasi kesulitan dalam pemilihan kata

   yang tepat dalam membuat WH-question?

R   : Mencarinya dalam thesaurus.

I   : Kesulitan apa yang sering anda temukan dalam menentukan kata kerja

   pada WH-question?

R   : Kesulitan untuk menemukan kata kerja yang menstimulus untuk

   mendapatkan jawaban yang dibutuhkan.

I : Apa hubungan antara banyaknya kata kerja yang anda ketahui dengan ketepatan anda dalam membua WH-question?

R : Semakin banyak kata kerja yang saya ketahui, semakin banyak peluang saya untuk mendapatkan kata yang tepat dalam membuat 5w+1h question.

I : Apa yang anda ketahui tentang tenses?

R : Penggunaan kata atau kalimat berdasarkan waktu terjadinya.

I : Manakah tenses yang dirasa sulit saat membuat WH-question?

R : Future perfect continuous tense

I : Apa yang anda ketahui tentang subject-verb agreement?

R : Something like "right", persetujuan atas kalimat yang diucapkan

I : Apakah anda kesulitan dalam menentukan subject-verb agreement yang tepat dalam membuat WH-question? Jika ya, dimanakah letak kesulitannya?

R : Tidak

INTERVIEW TRANSCRIPT

Nama : Anggita

NPM   : 031117054

I   : Interviewer

R   : Respondent

I   : Apa yang anda ketahui tentang WH-Question?

R   : Menurut saya WH-question itu sama seperti 5w 1h

I   : Apa yang anda ketahui tentang sentence construction?

R   : Menurut saya itu tuh seperti kaya menempatkan suatu kalimat sesuai

          strukturnya seperti kalimat atau kata itu ditujukan sebagai apa dan

          ditempatkan dimana.

I   : Kesulitan apa yang anda alami dalam membuat WH-question?

R   : Kesulitan yang saya alami adalah ketika saya tuh bingung menyusun

          kalimatnya. Kaya misalnya kata ini tuh seharusnya ditaro dimana sih dan

          setelah kata apa.

I   : Apakah anda sering melakukan kesalahan dalam pemilihan kata yang

          tepat dalam membuat WH-question? Jika ya, mengapa?

R   : Iya, karna kadang bingung kalo tenses ini tuh kata yang pasnya yang

          Mana.

I   : Apa yang anda lakukan untuk mengatasi kesulitan dalam pemilihan kata

          yang tepat dalam membuat WH-question?

R   : Yang saya lakukan adalah bertanya kepada teman atau dosen dan

          meminta bantuan mereka untuk mengoreksi pertanyaan saya.

I   : Kesulitan apa yang sering anda temukan dalam menentukan kata kerja pada WH-question?

R   : Kesulitannya adalah di tenses nya. Jadi, ya suka bingung gitu. Ini pertanyaannya tuh pake tenses apa.

I   : Apa hubungan antara banyaknya kata kerja yang anda ketahui dengan ketepatan anda dalam membua WH-question?

R   : Menurut saya iya hubungannya sangat penting. Karna semakin banyak kosa kata yang saya punya, maka saya semakin bisa dan mudah untuk membuat WH-question yang baik dan benar.

I   : Apa yang anda ketahui tentang tenses?

R   : Setau saya, tenses itu adalah tata bahasa yang sesuai dengan waktu penggunaannya dalam suatu kalimat.

I   : Manakah tenses yang dirasa sulit saat membuat WH-question?

R   : Menurut saya tenses yang paling sulit adalah perfect continuous

I   : Apa yang anda ketahui tentang subject-verb agreement?

R   : Yang saya ketahui tentang itu adalah itu merupakan kesesuaian subjek dan verb dalam kalimat.

I   : Apakah anda kesulitan dalam menentukan subject-verb agreement yang tepat dalam membuat WH-question? Jika ya, dimanakah letak kesulitannya?

R   : Iya, saat menentukan kaya misalnya pas kalimat itu tuh sebenernya tuh plural atau singular.