

**CONSTRUCTING QUESTION SENTENCES IN SIMPLE PRESENT USING
WH-QUESTION BY ENGLISH DEPARTMENT STUDENTS
OF IAIN PALANGKARAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M/1439 H**

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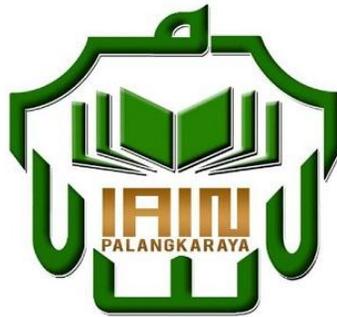
THESIS

Presented to

State Islamic Institute of Palangkaraya

in partial fulfillment of the requirements

for the degree of *Sarjana* in English Language Education



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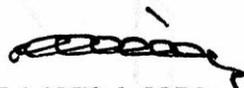
Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

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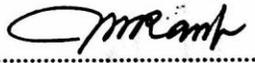
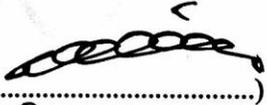
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MOTTO AND DEDICATION

“So, verily with the hardship there is relief. (*Q.S. Al-Insyirah: 5-6*).

This thesis is dedicated to:

My beloved Father, Mr. Muhammad Yusran and Mother, Mrs. Juraidah for their prayers, sacrifices and supports. And my beloved sisters Dwi Soraya, A.Md., Keb. and Sri Rahayu.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 14th, 2017

Yours Faith fully



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ABSTRACT

Ansyari, Rizki 2017. *Constructing Question Sentence in Simple Present Using Wh-Question by English Education Department Students of IAIN Palangkaraya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Hesty Widiastuty, M.Pd.

Keyword: Error Analysis, Question Sentence, Simple Present, Wh-Question.

The fundamental purposes of this study were to describe the types and causes of errors by the eighth semester students at constructing wh-question sentences. The research was conducted in State Islamic Institute of Palangka Raya for the English education department student who had passed the structure III. The types and causes of errors were analyzed by Dulay's theory but the data were also found by doing semi-structured interview.

The writer used qualitative research and descriptive approach supported by quantitative data. In collecting the data the researcher used some techniques, namely: (1) test and (2) interview. Then the researcher analyzed the data used several techniques, namely: (1) identifying errors, (2) describing errors, (3) explaining errors, (4) errors evaluation. The subjects of this study were 10 English education department students who had passed structure III.

The result of this study was as follows: (1) from 10 students, there were 149 errors at constructing question sentence in simple present using wh-question. The errors were divided in 4 types of errors. There were 108 (73 %) misformation error, 24 (16 %) omission error, 12 (8 %) misordering errors 5 (3 %) addition errors. The interview result also strengthen the test result by showing 9 (90 %) difficulties in tenses, 7 (70 %) difficulties in auxiliary verbs, and 5 (50 %) difficulties in differences between L1 and L2. The common types of errors occurred by the eighth semester students of English education department of IAIN Palangka Raya is misformation, and the common causes of errors based on interview occurred by the eighth semester students is tenses problems.

ABSTRAK

Ansyari, Rizki 2017. *Pembuatan Kalimat Tanya dalam Simple Present menggunakan 5W+1H oleh Mahasiswa Pendidikan Bahasa Inggris IAIN Palangkaraya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (II) Hesty Widiastuty, M.Pd.

Kata Kunci: Analisis Kesalahan, Kalimat Tanya, Simple Present, 5W + 1H.

Tujuan penelitian ini adalah untuk mendeskripsikan jenis dan penyebab dari kesalahan – kesalahan para siswa dalam membuat kalimat tanya 5w + 1h. Penelitian ini dilaksanakan di IAIN Palangka Raya ditujukan kepada mahasiswa pendidikan Bahasa Inggris yang telah lulus structure 3. Jenis dan penyebab kesalahan – kesalahan mahasiswa dianalisis dengan teori Dulay, namun penelitian ini juga ditambah dengan melakukan wawancara semi-terstruktur.

Penulis menggunakan penelitian kualitatif dengan pendekatan deskriptif juga didukung oleh data kuantitatif. Dalam proses pengumpulan data peneliti menggunakan beberapa teknik yaitu (1) test dan (2) wawancara. Kemudian peneliti menganalisa data dengan menggunakan beberapa teknik, yaitu (1) mengidentifikasi kesalahan, (2) mendeskripsikan kesalahan, (3) menjabarkan kesalahan, dan (4) evaluasi kesalahan. Adapun subjek dalam penelitian ini yaitu berjumlah 10 mahasiswa yang telah lulus mata kuliah structure III.

Hasil penelitian ini adalah sebagai berikut: (1) dari 10 mahasiswa yang menjadi sampel penelitian terdapat 149 kesalahan – kesalahan dalam membuat kalimat tanya dimasa sekarang dengan menggunakan kalimat tanya 5w + 1 h. Kesalahan – kesalahan tersebut terbagi menjadi 4 jenis kesalahan. Terdapat 108 (73 %) kesalahan dalam kesalahan bentuk, 24 (16 %) kesalahan penghilangan, 12 (8 %) kesalahan pengurutan, 5 (3 %) kesalahan penambahan. (2) Hasil interview memperkuat hasil tes tertulis dengan menunjukkan 9 (90 %) kesulitan dalam tenses, 7 (70 %) kesulitan dalam urusan kata kerja bantu, dan 5 (50 %) kesulitan dalam perbedaan antara bahasa Ibu dan bahasa Inggris. Jenis kesalahan yang paling sering dilakukan mahasiswa Pendidikan Bahasa Inggris IAIN Palangka Raya adalah kesalahan bentuk kalimat, dan penyebab kesalahan paling sering terjadi berdasarkan hasil wawancara adalah permasalahan tenses.

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His appreciation is addressed to:

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Amin.

Palangka Raya, October 27, 2017
The writer,

Rizki Ansyari
NIM. 1201120770

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LIST OF ABBREVIATIONS

- IAIN : Institut Agama Islam Negeri (States of Islamic Institute)
- WH : Question Words (What, Who, Why, Where, When, and How)
- L₁ : Mother Tongue (Bahasa Indonesia)
- L₂ : Foreign Language (English)

CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, research problems, objectives of the study, scope and limitation, significance of the study, definition of key terms and the framework of the study.

A. Background of the Study

English, according to its essence as a system, had an order pattern includes its sub-systems such as phonology, morphology, syntax, semantic and also pragmatic. Pragmatic learns the use of language with its aspects as verbal communication media for people (Siminto, 2013, P.14).

Using English as foreign language was obviously necessary in Indonesia (Kartika, 2009, P. 7). Its base function as the language of the world had made Indonesian generation to strengthen their ability in using English as the requirement in studying or teaching.

However, people could not learn language without first systematically committing errors. They defined errors as incorrect uses of language due to misperception (Sargeant, 2007, P.99). Error indicated to teacher and curriculum developers which part of the second language students had most difficulty in producing well and which error types detract most from a learners' ability to communicate effectively.

Nowadays in English learning especially in Indonesia, the study of the eighth semester students' errors was a common thing which would always be conducted. It would help the teacher find out the pattern of the error and its solution as well. The errors provided data from which inferences about the nature of English learning process can be made.

English language teaching covered four language skills (Eastwood, 2002, P.16). They were listening, speaking, reading and writing. And before mastering them, the eighth semester students obviously had to master grammar as language component. Because grammar was an important foundation for constructing or understanding English well.

Grammar was one of important components that Indonesian should master it to avoid the error of using English in written form. The right meaning of words, grammatically correct spelling and correct syntax and grammar contractions must be acquired in order to attain a good penmanship (Namara, 2000, P.41). In grammar, there were so many rules could be learnt especially at making sentences. Sentence rules guided the learners for producing words properly and comprehending them well.

Basically, English had three major sentence categories. They were affirmative, negative and interrogative forms. Affirmative form was used to express a positive statement, negative form was used to express a denial or not doing something, and

interrogative one was used to express a question that generally used question words such as question words or yes / no question.

One of most important sentence type was interrogative sentence, this form led the eighth semester students for thinking critically about something that should have or would be taught. The ability in making interrogative sentence was also the measurement of how good the eighth semester students' responses to an information substantively.

Question words was kind of interrogative sentences. The nature of question words was asking some information more detail than other interrogative forms. It could ask about place, subject, time, reason, the procedure etc. In fact, based on researcher's pre observation. 3 from 5 random the eighth semester students of English education study program in State Islamic Institute of Palangka Raya had some problems in making question sentences using WH question. In an interview the writer found that some factors come from the differences between L1 and L2 rules such as addition, omission, misformation, misordering.

Kartika (2009, p.54) found the most error was misformation with the frequency of 260 (61.4 %). The second was misordering; 71 (16.7 %), the third one was addition; 50 (11.8%). The fewest error was omission; 42 (9.92%). This research would be so interesting because some of the eighth semester students would still have any difficulties in constructing question sentences in simple present tense using WH

question. The researcher would tend to define, analyze and describe the difficulties, factors and solution for that problems.

For addition, because this study described only the basic ability of constructing question words, so the tense that would be matched with this study was the basic tense which most used in daily, simple present tense.

Based on those statements, the researcher was excited in conducting a study entitled **“CONSTRUCTING QUESTION SENTENCES IN SIMPLE PRESENT USING WH QUESTION BY ENGLISH STUDENTS OF IAIN PALANGKARAYA”**.

B. Research Problem

Based on the previous background of study, the researcher stated the problem of study as follows:

1. What were the error types at constructing question sentences in simple present using WH question made by the eighth semester students of English education study program?.
2. What were the causes of error at constructing question sentences in simple present using WH question?.

C. Objective of the Study

1. To describe the error types at constructing question sentences in simple present using WH question made by the eighth semester students of study program of English education of IAIN Palangka Raya.
2. To describe the causes of error at constructing question sentences in simple present using WH question.

D. Scope and Limitation

This study was limited only to describe the types and the causes of errors of the eighth semester students of English education study program of State Islamic Institute of Palangka Raya who passed structure III class in constructing question sentences in simple present using WH question. The subject would be only the eighth semester students of English education study program in State Islamic Institute of Palangkaraya.

E. Significance of the Study

There were two significances in this study as follows:

The theoretical of the study was to develop the science of language in grammar material especially in constructing question sentences in simple present using WH question by Indonesian students. The results of the study might show some difficulties in learning question sentences in simple present using WH question faced by the eighth semester students of English Education Study Program in State Islamic Institute of Palangkaraya.

The practical significants of this study were expected to help lecturer in conducting English lesson plan more effective and also help the eighth semester students to learn question sentences in simple present using WH question easily. It was hoped to describe students' language component mastering, especially in grammar.

It was also expected to give some benefits or some contributions in learning question sentences in simple present using WH question and improve the eighth semester students' whole language skills and components.

F. Definition of Key Terms

1. Question Sentence: interrogative sentence was a group of words that formed grammatical unit in complete thought which was related to the communicative function of asking question (Sargeant, 2007, P.18).
2. WH question: Question words is a word used to ask something that has not been clear yet of for having words with others (Sargeant, 2009:74). It included *why, who, when, where, what, which, whose, whom, how, how many, how much*.
3. Simple Present: Tenses that tell you when the action happens. If the action happens regularly, sometimes or never, use the simple present tense (Sargeant, 2007, P.58).

4. Error Analysis: Brown (2000, P.28) states the fact that learners do make errors, and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners' errors, called error analysis.

G. The Frameworks of The Study

Chapter I : This chapter was consisted of background of the study, research problem, objective of the study, assumption of the study, scope and limitation, significants of the study, definition of key terms, and frameworks of the study.

Chapter II : This chapter discussed the previous study related to the question words and simple present.

Chapter III : This chapter included research design, approach and types of the study, place and time of the study, the technique of collecting the data, the instrument of the study, the technique of data analysis.

Chapter IV : This chapter included the data presentation, research findings and discussions.

Chapter V : This chapter included the conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There were some previous studies which concerned about error analysis. Those study were trying to identify and describe error students' errors in spesific perception.

Those studies were:

Kartika (2009, P.52) found the most error was misinformation with the frequency of 260 (61.4 %). The second was misordering ; 71 (16.7 %), the third one was addition ; 50 (11.8%). The fewest error was omission ; 42 (9.92%). The highest cause of students' errors in applying question words was related to wrong concept of hypothesized ; 325 (76.4%). The second was over generalization ; 56 (13.2%). The lowest one was incomplete application of rule ; 42 (9.92%).

Anis (2012, P.5) found the first error was omission with 20 % frequency, the second was addition ; 17 %, the third was grammatical morphemes with 15 %, the forth was double marking ; 14 %, and the fewest error frequency was misinformation ; 10 %. The research also found the causes of errors which the highest was intralingual errors by 30 %, the second was other errors ; 27%, the third was interlingual errors by 23% and the last one was developmental errors by 20%.

Hammerly cited in Nabifar (2011, p.7) stated one of biggest errors is mother tongue. An individual's mother tongue is a means for a person to participate in the social lives. Another influence of mother tongue is that it causes the reflection and learning of successful social pattern of acting, speaking and writing.

In this study, the researcher had similarities on investigating the types of error and the causes affect them. The researcher also had different focus of the study. The writer's study only focused on constructing question sentences in simple present using WH question by the eighth semester students of State Islamic Institute of Palangka Raya

B. Sentence

A sentence is a group of words that expressed a complete thought, sentences always had a subject and a verb (Sargeant, 2007, P.188). Sentence structure might ultimately be composed of many parts, but remember that the foundation of each sentence was the subject and the predicate. The subject is a word or a group of words that functions as a noun; the predicate is at least a verb and possibly includes objects and modifiers of the verb" (Robbins, 2007, P.4). Based on definitions above, the writer concluded that sentence was a collective and complete thought which was grammatically constructed.

C. Interrogative Sentence

An interrogative asks a question (Sargeant, 2007, P.188). The writer concluded that interrogative sentence was a group of words that formed grammatical unit in complete thought which was related to the communicative function of asking question.

The pattern of sentence was:

Affirmative : Subject + Verb + Object/Complement

E.g : Rani reads a book

Negative : Subject + Auxiliary + not + Verb + Object/Complement

E.g : Rani does not read a book

Interrogative : Auxiliary + Subject + Verb + Object/Complement

E.g : Does Rani read a book?.

D. The Nature of Question Words

Question words was a question to ask about specific qualities, times, places, people, etc. Use the question words what which who (sometimes whom) whose, when, where, and how to ask for information. The verbs be, have and do, and helping verbs such as can, will and should are also used in questions (Sargeant, 2007, P.118).

Here were some examples of Question words:

Table 1.1
Examples of Question Words

STATEMENT	QUESTION				
	WH	Auxiliary	Subject	Not	
Paula was dancing	What	Was	Paula		Doing?
Andrew is crying because..	Why	Is	Andrew		Crying?
Andrew does not come because..	Why	Does	Andrew	Not	Come?

E. Simple Present Tense

1. The Definition of Simple Present Tense

Tenses that tell you when the action happens. If the action happens regularly, sometimes or never, use the simple present tense (Sargeant, 2007, P.58).

E.g:

We always wash our hands before meals.

Joe sometimes lends me his bike.

Dad jogs in the park every day.

We often go to the movies on Saturday.

F. Errors

Errors is defined as incorrect uses of language due to misperception (Namara, 2000, P.41). They were those parts of conversation or composition that delicate from some selected norm of mature language performance.

The writer concluded that errors were the learners' deviations which caused by the result or the first language interference in learning the target language. The deviations were both in speech and writing.

G. Error Analysis

Error Analysis (EA) was defined as the technique of identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and procedures provided by linguistics (Crystal, 2003 P.165).

Brown (2000, P.218) states the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners' errors, called error analysis. From those explanations Error analysis was the procedure to observe, to analyze, and to classify about the language errors made by L2 learners' speech and learners' writing.

H. Error Types Based on Linguistic Category

The types of error in this study was based on surface strategy taxonomy. Jiang (2009, P.142) states many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classified errors according to either or both the language component and the particular linguistic constituent the error affects.

Language components included phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

Constituent included the elements that comprised each language component. For example, within syntax one might ask whether the errors in the main or subordinate clause; and within a clause, which constituent was affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

Many researchers used the linguistic category taxonomy as a reporting tool which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add the description of errors provided by other taxonomies.

I. Surface Strategy Taxonomy

Surface strategy taxonomy was used to analyze the problems of students in using question words at simple present tense. Surface strategy taxonomy highlights the ways of surface structured was alerted: learners might omit necessary items or add unnecessary ones; they may misform items or misorder them. The types of error above was explained as follows:

1. Omission

Omission errors were characterized by the absence of an item that must appear in a well-formed utterance. Although any morphemes or word in a sentence is a potential candidate for omission, some types of morpheme were omitted more than others.

Content morphemes or major constituents carried the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example:

Philip is the chief of this committee.

The word *Philip, the chief, this committee* were the morpheme contents that carry the burden of the meaning. If one heard

Philip the chief of this company.

One could deduced a meaningful sentence, while one heard

Is the of this

One could not even begin to guess what the speaker might have meant.

Is, the, this and *of* are grammatical morphemes, those little words that play a minor role in conveying the meaning of a sentence. They include noun and verb inflections (the *-s* in *birds*, the *-s* in *Mother's*, the *-ed* in *locked*, the *-ing* in *laughing*, etc.); articles (*a, the*, etc.); auxiliary verbs (*is, will, can, do, did*, etc.)

2. Addition

Addition errors were the opposite of omissions. They were characterized by the presence of an item which must not appear in well-formed utterance. The types of the addition errors had been observed in the speech of both L₁ and L₂ learners: double markings, regularizations, and simple additions.

a. Double Markings

The failure to delete certain items which were required in some linguistic constructions, but not in others. In a sentence where an auxiliary was required in addition that the main verb, the auxiliary, not the main verb, took the tense. Learners who had acquired the tense form for both auxiliary and verb often place the marker on both.

For example :

She does not plays well. (incorrect)

She does not play well. (correct)

I didn't ate that bread. (incorrect)

I didn't eat that bread. (correct)

Because two items rather one marked for the same feature (tense, in these examples), this type of addition error had been named double marking.

b. Regularization

Regularization was a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class were expectations to the rule. For example, the verb eat did not become eaten, but ate; the noun sheep was also sheep in the plural, not sheeps.

c. Simple Addition

Simple addition errors were the presence of an item which should not appear in a well-formed utterance. Simple addition errors were the “grab bag” subcategory of additions. If an addition error was not one of double marking or regularization, it was automatically called a simple addition.

For example :

The fishes does not talk. (incorrect)

The fish don't talk. (correct)

In here, I will.. (incorrect)

Here, I will. (correct).

3. Misformation

Misformation errors were characterized by the use of *the wrong form of the morpheme or structure*. While in omission errors the item was not supplied at all, in other hand misformation errors supplied something but it was incorrect.

For example:

The dog eated the chicken.

A past tense marker was supplied by the learner; however it was not in the right form.

As in case of additions, misformations were not usually random. Thus far, these types of misformation had been prequently reported in the literature: (1) regularization (2) archi-forms (3) alternating forms.

a. Regularization Errors

That fall under misformation category were those in which a regular marker was used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

b. Archi-forms

The selection of one member of a class of forms to represent others in the class was common characteristic of all stages of second language acquisition. For example, a learner might temporarily select just one of the English demonstrative adjectives *this*, *that*, *these* and *those*, to do the work for several of them.

c. Alternating forms

As the learners' vocabulary and grammar grow, the use of archi-forms often gave way the apparently fairly free alternation of various members of a class with each other.

For example:

Those dog (incorrect).

That dog (correct).

4. Misordering

Misordering errors were characterized by the incorrect placement a morpheme or group of morphemes in an utterance. For example:

He is all the time late (incorrect).

He is late all the time (correct).

Misordering errors occurred systematically for both L_1 and L_2 learners in constructions that had been acquired, specifically simple (direct) and embedded (indirect) question. For example:

Why Martha is crying? (incorrect).

Why is Martha crying? (correct).

J. Comparative Taxonomy

The classification of errors in a comparative taxonomy was based on comparison between the structure of L_2 errors and certain other types of construction. In the research literature, L_2 errors had most frequently been compared to errors made by children learning the target language as their first language and phrases or sentence in the learners' mother tongue. These comparisons had yielded the major error category in taxonomy: development error and interlingual error. Two other categories that had been used in comparative analysis taxonomies were derived from the first two: ambiguous errors, which were classifiable as either developmental or interlingual: and, of course, the grab bag category, other, which are neither.

1. Developmental Errors

Developmental errors were errors similar to those made by children learning target language as first language.

She throw it.

The omission of the article and the past tense marker might be classified as developmental because these were also found in the speech of children learning English as their first language.

2. Interlingual Errors

Interlingual errors were similar in structure to a semantically equivalent phrase or sentence in the learners' native language. For instance :

The bird lovely (incorrect).

The lovely bird (correct).

The term *interlingual* was chosen instead of the equally common labels *interference* or *transfer* because *interlingual* seemed to be connotation. Terms such as *interference* and *transfer* imply, at least to some, certain explanations of these errors; for example, that the learners' native language somehow automatically interfered with the learning of the L₂, or automatically "transfer" the learners' developing L₂ system.

3. Intralingual Errors

According to Richard in Dulay Intralingual Errors are those which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions which rule apply. In addition, Lococo states in Dulay intralingual errors occur when L₁ does not have rule which L₂ has; the learner applies an L₂ rule, producing an error (Brown, 2000, P.143).

4. Other Errors

Few taxonomies were complete without a grab bag for items that did not fit into any other category. For example:

She do hungry

The speaker used neither his native Spanish structure (the use for is as-in She have hungry), nor a L₂ developmental form such as She hungry where the auxiliary is omitted altogether such as an error would go into the other category (Brown, 2000, P.172).

K. Cause of Errors

Corder in Siti Khadijah states there are three major cause of errors; mother tongue interference, over generalization, and error encouraged by teaching material or method (Humri, 2013, P.20).

1. Mother Tongue Interference

Although young children appeared to be able to learn a foreign language quite easily and to reproduce new sound very effectively, older learner had experience difficulty. The sound system (phonology) and the grammar of the first language imposed themselves on the new language and this led to a “foreign pronunciation” faulty grammatical pattern and occasionally to the wrong choice of vocabulary.

2. Over-generalization

The mentalist theory claimed that errors were inevitable because they reflected various stages in the language development of learner. It claimed that the learner processed new language data in his mind and produces rule for its production based on the evidence. Some over-generalization was signed by:

- a. Over generalization generally involved the creation of one deviant structure in place of two regular structures.

For example : It is depend

She is pull it

It might be the result of the learner reducing his linguistic burden, with the omission of the third person –s.

- b. Over-generalization was associated with redundancy reduction, for example the –ed marker, in narrative or in other past context often appeared to carry no meaning. On sentence he play football yesterday it as cleared, the word “played” does not have meaning anymore because there was phrase “yesterday”.

3. Errors encouraged by teaching material or method

Errors could appear to be induced by teaching process itself and error was an evidence of failure of ineffective teaching or lack control. If material was well chosen, graded and presented with meticulous care, there should never be error. Conder in Humri stated it was however, not easy to identify such error except in conjunction with a close study of the material and teaching technique to which the learner has been exposed. This is probably why so little is known about them (Humri, 2013, P.20).

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Arikunto (2006, P.51), research design is plan or setting. This is made by the researcher as the orientation that would be conducted. It meant that in research the researcher needed to decide the design as a plan which would be applied in a researcher related to the research objectives. Qualitative methodology lends itself to multiple meanings and interpretations (Ary, 2001, P.77). The focus of inquiry in qualitative research was the use of participants' voices.

The study was content analysis research. Content analysis focused on the characteristics of materials and asked "what meaning is reflected in these?" content or document analysis was a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material such as textbooks, newspaper, web pages, speeches, advertisements or any other types of documents.

Content analysis might be done in an emergent design framework, or they might be done in a research framework with variables those were specified a priori and numbers which are generated to enable the researcher to draw conclusions about these specified variables (Ary, 2010, P.457).

Based on those statements the researcher chose content analysis as his research design by using qualitative approach and supported by quantitative data.

B. Subject and Object of the Study

The subject of this study was included by 10 students of English education study program. They were chosen because they had finished their structure III and they were still noted as active students who have not finished their studies yet..

The first object of study would focus on their sentence translation test results and interview for searching any arguments for their problems at composing question sentences in simple present tense using WH questions.

C. Source of the data

In this research, the writer would collect data from eighth semester students in IAIN Palangka Raya. Especially they who had taught and learned about structure III and constructing question sentences in simple present tense using WH question.

D. Research Instrument

Instruments of the study were needed in the research. It was because the instruments were tools to get the data of the study. In which the data are the important things to help the researcher in answering the problem of the study (Yuliani, 2017, p. 25). In collecting the data for this research, the researcher used translation test and interview to obtain the data in order to answer the problem. Instruments of the study from subject research were:

1. Test

Related to Ary cited by Sukardi (2003, P.137) states a test is a set of stimuli presented to individual in order to elicit responses on the basis of numerical number can be assigned. Ibnu Al Duais cited in Arikunto (2007, P.51) states that sentence translation approach is the test that focuses on translation and grammar structures mainly form and phonetic form as well. Those tests were designed as an approach to some extent bias culture and literature involvement.

Based on those statement the researcher used test as the instrument, and the test was essay-translation approach to find some cultural factors that might included in students' grammar structure.

In this study, the primary data was the objective test consisted by 20 items. The test was composed by 20 essay test items. The first 10 sentence translation test items were consisted by 10 Indonesian interrogative sentences using WH question in positive which should be translated into English.

The second 10 sentence translation test items were consisted by Indonesian interrogative sentences using WH question in negative which should be also translated in English. It was made and applied by concerning to the study, contains 10 items for question sentences using WH questions in simple present tense and 10 items for question words + *not* sentences in simple present tense as well.

Table 3.1
The details of the translation test

No	The sentences to be translated	Kinds of WH-Question
1.	Kenapa kamu terlambat? (n)	Why
2.	Sepatu siapa dilemari itu? (n)	Whose
3.	Siapa yang meminjam buku saya? (v)	Who
4.	Seberapa jauh sekolah dari rumahmu? (n)	How far
5.	Berapa buah sepeda yang kau beli? (v)	How many
6.	Bagaimana dia berangkat ke pesta ulang tahunmu? (v)	How
7.	Bagaimana kelihatannya penampilanku? (n)	How
8.	Warna apa yang dia benci? (v)	What/which
9.	Berapa banyak uang yang Andri curi dari dompetmu? (v)	How much
10.	Nadia bicara dengan siapa? (v)	Whom
11.	Kenapa kamu tidak bermain sepakbola dengan kami? (v)	Why + not
12.	Apa yang tidak Indri suka dari buku ini? (v)	What + not

13.	Siapa yang tidak senang dikelas ini? (n)	Who + not
14.	Kapan kau tidak punya jadwal latihan band? (v)	When + not
15.	Bagaimana bisa Ari tidak bergabung dengan kalian? (v)	How can + not
16.	Siapa yang tidak ingin bergabung dengan kegiatan ini? (v)	Who + not
17.	Kenapa Cintia selalu tidak senang jika bertemu denganmu? (n)	Why + not
18.	Dimana satpam itu tidak memperbolehkan kita untuk parkir? (v)	Where + not
19.	Jenis film apa yang tidak Irfan suka? (v)	What + not
20.	Kenapa harga mobil ini tidak lebih murah? (n)	Why + not

2. Documentation

In this study, documentation finding were from documents or archives from institute careful research (Nasution, 2003,p. 143). Documentation was documents required for something or providing evidence or proof of something (Hornby, 2005, p. 342). They were the pictures of subjects when doing translation tests and when the researcher interviewed the subjects.

3. Interview

Interviews are methods of gathering information through oral quiz using a planned core question (Thomas, 2010, P. 291). In-depth interview could be defined as qualitative research technique which involves conducting intensive individual interview with a small number of respondents to explore their perspectives on a a particular idea, program or situation (Weir, J. 2005, P.32). To gain a detailed depiction of participants' perspectives related to their test experiences. This interview will be set structuredly and using recorder.

Table 3.2

The interview guideline

No	Interview question	Expected answers
1.	Who are your structure lecturers?	Name of lecturers
2.	Can you mention what are WH question and their functions?	Name and the explanation of its function
3.	Do you prefer being taught full English, full Bahasa or both combined mixed?	The language used in the class
4.	What do you think about the condition of your class when you were being taught in structure especially at WH question?	The feedback in the class

5.	What do you think your difficulties at making question using WH question are?	The types and causes of error at constructing Wh-question
6.	What do you suggest for younger students to master structure especially at WH question?	The suggestion

E. Data Collection Procedure

The technique of data collection would the best steps to collect the data were a need in this research. This research will be also supported by quantitative data that comes from essay translated that will be done by students and will be collected by editing, coding and scoring.

Table 3.3

Research Instruments

No	Research Instrument	Data needed for the study
1.	Sentence translation test	- Students' answer sheets
2.	Interview for students	- How to response lecturer's explanation - The problem in constructing question sentence using wh-question

3.	Documentation	<ul style="list-style-type: none"> - Amount of the eighth semester students - The results of sentence translation test, the transcript of interview - The personal information - Photos
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1. Editing

Editing would be done to check the numbers of students, the completeness of the instruments of the study and the eighth semester students' answer sheet.

2. Coding

The second step was giving the codes to exchange the eighth semester students' name. Each of answer sheets was replaced by roman script, for instance S1, S2, S3 and the like.

3. Scoring

Scoring would be done to measure students' answer sheets based on the key answer. While the formula that would be used for scoring the eighth semester students' answer sheets was as follow:

$$S = \frac{n}{N} \times 100$$

Where:

S = Students Score N = Total item

n = Correct answer 100% = Constant multiplier

Table 3.4

Scoring Rules (Pedoman Akademik STAIN Palangka Raya, 2012, P.16).

Nilai Angka	Nilai Huruf	Bobot Nilai	Predikat
80-100	A	4	Amat Baik
70-<80	B	3	Baik
60-<70	C	2	Cukup
50-<60	D	1	Kurang
0-<50	E	0	Gagal

4. Tabulating

It would be done to arrange students' scores into the table of distribution score.

5. Interviewing

Interview would be designed to find the error's causes deeply, it would be done directly to the eighth semester students after doing the test. It was planned to know the reason that came when they composing question words.

F. Data Analysis Procedure

Content analysis was used to analyze the data of the research finding. According to Ary Donald (2006, P.458), there are six steps to illustrate the steps involved in a content analysis. They are:

1. Specifying the phenomenon to be investigated.

This step was used to specify the phenomenon being investigated of the study. They were the problems of the eighth semester students in using question words in simple present tense.

2. Selecting the media from which the observations are made.

The media that would be being used in this study is the test.

3. Formulating exhaustive and mutually exclusive coding categories.

The problems of the eighth semester students were separated to be some categories based on the indicator of the test. They were constructing question words in simple present tense.

4. Deciding on the sampling plan to be used.

The sampling was consisted to two. The first one was question words, in simple present tense.

5. Training the coders

The instrument test that would be tried out to the eighth semester students (coders) for seeking the frequencies and percentage of problems of the eighth semester students using question words in simple present tense.

6. Analyzing the data.

The data that would be analyzed was the frequency and percentage categories. The formula for the frequency and percentage categories as follows:

$$P = \frac{F}{N} \times 100$$

Where:

P = data percentage

F = frequency of answer

N = total of respondent. (Anas Sudijono, 2007:40).

G. Data Endorsement

The relevant data were observed and investigated by the writer. There are four techniques to get validity of the data, namely credibility, transferability, dependability, and conformability. (Sugiyono, 2007, p. 366).

1. Credibility

The credibility of qualitative research was to test the credibility of the data or the reliability in the data results of the research.

The success exploring a complex issue or benefiting towards the data results of the research. In this study, writer tested the credibility of the data or the reliability of the data results of the research, the researcher did some testing techniques, among others, with the extent of giving sentence translation test to the eighth semester students of English education study program of IAIN Palangka Raya..

a. The Existence of students responses

The existence of the eighth semester students responses was by doing test and interview with the data sources that ever met neither new ones. In this case the researcher returned to the field to check out the data, whether the data was correct or not.

b. Triangulation

It would examine the creability of data by examining of the data to the source of data by observation, questionnaires, interview, and documentation. Trianguation was qualitative cross-validation. It assessed the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. (Sugiono, 2007, p. 372).

2. Transferability

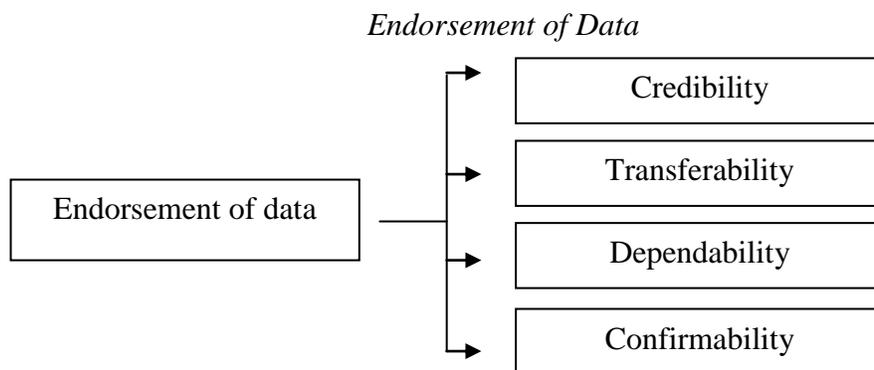
Transferability was external validity which indicated the degree of permanence or could apply the research results to the population in which the samples were taken. This transfer value related to the question until the results of the research could be applied or used in any situations.

3. Dependability

Dependability was a test with the audit to the overall research process. Researcher often did not the process of research field, but it could provide the data. From the explanation above, researcher showed the evidences of the field activity starting from decisive focus, time of gaining the data, how to specify a data source, how to conduct data analysis, and made the conclusion.

4. Conformability

Conformability was the of objectivity in research. The research judge was objective when the research result had been agreed by a lot of people.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discussed the result of the study. It consisted of data finding and discussion. In data finding the research displayed the data which was found in the field and in discussion the researcher explained the type of error at constructing question sentences in simple present using wh-question.

A. Data Presentation

In the study, the research conducted an sentence translation and an semi-structured interview for the eighth semester students of English education department of IAIN Palangka Raya. The writer used essay translation test for 10 students to analyze the problems that might be included when the eighth semester students construct question sentences in simple present using wh-question.

Then, to find the causes of the errors the writer checked the results of the eighth semester students' test and did the interview as well. The interview asked about the causes of error that might students feel without checking the eighth semester students' answers. This interview helped the researcher to categorize the causes of errors.

A summary of errors committed by the eighth semester students were shown in the following examples:

1. Omission

From the eighth semester students' sentence translation tests the researcher found some of omission errors. They were divided into several types of omissions; omission of do/does and other auxiliary such as *is/am/are* in interrogative sentences.

Table 4.1

Omission error types

No	Students' code	Original Text	Key Answer Test	Types of Error
1.	A1	Whose shoes on that cupboard?	Whose shoes are in that cupboard?	Omission
2.	A1	How far the school from your home?	How far is your school from your house?	Omission
3.	A1	How many bicycle you buy?	How many cycles do you buy?	Omission
4.	A2	How many bikes you buy?	How many cycles do you buy?	Omission
5.	A3	Whose shoe on the cupboard?	Whose shoes are in that cupboard?	Omission
6.	A4	How far the school form your home?	How far is your school from your house?	Omission
7.	A4	Why you late?	Why are you late?	Omission

8.	A4	Why Cintia always not happy if see meets you?	Why is Chintia always not happy if she meets you?	Omission
9.	A5	Whose shoes on the cupboard?	Whose shoes are in that cupboard?	Omission
10.	A5	How far the school from your home?	How far is your school from your house?	Omission
11.	A6	Why Cintia always not happy if meeting ?	Why is Chintia always not happy if she meets you?	Omission
12.	A7	Whose shoes in that cupboard?	Whose shoes are in that cupboard?	Omission
13.	A7	How many bikes you buy?	How many cycles do you buy?	Omission
14.	A8	How far the school from your home?	How far is your school from your house?	Omission
15.	A8	How many bicycle you buy?	How many cycles do you buy?	Omission
16.	A9	Whose shoes in cupboard?	Whose shoes are in that cupboard?	Omission
17.	A9	How far your school from home?	How far is your school from your house?	Omission

18.		What color you hate?	Which/what color does he/she hate?	Omission
19.	A9	How much money that Andri steal?	How much money does Andri steal?	Omission
20.	A9	What Indri hate from this book?	What does Indri not like from this book?	Omission
21.	A9	Why Cintia always upset if meet you?	Why is Chintia always not happy if she meets you?	Omission
22.	A9	Why this car price not cheaper?	Why is this car's price not cheaper?	Why this car price not cheaper?
23.	A10	Why is Cintia always not happy if meets you ?	Why is Chintia always not happy if she meets you?	Omission
24.	A10	Why is this car not cheaper?	Why is this car's price not cheaper?	Omission
Total				24 Errors

2. Addition

The researcher also found several types of addition errors; Addition errors were the opposite of omissions. They were characterized by the presence of an item which must not appear in well-formed utterance, adding unnecessary *s/es* in interrogative forms which had been signed by *do/does* as the auxiliary verb for simple present.

Table 4.2

Addition error types

No	Students ' code	Original Text	Key Answer Test	Types of Error
1.	A4	Why don't you playing football with us?	Why do you not play football with us?	Addition
2.	A6	Why don't you playing football with us?	Why do you not play football with us?	Addition
3.	A8	Why don't you playing football with us?	Why do you not play football with us?	Addition
4.	A9	Where does the security do not forbid us to park?	Where does the security not allow us to park?	Addition
5.	A10	Who does borrows my book?	Who borrows my book?	Addition
Total				5 Errors

3. Misformation

This type of errors was the highest numbers found in this research. Some students used other tenses when the researcher stated during the test that the sentence translation test will be only in simple present. Kinds of simple future, simple past even perfect were still used by students shen doing the test.

Table 4.3

Misformation error types

No	Students' code	Original Text	Key Answer Test	Types of Error
1.	A1	Why do you late?	Why are you late?	Misformation
2.	A1	Who is borrowing my book?	Who borrows my book?	Misfromation
3.	A1	How can she going to your birthday party	How does he/she go to your birthday party?	Misformation
4.	A1	How is my fashion it seems?	How do I look?	Misformation
5.	A1	How much the money steal from your wallet?	How much money does Andri steal from your wallet?	Misformation
6.	A1	With whom Nadia speak?	Whom does Nadia speak with?	Misformation
7.	A1	Why don't you playing	Why do you not play	Misformation

		football with us?	football with us?	
8.	A1	Who don't happy in this class?	Who is not happy in this class?	Misformation
9.	A1	How can Ari don't join you?	How can Ari not join you?	Misformation
10.	A1	Who don't want join this activity?	Who does not want to join this activity?	Misformation
11.	A1	Why Cintia always not happy if meeting?	Why is Chintia always not happy if she meets you?	Misformation
12.	A1	Where is that satpam not allowing us to park?	Where does the security not allow us to park?	Misfromation
13.	A1	What kind of film that Irfan don't like?	What kind of movie does Irfan not like?	Misformation
14.	A1	Why the price of this car don't more cheap?	Why is this car's price not cheaper?	Misformation
15.	A2	Shoes in that cupboard who would it be?	Whose shoes are in that cupboard?	Misformation
16.	A2	Who borrowed my book	Who borrows my book?	Misformation
17.	A2	How he went to your birthday party?	How does he/she go to your birthday party?	Misformation

18.	A2	How it looks like my appearance?	How do I look?	Misformation
19.	A2	What color he hates?	Which/what color does he/she hate?	Misformation
20.	A2	How much money is stolen from Andri's wallet?	How much money does Andri steal from your wallet?	Misformation
21.	A2	With whom Nadia speak?	Whom does Nadia speak with?	Misformation
22.	A2	What is not liked by Indri from this book?	What does Indri not like from this book?	Misformation
23.	A2	How come Ari can't join you?	How can Ari not join you?	Misformation
24.	A2	Who wouldn't want join this activity?	Who does not want to join this activity?	Misformation
25.	A2	Why Cintia always upset if seeing you?	Why is Chintia always not happy if she meets you?	Misformation
26.	A2	Where is the security guard that does not allow us to park?	Where does the security not allow us to park?	Misformation
27.	A2	What kind of film disliked by Irfan?	What kind of movie does Irfan not like?	Misformation

28.	A3	Why do you come late?	Why are you late?	Misformation
29.	A3	Who's borrowed my book?	Who borrows my book?	Misformation
30.	A3	How am I looks like?	How do I look?	Misformation
31.	A3	How much money that stilled by Andri form your wallet?	How much money does Andri steal from your wallet?	Misformation
32.	A3	Who is talked with Nadia?	Whom does Nadia speak with?	Misformation
33.	A3	What is not liked by Indri from this book?	What does Indri not like from this book?	Misformation
34.	A3	Who wouldn't want join this activity?	Who does not want to join this activity?	Misformation
35.	A3	Why Cintia always upset if seeing you?	Why is Chintia always not happy if she meets you?	Misformation
36.	A3	Where is the security guard that doesn't allow us to park?	Where does the security not allow us to park?	Misformation
37.	A3	what kind of film disliked by Irfan?	What kind of movie does Irfan not like?	Misformation
38.	A4	Who have that shoes on copboard?	Whose shoes are in that cupboard?	Misformation

39.	A4	Who is borrow my book?	Who borrows my book?	Misformation
40.	A4	How far school from your house?	How far is your school from your house?	Misformation
41.	A4	How many bicycle you buy?	How many cycles do you buy?	Misformation
42.	A4	How is he goes to you party birthday?	How does he/she go to your birthday party?	Misformation
43.	A4	How about my style?	How do I look?	Misformation
44.	A4	Which colors he dislikes?	Which/what color does he/she hate?	Misformation
45.	A4	How much Andri steals your wallet?	How much money does Andri steal from your wallet?	Misformation
46.	A4	Who is talking with Nadia?	Whom does Nadia speak with?	Misformation
47.	A4	What is Indri hates in this book?	What does Indri not like from this book?	Misformation
48.	A4	Who is don't happy in this class?	Who is not happy in this class?	Misformation
49.	A4	Who is don't joins with this activity?	Who does not want to join this activity?	Misformation

50.	A4	What is security that not allow us to park?	Where does the security not allow us to park?	Misformation
51.	A4	What kind of movies Irfan dislikes?	What kind of movie does Irfan not like?	Misformation
52.	A4	Why this car price?	Why is this car's price not cheaper?	Misformation
53.	A5	Why you come late?	Why are you late?	Misformation
54.	A5	Who borrowed my book?	Who borrows my book?	Misformation
55.	A5	How is he going to your birthday party?	How does he/she go to your birthday party?	Misformation
56.	A5	How I look like?	How do I look?	Misformation
57.	A5	How much money that stolen by Andri from your wallet?	How much money does Andri steal from your wallet?	Misformation
58.	A5	Who talks with Nadia?	Whom does Nadia speak with?	Misformation
59.	A5	What does not liked by Indri from this book?	What does Indri not like from this book?	Misformation

60.	A5	How come Ari don't join you?	How can Ari not join you?	Misformation
61.	A5	Who wouldn't want to join this activity?	Who does not want to join this activity?	Misformation
62.	A5	Where is the security guard that does not allow us to park?	Where does the security not allow us to park?	Misformation
63.	A5	What kind of movies disliked by Irfan?	What kind of movie does Irfan not like?	Misformation
64.	A6	Who is borrowing my book?	Who borrows my book?	Misformation
65.	A6	How is my fashion?	How do I look?	Misformation
66.	A6	How much the money that is stolen from your wallet?	How much money does Andri steal from your wallet?	Misformation
67.	A6	With whom Nadia speak?	Whom does Nadia speak with?	Misformation
68.	A6	Who aren't happy in this class?	Who is not happy in this class?	Misformation
69.	A6	Who don't want to join with the activity?	Who does not want to join this activity?	Misformation

70.	A6	Where is that satpam not allow us to park?	Where does the security not allow us to park?	Misformation
71.	A6	Why the price of this car don't be cheaper?	Why is this car's price not cheaper?	Misformation
72.	A7	Who borrowed my book?	Who borrows my book?	Misformation
73.	A7	How he went to your birthday party?	How does he/she go to your birthday party?	Misformation
74.	A7	How it looks like my appearance?	How do I look?	Misformation
75.	A7	What color he hates?	Which/what color does he/she hate?	Misformation
76.	A7	How much money is stolen from Andri's wallet?	How much money does Andri steal from your wallet?	Misformation
77.	A7	With whom Nadia speaks?	Whom does Nadia speak with?	Misformation
78.	A7	What is not liked by Indri from this book?	What does Indri not like from this book?	Misformation
79.	A7	How come Ari can't join you?	How can Ari not join you?	Misformation

80.	A7	Who wouldn't want join this activity?	Who does not want to join this activity?	Misformation
81.	A7	Why Cintia always upset if seeing you?	Why is Chintia always not happy if she meets you?	Misformation
82.	A7	What is the security guard that does not allow us to park?	Where does the security not allow us to park?	Misformation
83.	A7	What kind of film disliked by Irfan?	What kind of movie does Irfan not like?	Misformation
84.	A8	Who is borrowing my book?	Who borrows my book?	Misformation
85.	A8	How can she going to your birthday party?	How does he/she go to your birthday party?	Misformation
86.	A8	How is my fashion it seems?	How do I look?	Misformation
87.	A8	How much the money that steal from your wallet?	How much money does Andri steal from your wallet?	Misformation
88.	A8	With whom Nadia speak?	Whom does Nadia speak with?	Misformation
89.	A8	Who don't happy in this class?	Who is not happy in this class?	Misformation

90.	A8	How can Ari don't join you?	How can Ari not join you?	Misformation
91.	A8	Who don't want join with the activity?	Who does not want to join this activity?	Misformation
92.	A8	Why Cintia always not happy if meeting ?	Why is Chintia always not happy if she meets you?	Misformation
93.	A8	Where is that satpam not allowing us to park?	Where does the security not allow us to park?	Misformation
94.	A8	What kind of film that Irfan don't like?	What kind of movie does Irfan not like?	Misformation
95.	A9	Why do you come late?	Why are you late?	Misformation
96.	A9	Who's borrow my book?	Who borrows my book?	Misformation
97.	A9	How many bicycle that you buy?	How many cycles do you buy?	Misformation
98.	A9	How my appearance?	How do I look?	Misformation
99.	A9	Who does talk with Nadia?	Whom does Nadia speak with?	Misformation
100.	A9	Who is don't happy in this class?	Who is not happy in this class?	Misformation

101.	A9	How does Ari not join you?	How can Ari not join you?	Misformation
102.	A9	Who don't want to join this activity?	Who does not want to join this activity?	Misformation
103.	A9	What does film you don't like?	What kind of movie does Irfan not like?	Misformation
104.	A10	Why do you come late?	Why are you late?	Misformation
105.	A10	Who does borrows my book?	Who borrowed my book?	Misformation
106.	A10	How much the money does Andri stole from your wallet?	How much money does Andri steal from your wallet?	Misformation
107.	A10	Who aren't happy in this class?	Who is not happy in this class?	Misformation
108.	A10	How can Ari doesn't join with you?	How can Ari not join you?	Misformation
Total				108 Errors

4. Misordering

The researcher found that misordering was the third number of errors that found in this study. Some students were correct choosing tenses and using appropriate words but incorrect at ordering those sentences and make them into different form.

Table 4.4

Misordering Error types

No	Students' code	Original Text	Key Answer Test	Types of Error
1.	A1	What Indri doesn't like from this book?	What does Indri not like from this book?	Misordering
2.	A1	When you don't have schedule band practice?	When do you not have band practice schedule?	Misordering
3.	A2	When you don't have schedule band an training?	When do you not have band practice schedule?	Misordering
4.	A3	When you don't have schedule band training?	When do you not have band practice schedule?	Misordering
5.	A4	Why you don't plays football with us?	Why do you not play football with us?	Misordering
6.	A4	When you don't have schedule to practice band?	When do you not have band practice schedule?	Misordering

7.	A5	When you don't have schedule band training?	When do you not have band practice schedule?	Misordering
8.	A6	How far the school is from your home?	How far is your school from your house?	Misordering
9.	A6	When you don't have schedule band practice?	When do you not have band practice schedule?	Misordering
10.	A7	When you don't have schedule band training?	When do you not have band practice schedule?	Misordering
11.	A8	When you don't have schedule band practice?	When do you not have band practice schedule?	Misordering
12.	A9	When you don't have band schedule?	When do you not have band practice schedule?	Misordering
Total				12 Errors

Based on the data above, the researchers found 149 errors made by English Education department students of IAIN Palangka Raya. The highest errors were misformation with frequency 108 (73 %). The second one was omission with frequency 24 (16 %). The third errors was misordering with frequency 12 (8 %). The lowest errors was addition with frequency only 5 (3 %). The description types of errors in constructing question sentences in simple present using wh-question could be seen in the following pie diagram below:

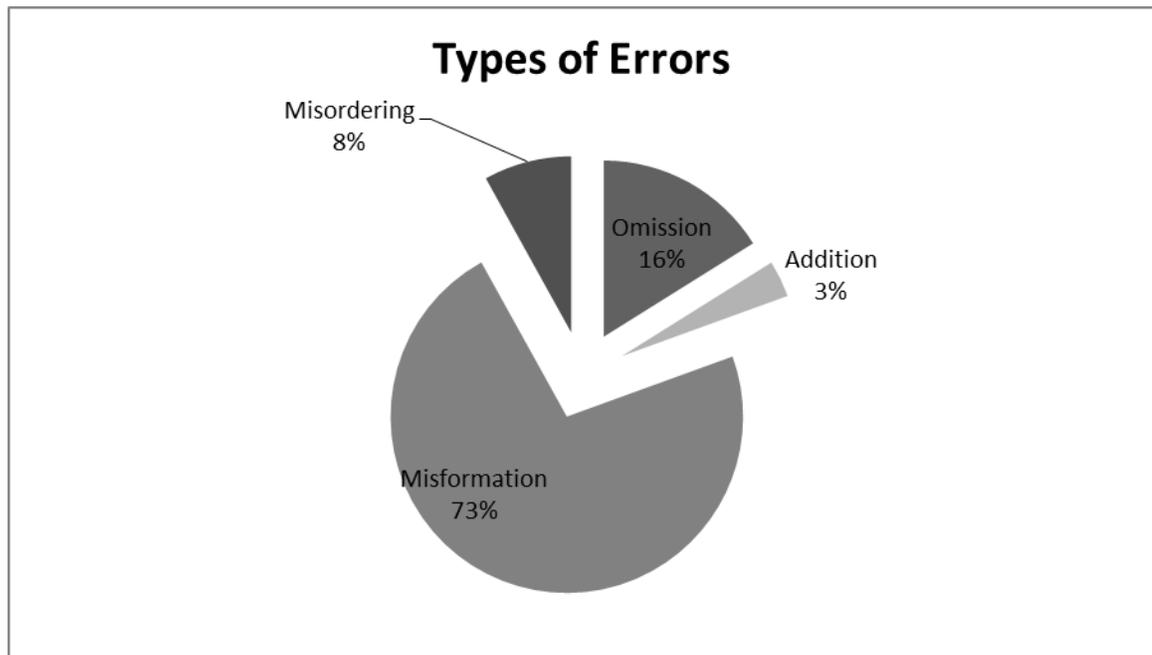


Figure 4.1

Resume of errors classification

The researcher also used interview the measure the highest problem in constructing question sentence in simple present using wh-question as the main information. Based on the results of interview 9 from 10 subjects stated that the biggest problem was tenses. Because students needed to consider the tense form when constructing question. Some of them even stated they do not clearly understand to differ a tense so it made them did errors in constructing question sentence grammatically. The summary of interview results shown some factors that may affect to students' skill at constructing question sentences in simple present using wh-question is in the following table below:

Table 4.5

Result of Interview

No	Code	Tenses	Auxiliary Verb	Differences of L1 & L2
1.	A1	√	√	√
2.	A2	√	√	√
3.	A3	-	-	√
4.	A4	√	-	√
5.	A5	√	-	√
6.	A6	√	√	-
7.	A7	√	-	√
8.	A8	√	-	√
9.	A9	√	√	-
10.	A10	√	√	-

B. Research Findings

1. The Error Types at Constructing Question Sentences in Simple Present Using WH-Question

This research found the errors of the eighth semester students at IAIN Palangka Raya who passed the structure III at constructing question sentences in simple present using wh-question. The highest number was misformation with the frequency 108 (73 %), the second one was omission with the frequency 24 (16%), the third one was misordering with the frequency 12 (8%) and the lowest one was addition (3%).

Misformation was found in every students' answer sheets, the highest score in avoiding this errors was the code A10 students by only 5 misformation errors. In the interview the A10 students code stated that he gave more feedback in structure class and bravely used English when doing that.

The second place of error type was omission, this errors happened because the verb form differences between positive and negative, also in Bahasa Indonesia to English. The best score in avoiding this error were the code A2, A3 and A6 by only did one omission errors.

The third one was misordering. This error was the failure of students in arranging words in a good sentence pattern grammatically. Students usually had chosen the right verb and auxiliary but put them unwell.

The best score on avoiding this error was students by code A10 by did no misordering error. The fewest error was addition. This error categorized by presence unnecessary word in a sentence. The best score on avoiding this error were A1, A2, A3, A5 and A7 by did no addition errors. Those scores above did not affect to the whole score because some students may be good in avoiding some certain errors but may had the fewest score in other errors.

2. The Causes of Error at Constructing Question Sentences in Simple Present Using WH-Question.

This research was also found the causes of errors of the eighth semester students at IAIN Palangka Raya who passed the structure III at constructing question sentences in simple present using wh-question by doing the interview. Some students confessed their problems when they construct wh-question. The biggest problem was grammatical tenses with the frequency 9 (90 %), the second one was the differences between L1 and L2 with the frequency 7 (70 %), the smallest one was auxiliary verb with the frequency 5 (50 %).

Most of subjects stated that the most difficult problems at constructing question sentence in simple present using WH-question was tenses.

The difficulty was on the defining the right pattern from sixteen different categories of tenses. The researcher concluded from those interview results, this problem led students to do misformation error. The only students stated that tenses will not be the most difficult one only A3 students.

The second one was the differences between L1 and L2. Some students were confused to put the right words in question sentence, whether it was necessary or not. Based on that interview result the researcher concluded misordering, and also omission came from this problem.

The fewest one was auxiliary verb. This problems told only putting the auxiliary verb in a sentence or no. Some students tried to add auxiliary in every sentence pattern, it led them to do the error called addition. The researcher set the interview guideline and implicitly asked the subjects for specific reason of problems when they make wh- question as following below:

Table 4.6

Comparison of interview results and test results

No	Biggest difficulties (Interview Results)	Highest found errors		
		Number	(Sentence translation Test)	Number
1.	Tenses/Grammar	90 %	Misformation	73 %

2.	L1 v L2	70 %	Omission	16 %
3.	Auxiliary/Vocabulary	50 %	Misordering	8 %
4.	-		Addition	3 %

Based on that table before the researcher concluded misformation as the highest error types came because some students were confused to decide kind of tense in a sentence which had sixteen patterns that should be comprehended well. This conclusion was also supported by students' interview results. Most of interviewee students stated the biggest problem at constructing sentences was to define the tenses.

C. Discussion

1. Error Types at Constructing Question Sentences in Simple Present Using WH- Question.

Error is defined as incorrect uses of language due to misperception (Namara, 2000, p. 41). It was proven based on the data above and the graphic before the researcher found that the difficulties mostly came from the misperception caused the wrong form of some sentences.

The biggest difficulties in constructing question sentence in simple present using wh-question was Misformation which made students were confused to use tense as time characteristic. The second was omission which students did not put any auxiliary verbs or kind of because there are no auxiliary verb rules in their mother tongue.

The third one was Misordering which the eighth semester students knew the appropriate words in wh-question sentence but put them in wrong orders. The last one was Addition, it was happened because some students tried to change the sentence according to tense but did not change the main verb in the root form.

2. Causes of Error Types at Constructing Question Sentences in Simple Present using WH-Question.

According to Kartika (2009, P.52) The highest numbers of errors was transformation which is directly talks about tenses. It was also proven in this interview results. Most interviewee students (9 from 10) confessed that tenses was the biggest problem at constructiong question words.

Time characteristic has 16 forms in English which each forms have spesific rules and function, those differences confused the eighth semester students to define the right spesific words based on rules of tenses. The second one was the lack of vobalulary, most of it referred to the changing form of the verbs and the auxiliary. The last one was differences between L1 & L2, this was told about the phonologically problems. Some students confessed that if the sentences had been written they will be able to read it or copy it well either spoken or written, so the differences were not the big problems for them.

Based on the interview results some students stated the causes that made them have some problems at constructing wh- question as follows:

Table 4.7

The condition of students' class

No	The feedback from students to lecturer	Language use
A 1	Passive	English and Bahasa combined
A 2	Active	English and Bahasa combined
A 3	Passive	English and Bahasa combined
A 4	Active	English and Bahasa combined
A 5	Passive	English and Bahasa combined
A 6	Active	English
A 7	Active	English and Bahasa combined
A 8	Passive	English and Bahasa combined
A 9	Passive	English and Bahasa combined
A 10	Active	English

Based on the table above, the eighth semester students' feedback in the structure classes also affected to the eighth semester students' ability at constructing question sentences in appropriate form. Some students confessed that they were too silent when in structure class, they asked or answered the lecturers barely. Others might have the more frequency in asking or answering but they used Bahasa Indonesia more than using English. Students needed to consider to give feedback more and use English bravely to get used in constructing question sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the students' test results the researcher found the types and the causes of errors at constructing question sentence in simple present using wh-question. It was found that the highest errors was misformation. Omission, misordering and addition were following in order.

These errors also implicitly confessed by the subject when they were in interview. They stated that tenses or grammar (90 %) was the most difficult problems they got when constructing wh-question. These results were perpendicular between sentence translation test as the supporting data with the interview as the main source of this research.

According to the interview, some of English students at IAIN Palangka Raya stated that the errors which may made by them was because the difficulties on writing the apropiate verbs, noun or other components that relatable to the tense.

The researcher realizes that this thesis had so many mistakes either in writing processes, thesis contents, research instruments or research presentation. The researcher would like to say sorry and this thesis will be so opened to get helpful suggestions from the readers.

B. Suggestion

1. For the eighth semester students

Firstly, there are several English skills we can choose as our priority, but most above them students have English components that should be mastered well to avoid a long-drawn errors. Then, it is suggested for the eighth semester students to learn structure in appropriate grammar books such as Betty's etc to know the rules deeper. It is also suggested for the eighth semester students to give some feedback more, because those feedbacks would lead us to get the direct explanation about what we are asking to the lecturer. Besides, it would also help us to get used as much as we can.

2. For the Lecturer

Since the highest types of errors is misformation because students' lackness of diction, it is suggested to provide new media and method which could enhance the eighth semester students' interest and involvement in the structure class. In this case the researcher suggested an audio visual media and peer explanation method in the class.

3. For the Next Researcher

It is suggested for the next researcher to develop the research in interogative sentence. Because they are kinds of interogative that should be learnt such as yes-no, question tag and there are also sixteen tenses should be understood by the eighth semester students.

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