OFFICIAL NOTE

Case   : The Thesis Examination

Palangka Raya, 8 December 2009

To, Director of the State Islamic College
of Palangka Raya
in

Palangka Raya

Peace be upon to you and God's mercy and blessing as well

By reading and analyzing of the thesis' revision, we think the thesis in the name of:

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Title of the Thesis   : THE ERRORS IN APPLYING WH-QUESTION
ON LISTENING COMPREHENSION FACED BY
THE STUDENTS OF ENGLISH EDUCATION
DEPARTMENT OF PALANGKA RAYA
ISLAMIC STATE COLLEGE

Can be examined in partial fulfillment of the degree of Sarjana Pendidikan Islam in English Education of the Department of Education STAIN Palangka Raya.

Thank you on your attention.

Peace be with you and God's blessing.

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This thesis entitles "**THE ERORRS IN APPLYING WH-QUESTION IN LISTENING COMPREHENSION MADE BY THE STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF PALANGKA RAYA STATE ISLAMIC COLLEGE** " In the name of Kartika Yulindari, and her Student Registration Number is 0301120084. It has been examined in Examiners Team of the State Islamic College of Palangka Raya on :

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DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles **THE ERRORS IN APPLYING WH-QUESTION IN LISTENING COMPREHENSION FACED BY THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF PALANKA RAYA ISLAMIC STATE COLLEGE** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list references.

If my own declaration is not right in this thesis, I am ready to be given the academic sanction namely, the cancellation of the degree of this thesis.

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THE ERRORS IN APPLYING WH-QUESTION ON LISTENING COMPREHENSION MADE BY THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF PALANGKA RAYA ISLAMIC STATE COLLEGE

ABSTRACT

The objectives of study are: (1) To identify types of errors made by the students of the English Education Department of Palangka Raya Islamic State College in applying wh-question on listening comprehension. (2) To identify the causes of errors made by the students of the English Education Department of Palangka Raya Islamic State College in applying wh-question in listening comprehension.

The number of students were 26 (Twenty six). In this study, the used method was quantitative descriptive research. The collected data were taken by the test, questionnaire and documentation techniques. The data were analyzed based on surface taxonomy (omission, addition, misordering and misformating) and the cause of errors that classified into three classified, they are overgeneralization, incomplete application of rule and false concept of hypostasized.

The result showed that the highest type of errors in applying wh-questions on listening comprehension made by the students were misformating with the frequency of 260 (61.4%). The second position of error type were misordering with the frequency of 71 (16.7%). The third position of error type was addition with the frequency of 50 (11.8%). The fewest errors type was omission with the frequency of 42 (9.92%). The highest cause of students' errors in applying wh-question was related to false concept of hypothesized with the frequency of 325 (76.4%). The second was related to over generalization with the frequency of 56 (13.2%). The lowest cause of students' errors was related to incomplete application of rule with the frequency of 42 (9.92%).

THE ERRORS IN APPLYING WH-QUESTION ON LISTENING COMPREHENSION MADE BY THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF PALANGKA RAYA ISLAMIC STATE COLLEGE

ABSTRAK

Tujuan Penelitian adalah: (1) untuk mengetahui jenis-jenis kesalahan yang dibuat oleh mahasiswa/i STAIN Palangka Raya jurusan Tadris Bahasa Inggris dalam menerapkan Wh-questions pada mata kuliah Listening comprehension. (2) Untuk mengetahui penyebab-penyebab kesalahan yang dibuat oleh mahasiswa/i STAIN Palangka Raya jurusan Tadris Bahasa Inggris dalam menerapkan Wh-questions pada mata kuliah Listening comprehension.

Jumlah siswa adalah 26 siswa. Dalam penelitian ini, metode yang digunakan adalah penelitian kuantitatif deskriptif. Pengumpulan data menggunakan tes, angket dan dokumentasi. Data di analisis berdasarkan surface taxonomy (penghilangan, penambahan, kesalahan urutan dan kesalahan bentuk)

Hasil menunjukkan bahwa macam-macam kesalahan terbanyak yang dibuat oleh siswa adalah kesalahan bentuk dengan frekuensi 260 (61.4%). Kesalahan kedua adalah kesalahan urutan dengan frekuensi 71 (16.7%). Posisi kesalahan ketiga adalah penambahan dengan frekuensi of 50 (11.8%). Kesalahan terendah adalah penghilangan dengan frekuensi 42 (9.92%).Penyebab terbanyak kesalahan siswa dalam menerapkan Wh-questions adalah konsep hipotesa yang salah dengan frekuensi 325 (76.4%). Kedua adalah generalisasi yang berlebihan dengan frekuensi 56 (13.2%). Penyebab terendah kesalahan siswa dalam menerapkan Wh-questions adalah aturan-aturan aplikasi yang tidak lengkap dengan frekuensi 42 (9.92%).

Dedication

This thesis id dedicatted to:

Allah SWT who always gives me beneficent and merciful to ccompany in all of my way

My beloved father Hi. Moh. Amin Mallewa (Late) and my beloved mother Hj. Faridah Zainudin (Late), may Allah give the immortality of beautiful place for them and I hope they pruod with me. You're always in my heart.

My beloved sister Hj. Elvira and her husband HM. Ghazali Rahman, S. Ag for their advices, motivation, understanding, and help up till now.

My beloved brothers (Abang edi, Anes and Icha) and my beloved sisters (Hj. Rahmawati and Alunk) who always help me in finishing my study in Palangka Raya.

Mrs. Ristati, M.Hum as my first advisor and Mr. Dakir, MA as my second advisor who have given me guidelines ans advices during the thesis done.

My lovely best friends such Nhana, Masisa, Thata, Amel, Sri, Muja, Sholeha, Ainah, Figo and all of the my friends at the English students in academic years 2003 that can be talk one by one. Thanks for the days we spent from my study began till this thesis ended. May our friendship endless.

My beloved someone who always support and pray for me who is so far.

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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ لَا تَسْـَٔلُوا۟ عَنْ أَشْيَآءَ إِن تُبْدَ لَكُمْ

تَسُؤْكُمْ ...

" O ye who believe! Ask not questions about things
which, if made plain to you, may cause you trouble
... (Q.S. Al-Maidah ayat : 101)

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CHAPTER I
INTRODUCTION

A. Background of the study

Listening is one of the English skills that should be learned by the learners, it is important to master because listening can support the other skills of English. In relation to this Cahyono said:

> "One of the language skills that should be learned by English learners is listening. Listening is considered as a necessary skill because of its essential role in facilitating learners to master English proficiency"[1]

Furthermore, Cahyono mentioned that the proficiency in listening skills can help learners participate well in oral communication. Communication can not take place successfully if the message said is not understood.[2] Listening is also important to know how the beginners words mastering by having them to listen and to respond.[3]

Listening is a complex skill. Its means that it is very difficult to comprehend all things that have been said or to hear something approximating to real messages, purposes, ideas, and so forth as the speaker said. This explanation is supported by Heaton who said that human brain has a limited capacity for the reception of information and were no such feature built into the languages it

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[1] Cahyono Bambang Yudi, *Pengajaran Bahasa Inggris: Teknik, Strategi, dan Hasil Penelitian*, Malang: IKIP Malang,1997, p. 14

[2] *Ibid*

[3] Madsen, S. Harol, *Techniques In Testing*, London: University Press, 1983, p.127

1

would be often impossible to absorb information at the speed in which it is conveyed through ordinary speech.[4]

Listening is an internal process that can not be directly observed, but no matter how hard it is. Listening is actually and important subject matter to be taught to the students it is also due to the fact that it is a matter of training. The development of adequate listening skills is important to students.[5]

At STAIN Palangka Raya, Listening is one of skill that is learnt in the second semester. This subject needs more concentration from the learner in order to the material accepted well. In the learning process of listening comprehension subject, the lecturer actually gives some test to the students. One of test that used by the lecturer is wh-question. Wh-question is an information question that requires information as an answer.[6] It means that to inform something to reader or listener.

In English language, there is wh-question form instead of yes/no questions. These two forms of questions differ to one another in the case of what is asked. In yes/no question, the answer asked is only as a confirmation of the predictable information. That is why, the answer needed is only yes/no answer.

It is quiet different with wh-question. Wh-question requires information as answer. The information required is generally indicated by the why-question words. That is why, this question is also called information question, instead of wh-questions. It begins with a question word.

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[4] Heaton, J.B, *Writing English Languages Test*, England: Longman, 1997, p.57

[5] Durston Poole, *Study Method Practical Guide*, Sidney: Mc. Grow Hill Book Company, 1969, p.29

[6] Soemarto and Suhardjito, *English Structure in Context 2, Jakarta: Proyek Pembinaan dan Peningkatan Mutu Tenaga Kependidikan Dir Jend. Pendidikan Tinggi Depdikbud*, 1994, p. 33

Referring to the composition of wh-question, the students do not merely understand the wh-question words and they should also understand the tenses and yes or no question forms. It means that students should understand the auxiliary verbs well because auxiliary verbs play an important role in the development of questions.[7]

Therefore, it can be said that the mastery of the structure of wh-question is at least tightly connected with the mastery of auxiliary verb instead of the wh-question words itself. Wh-question words in English are *who, what, where, when, why, which, whom, whose*. Those words have their own meaning and use. By these words, the information required of the text are asked. That is *why*. Wh-question is also called information questions.

When the first observation at STAIN Palangka Raya on Tuesday, September 29th 2009 the writer found some students of English Education Department in academic years 2008-2009 made errors in applying wh-question. Examples:

How she does studied?

Where they play?

Do she sleep?

When daddy does come home?

What made you jump?

[7] Akmajian, Dewers, and Harnish, *Linguistics: Introduction To Languages And Communication*, London, England: The MIT Press, p. 476

It caused by the misunderstanding of their rule or function. The misunderstandings arise because wh-question has different rules and functions for each type and form.

In this sense, Dulai via Roekhan states that *tidak seorang pun dapat belajar tanpa membuat kesalahan-kesalahan.*[8] (There is no one can learn without making errors or mistake). Furthermore, Dulay also states that teacher and mothers who have waged long and patient battles against their students' or children's languages errors have come to realize that making errors is an evitable part of learning. People can not learn language without first systematically committing errors.

Errors always occur in learning and it must be the common thing in learning. The errors or learner's difficulties of native language occur if the native language and target language which is learnt have many differences.

Based on quotation above, the writer is interested to know deeply the errors made by the students. The title of this study is: "The errors in applying wh-question on listening comprehension made by the students of the English education department of Palangka Raya Islamic state college".

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[8]. Nurhadi and Roekhan, *Dimensi-dimensi Dalam Belajar Bahasa Kedua,* Bandung: Percetakan Sinar Baru, 1990, p.57

B. Problems of the study

According to the background of the study above, the writer will formulate the problems, they are:

1. What types of errors made by the students of The English Education Department of Palangka Raya Islamic State College in applying wh-question on listening comprehension?

2. What possible causes of errors are made by the students of The English Education Department of Palangka Raya Islamic State College in applying wh-question on listening comprehension?

C. Objectives of study

The objectives of the research related to the problems of the study. They are:

1. To identify types of errors those are made by the students of the English education department of Palangka Raya Islamic State College in applying wh-question on listening comprehension.

2. To identify possible cause of errors made by the students of the English education department of Palangka Raya Islamic State College in applying wh-question on listening comprehension.

D. Significances of the study

The significances of this study are:

1. To the researches

   a. As the motivation for the researchers to be careful in using the test of listening comprehension in order that the mistakes or errors can be reduced.

b. This can motivate the researcher to improve the knowledge in test of listening comprehension

2. To the students

The students can know their ability, their strengths and weaknesses, in order that the can improve their mastery on listening comprehension especially in applying Wh-Question. This study can become the students' references to do the other researches.

3. To the teacher

a. As contribution for the teacher to indicate which part of material is the most difficult for the students, so they can give emphasis to difficult one.

b. As motivation for the teachers to use the suitable method, so they can make the students to be easy in accepting the material

4 To the institution

a. As the motivation for the students of the English Education Department of Palangka Raya Islamic State College in academic year 2008/2009 to improve quality of education and offer remedial teaching for the students who still fair in their listening comprehension

b. As source of information and data for those who are interested in listening comprehension so that they obtain the description of the students' errors, and other theories related to errors classification and sources of errors.

E. Concept and measurement

The concept of this study is related to the errors made by the students in applying wh-question on listening comprehension. Errors in applying wh-question

on listening comprehension can occur on the following errors. (a) omission (omitting grammatical morphemes) (b) addition (double marking and simple addition errors) (c) misformation (regularization error) (d) misordering.

The measurement done by giving the students a test. The test is in the form of completion and sentences construction. According to Heaton completion items are useful to be constructed for testing the student's ability to produce the correct grammatical or structure form.[9] Sentence construction test is one of the test forms that related to grammar. Djiwandono states that *"Tes tata bahasa secara garis besar meliputi pemahaman dan penggunaan, pembentukan kata, frase, dan kalimat".*[10] (Generally, the tests of grammar include the comprehension of the usage, world, phrases, and sentences construction). From the students' answers, each error is scored 1and if the answer is right the score is 0. Then, the measurement of errors is classified based on the concept of errors that may occur in applying wh-question on listening comprehension. The indicators of students' errors can be seen in the following table:

Table 1.1
Concept and measurement of errors in applying wh-question on listening comprehension

No	Concept	Indicator	Score
1	Omission (omitting grammatical morphemes)	a. Rinto play football every Sunday b. She do not like fishing	1 1
2	Addition - Double marking - Simple addition errors	a. She does not *knows* my name b. John is *like* fishing c. The women *goes* to school	1 1 1
3	Misformation		

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[9] Heaton, J.B., *Writing English Language Test*, English: Longman, 1974, p.34

[10] Djiwandono, M. Soenardi, *Tes Bahasa Dalam Pengajaran*, Bandung: ITB, 1996, p.48

	- Regularisation error	a. *Is* she like reading?	1
4	Misordering	a. Come here John and Mark	1
		b. When daddy does come home	1

F. Research Methodology

1. Type of the Study

In this study, the writer used descriptive quantitative method in which the study tried to describe the types of errors and causes of errors in applying wh-question on listening comprehension faced by the students of English education department of Palangka Raya Islamic state college.

In this case, the study is done descriptively by collecting the data through the students' answer sheet. Suharsimi via Raharjo explains the descriptive method as:

Penelitian deskriptif merupakan penelitian yang dimaksudkan untuk mengumpulkan data informasi suatu gejala yang ada menurut realitas yang ada saat dilakukan penelitian.[11](The descriptive research is a research for collecting the information of the fact based on reality when the research is done).

In Saukah language in Raharjo states that *Penelitian deskriptif dilakukan untuk memperoleh informasi tentang status mutakhir dari sesuatu.*[12] (Descriptive research is done to get information about the latest statues *from* something). In line with this, Suharsimi says that descriptive quantitative is the research that tried

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[11] Mujia Raharjo, *Pengantar Penelitian Bahasa*, Malang : Penerbit Cendekia Paramulya, 2002, p.245

[12] *Ibid*

to give facts from subject of the research, with fact presented in number systematically and the conclusion is drawn after the numbers are measured.[13]

2. Population of the Study

According to Arikunto, Population is the whole of study subject.[14] The population of this study is all of the third semester students of English Education program in STAIN Palangka Raya in academic years 2008/2009, who have taken listening comprehension II. The numbers of subject are 26 students. For this study, the writer used population study, because the number of students less than 100 people.

Arikunto states that if the subject of the study is less than one hundred it is better to take all of the subjects. All of the populations become *the sample or it is called population study.*[15]

Table 1.2

The population distribution of the study

No	Sex	Sum of subject
1.	Male	9
2.	Female	17
Total		26 students

3. Data Collecting Procedures

In collecting the data, there are three techniques used. They were test, documentation, and questionnaire techniques. For the deeper explanation, those procedures discussed as follows:

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[13] Suharsimi Arikunto, *Manajemen Penelitian,* Jakarta : Rineka Cipta, 1998, p. 344
[7] Arikunto, S., *Prosedur Penelitian Suatu Pendekatan Praktek,* Jakarta: PT Asdi Mahasatya, 2002, p. 108
[8] Arikunto, S., 2002, p. 108

a. Test

In order to know the errors made by the students, the writer performed test. The test technique was used to collect the main data related to the classifications, sources, and causes of students' error in applying wh-question on listening comprehension. Arikunto defines test as:

> *Serentetan pertanyaan atau latihan atau alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan atau bakat yang dimiliki oleh individual atau kelompok.*[16]

The test was in listening form but the answer sheet is in writing form. The test consisted of 50 (fifty) items. They were divided into two kinds. In the first kind, the students are asked to complete the sentences by using the wh-question form which consist of 25 (twenty five) items. In the second kind, the students asked to make a question by using wh-question form which consist of 25 (twenty five) items. The specification content the test items in applying wh-question can be seen in following table:

Table 1.3
The specification content of the test in applying wh-question

No	The content of wh-question	Number of items
1	Wh-question "what"	11 Items
2	Wh-question "why"	8 Items
3	Wh-question "where"	9 Items
4	Wh-question "when"	3 Items
5	Wh-question "whom"	3 Items
6	Wh-question "who"	8 Items
7	Wh-question "which"	4 Items
8	Wh-question "whose"	4 Items
Total		50 items

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[16] Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: PT. Rineka Cipta, 2002.

b.   Questionnaire

According to Arikunto, questionnaire is the list of questions which are given to that people by expecting that they might give responses to the questions. The people who are expected to give responses are called respondents.[17]

The questionnaire technique was used to find the data related to the errors in applying wh-question faced by the students of English education department of Palangka Raya Islamic state college. The questionnaire consisted of 12 (twelve) items. The form of questionnaire is multiple choice items. They got three answers options; they were difficult, fair and easy. These are explanations of the categories as follows:

a). Difficult : More than half of the questions (50%) cannot be answered by the students.

b). Fair   : Half of the questions (50%) cannot be answered by the students.

c). Easy   : Most of the questions (99%) can be answered by the students.

c. Documentation

The second technique used is documentation. Arikunto states that documentation is *Mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, Surat kabar, majalah dan sebagainya.*[18] (Documentation is to find out some data that related to note, transcript, book, newspaper, magazine and the other). Some documents that support, this study are:

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[17] Suharsimi Arikunto, *Prosedur Penelitian,* p.139
[18] Arikunto, S. 2002, p.206

1) The student's name of STAIN Palangka Raya.

2) The instrument of the test

3) The Result of the try out

4) The result of the test

5) The students' answer sheet

6) The pictures of the students who have followed the test.

4. Instrument of Try Out

To know whether the test instruments are relevant to be given to the students, the writer performed try out. It is used to know the validity of test, reliability, and level of difficulty of the test. The descriptions of there classifications are as follows:

1). Validity

According to Usman and Akbar, *Validity is closely related to the accuracy of the instrument to the students' mastery being measured.*[19] In this study, the writer would like to investigate students' errors in applying wh-question on listening comprehension of the third semester students of English education program in STAIN Palangka Raya in academic years 2008/2009. To measure the validity of the test measurement, the writer uses formula of Sudijono:

$$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{g}}$$

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[19] Usman, Husaini and Akbar, Purnomo Setiadi, *Pengantar Statistik*, Jakarta: Bumi Aksara, 1995,. p. 287

Explanation:

r_{pbi} : Coefficient validity each item

Mp : Mean of the right answer

Mt : Mean of the total score

SDt : Standard deviation from the total score

P : Proportion of the student's correct answers for each item.

g : Proportion of the student's wrong answers for each item.[20]

To know the level of test validity, the result of r is correlated to the criteria of value below:

0,800 – 1,000 : very high validity

0,600 – 0,799 : high validity

0,400 – 0,599 : fair validity

0,200 – 0,399 : poor validity

0, 00 – 0,199 : very poor validity.[21]

Here is the example of calculating item validity for number 2. It is known:

Mp = 39.37 Mt = 38.38 SDt = 2.58 p= 0.61 q= 0.38

$$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{g}}$$

rpbi = $\frac{39.37 - 38.38}{2.58} \sqrt{\frac{0.61}{0.38}}$

rpbi = 0.38 x 1.26

= **0.481**

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[20] Anas Sudijono, *PengantarStatstik Pendidikan,* Jakarta: Raja Grafindo Persada, 2003, p.150

[21] G. Sieharto, *Metodologi Penelitian dalam Pendidikan Bahasa Suatu Pengantar*, Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Pendidikan, 1988, p.126

Based on the criteria above, the coefficient correlation of rpbi is 0.481. Therefore, the item number 2 is valid. It meant that this item is feasible to be used for research instrument.

2). Reliability

The reliability was performed to know the stability of the test result. To measure the reliability of the test instrument, the formula of KR-20 was used. The formula is described as follows:

$$r = \frac{k}{k-1} \times \left[1 - \frac{\sum \overline{pg}}{S^2} \right]$$

Where:

k   : Number of test items

p   : Mean of the correct answers

g   : Mean of the wrong answers

S^2 : Varian's.[22]

3). Index of difficulty

The level of difficulty is applied in order to know how easy or difficult the test items are. To obtain the difficulty level of the test, the following formula is used.

$$F.V: \frac{R}{N}$$

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[22] *Ibid.*, p.125

Notes:

F.V : Index of the difficulties

R : The number of the correct answer

N : The total of students.[23]

Then, the application result of the formula above is connected with the following qualifications.

F.V: 0, 00 – 0, 30 : difficult

0, 30 – 0, 70 : fair

0, 70 – 1, 00 : easy.[24]

The following is the example of calculation for item number one it is known: R = 14 N = 26

$$F.V = \frac{R}{N}$$

$$= \frac{14}{26}$$

$$= 0.53$$

The level difficulty for the item number three is fair.

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[23] Heaton, *Writing*, p.172

[24] Suharsimi Arikunto, *Prosedur*, p.212

5. **Data Analysis Procedure**

Corder via Nurhadi states that there are five steps in analyzing the errors,[25] they are:

a. Collecting the data

Collecting the data is the first step to analyze the data. The step used to collect all of the data from the sample of research.

b. Identifying the errors made

After the data is collected, the next step is identifying the errors from the test result.

c. Classifying the errors made

In this step, writer did classification of errors based on surface strategy taxonomy, such as: omission, addition, misformating, and misordering. And then the writer analyzed the kinds of error that made by the students.

d. Explaining the errors made

After classifying the errors, writer explained if one by one. It was in kinds and forms of errors.

e. Tabulating

In this step, the data obtained were put in the tables, so that the student's error could be clearly seen. The tables prepared for the data distribution are the table frequency and percentage of errors on each item. Before the writer puts the data into the tables, firstly the writer will give the scores for each error which made by the students. Each of errors made by the students is scored 1.

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[25] Nurhadi and Roekhan, *Dimensi-Dimensi Dalam Belajar Bahasa Kedua*, Bandung: Percetaka Sinar Baru Offset, 1990, p.51.

f. Evaluating the errors made

The last, writer evaluates the errors made or searches the causes of errors made based on four categories, they are: Overgeneralization, incomplete application of rules, false concept of hypothesized, and failure to learn condition under which rules apply. To get the percentage of errors made by the students, the formula of Sudijono is used.

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

Note:

P   : Percentage of errors

F   : Frequency

N   : Total errors made

100% : Constant Multiplier.[26]

G. Framework of the Discussion

The frameworks of the discussion of this study are

Chapter I: Introduction that consists of Background of the Study, Problems of the Study, Objective of the Study, Significance of the Study, Concept and measurement, Research Methodology (Approach and Type of the Study, Population of the Study, Data Collecting Procedure, Instrumentation of the Study, Instrumentation Try Out, Data Analysis Procedures), and Framework of the Discussion.

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[26] Anas Sudijono, Pengantar.., p.45

Chapter 2: Theoretical review of error consists of the definition of the errors, Types of errors, errors analysis, source and cause of errors, the differences between errors and mistake, definition of wh-question, and definition of listening comprehension

Chapter III: Result of the study

Chapter IV: Closing includes the conclusions of the result and the suggestions.

CHAPTER II

CHAPTER II

REVIEW OF ERROR ANALYSIS, WH-QUESTION, AND LISTENING COMPREHENSION

A. The Prior Studies

There were some the previous of the study to support of this study, they are:

1. Error analysis on the lesson plan writings made by English students' academic years of STAIN Palangka Raya by Misdawati, 2007. The result of her study showed that the highest percentage was omission and the last was addition.

2. Error analysis in the simple sentences by Tipuk Setyarini, 2006. The result of her study showed that the highest categories of errors that the students made is in omitting grammatical and the lowest categories of errors that the students made is in double marking.

3. Error analysis in writing present continuous and past continuous tenses achieved by the second year students MTsN-2 Palangkaraya written by Siti Rondiyah, 2008. The result of her study showed that types of errors made by the second year students MTsN-2 Palangkaraya in writing present continuous and past continuous tenses classified into four categories. The highest categories of errors that the students made is misformation and the lowest categories of errors that the students made is in misordering.

Based on the previous of studies above, there was differentiated that they researched commonly. Misdawati looked for errors on lesson plan, Tipuk Setyarini looked for errors in the simple sentences and Siti Rondiyah looked for errors in writing present continuous and past continuous tenses, they were called

common errors but in this study, the writer looked for errors in applying wh-question specifically on listening comprehension. It was called specific errors.

B. The Definition of Errors

There are some definitions of errors, they are:

1. Dulay that the errors are systematic deviations due to the learner's still developing knowledge of the second language rule system.[27]

2. Pranowo that errors is deviation of standard language that happen because the second language learner does not acquire all language learner.[28]

3. Ngabut defines error as a departure from the linguistic structure of the language variety though which the message in intended.[29]

Based on the definition above, error is the condition of doing something incorrectly, it can be concluded that language errors is deviation that produced by second language learner which is caused by the lack of knowledge of the second language rule. For the second language learner, errors itself can give negative influence in reaching the goal of second language learning.

C. The Types of Errors

Politzer and Remirez introduce their classification as follows:

The errors were categorized as and in presenting the data rather than to create a basis for extensive speculation concerning the sources for the errors. For this reason they were categorized along fairly traditional lines into errors in

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[27] Heidi Dulay, *Language Two*, New York: Oxford University Press, 1982, p.138

[28] .Pranowo, *Analysis Pengajar Bahasa Untuk Jurusan Bahasa dan Guru Bahasa*, Gajah Mada University, 1996, p.51

[29] Ngabut, C.Y, *Understanding Errors Analysis An Enrichment Material For The Course On Introduction to Errors Analysis*, Palangka Raya University, 1992, p.4

morphology, syntax,and vocabulary....The three main categories were further subdivided according to different part of sentences.[30]

Surface strategy taxonomy divided errors into some categories, they are omission, addition, malfolmation and misordering.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission. Some types of morphemes are omitted more than other.[31] The omission has two categories they are:

a. Omitting grammatical morphemes, which don't contribute much to the meaning of sentences.

Example:

He was call (incorrect)

He was called (correct)

b. Omission of content words, although typical in the early stages of L1 acquisition. Is not as common is sequential L2 acquisition where the learner is older and more cognitively mature. If content words are omitted in L2 speech, it is usually occasioned by lack of vocabulary and learners usually indicate there.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a weel-formed utterance.[32]

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[30] Heidi Dulay, *Language Two*, New York: Oxford University Press, 1982, p.147
[31] *Ibid*, p.154
[32] *Ibid*, p.156

a. Double marking

   Example:

   He doesn't knows my name (incorrect)

   He doesn't know my name (correct)

b. Simple addition error is the "grab bag" subcategory of additions. No particular features characterize simple addition other than those that characterize all addition errors the use of an item which should not appear in a well-formed utterance. Simple addition errors observed in both L1 and L2 child speech include those listed as the following table:

Table 2.1
Simple addition errors observed in child L2 production[33]

Linguistic item added	Example
3rd person singular –s Past tense (irregular) Article a Preposition	The fishes does not live in the water The rain is gonna broke it A this In over here

3. Malformation

Malformation errors are characterized by the use of the wrong form of the morpheme or structure while in the omission errors the item is not supplied at all, in malformation errors the learners supplies something , although it is incorrect.[34] There are three kinds of malformation, they are:

a. Regularization errors that fall under the malformation category are those in which a regular marked is used in place of an irregular one, as in runned for ran or gooses for geese.

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[33] *Ibid,* p.158
[34] *Ibid*

b. Archi-form the selection of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. For example: a learner may temporarily select just one of the English demonstrative adjectives this, that, those and those to do the work for several of them.

That dog = That dogs

c. Alternating form as the learner's vocabulary and grammar grow, the use of archi-form often gives way to apparently fairly free alternation of various members of a class with each other. Thus, we see for demonstratives:

Those dog = This cats

In this case of pronoun we see:

Masculine for feminine, as in: He for she

Plural for singular   : They for it

Accusative for normative case, as in: He for she

In the case of verbs as in:

I seen her yesterday

He would have saw them.[35]

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance.[36]

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[35] *Ibid,* p.161
[36] *Ibid,* p.162

Example:

He is all the time late (incorrect)

He is late all the time (correct)

Besides that, communicative effect taxonomy divided error into 2 (two) types, they are:[37]

a. Global errors mean errors that affect overall sentence organization significantly hinder communication. In other word they cause the listener or reader to misunderstand the message or to consider the sentence incomprehensible. There are 4 (four) systematic global errors. They are:

   1). Wrong order of major constituents

     Example: English language use many people

   2). Missing, wrong, or misplaced sentence connectors

     Example: He will be rich until he marry

   3). Missing cues to signal obligatory exceptions to pervasive syntactic rules

     Example: The student's proposal looked into principal

   4). Regularization of pervasive syntax rule of exceptions

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b. Local errors mean errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflection, articles, auxiliaries and the formation of quantifiers.

C. Errors Analysis

In learning English as second of foreign language. It can be seen that most students often most some problems. And also, in learning a foreign language, the

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[37] *Ibid,* p.191

students often make some typical errors in English usage. The errors made by the students are caused by the interference of the complex system of the language being learn which call intralingual and development error.[38]

Errors in learning foreign language are something unavoidable. Moreover, the differences between source language and target language may cause the student's error should be anticipated accurately in order to overcome the problems that the students faces in learning a foreign language.

Related to the statement above, it is clear that error analysis may solve common weakness which the students need in learning a foreign language. Briefly, error analysis itself is a way in solving the students problem in learning a foreign language, including analyzing the types, source and causes of errors. And also based on the errors made by the student, it can give information about how far the students have mastered the target language. Furthermore, error analysis is as point of reconstruction which in turn can avoid or even reduce the errors that probably made by the students.

D. Source and Cause of Errors

Brown divides the sources of error made by the second language learners into 2 (two) parts, they are interlingual and intralingual transfer.[39]It is necessary to find out the sources and cause of errors which are made by the second or foreign language learners.

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[38] Richard Jack C, *A Non Contractive Approach To Error Analysis Perspective On Second language Acquisition,* London: Longman Group ltd, 1974, p. 112

[39] Douglas Brown, *Principle of Language Learning and Teaching,* San Francisco: San Francisco State University, 2000, Fourth Edition, p. 224

5. Data Analysis Procedure

Corder via Nurhadi states that there are five steps in analyzing the errors,[25] they are:

a. Collecting the data

Collecting the data is the first step to analyze the data. The step used to collect all of the data from the sample of research.

b. Identifying the errors made

After the data is collected, the next step is identifying the errors from the test result.

c. Classifying the errors made

In this step, writer did classification of errors based on surface strategy taxonomy, such as: omission, addition, misformating, and misordering. And then the writer analyzed the kinds of error that made by the students.

d. Explaining the errors made

e. Tabulating

In this step, the data obtained were put in the table .... could be clearly seen. The tables prepared for the data distribution are the table frequency and percentage of errors on each item. Before the writer puts the data

f. Evaluating the errors made

The last, writer evaluates the errors made or searches the causes of errors made based on four categories, they are: Overgeneralization, incomplete application of rules, false concept of hypothesized, and failure to learn condition under which rules apply. To get the percentage of errors made by the students, the formula of Sudijono is used.

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

Note:

P   : Percentage of errors

F   : Frequency

N   : Total errors made

100% : Constant Multiplier.[26]

G.   Framework of the Discussion

The frameworks of the discussion of this study are

Chapter I: Introduction that consists of Background of the Study, Problems of the

Study, Objective of the Study, Significance of the Study, Concept and

Procedures). and Framework of the Discussion.

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[38] Richard Jack C. *A Non Contractive Approach To Error Analysis Perspective On Second language Acquisition,* London: Longman Group ltd, 1974, p. 112

[39] Douglas Brown, *Principle of Language Learning and Teaching.* San Francisco: San

1. Interlingual Errors

In this error, the students make errors because they transfer the rule of the first language into the second language. Interlingual error is similar in structure to a semantically equivalent phrase or sentence in the learner's native language.[40] For example:

Indonesian language: Kemarin saya nonton TV

English language   : Yesterday, I watch TV (incorrect)

I watched TV yesterday (correct)

Based on the example above, the students may make errors in forming the verb because in Indonesian sentence, all verbs do not change for each pronoun, in Indonesian there are no tenses in English.

2. Intralingual Errors

Brown states that "an intralingual error is one of the major factors of sources of error in second language learning.[41] According to Richard that intralingual errors may be caused by the four categories such as over-generalization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized.

a. Over-generalization

Over-generalization error arises when the learner creates a deviant structure on the bases of other structure in the target language. It generally involves the creation of the target language. For example: He can sings (it should be "He can sing").

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[40]Dulay, *Language Two*, p.171
[41] Brown, *Principles of Language*, p.224

b. Ignorance rule restrictions

It involves the application of rules to context where they do not apply. An example is He made me to rest through extension of the pattern found with the majority of verb that takes infinitival complement (for example: He asked / wanted invited me to go)

c. Incomplete application of rules

This category of error corresponds to what is often referred to as an error of traditional competence. For example: You like to sing? (it should to be "Do you sing?")

d. False concept hypothesized

This category of error derives from faulty comprehension of distinctions in target language. For example: It is happened. From the example the learner made the sentence in passive form due to he wanted to express in passive meaning, but the learner is incorrect in using the verb form, it should be it happens. Although the form of the verb is in active, but the meaning is passive.

E. The Differences between Error and Mistake

The distinction between performance analysis competence errors is extremely important, but it is often difficult to determine the nature of deviation without careful analysis. Chomsky called that errors caused by the fatigue and inattention of the students as performance factor and called competence factor for errors resulting from lack of knowledge in the rule of the language. Corder said that in some of the second language literature, performance errors have been called "mistake" while the term "error" was reserved for the systematic deviation

due to the learners still developing knowledge of the second language rule system.[42] In order to be clear an analyzing learner' errors and mistakes, the distinction between them can be seen from the table below:

Table 2.2
The distinction between mistake and error

No	Categories	Mistake	Error
1	Source	Performance	Competence
2	Characteristic	Unsystematically	Systematically
3	Duration	Temporary	Long
4	Linguistic	Mastered	Not mastered
5	Result	Deviation	Deviation
6	Improvement	By students themselves	Helped the teacher by the training remedial teaching

F. Definition of Wh-Question

First of all, wh-questions can be defined as wh-question that begins with of the "wh-words" such as who, what, where, when, why, which, whom, and whose.[43] Soemarto and Suhardjito pointed out that "Wh-question is an information question that requires information as an answer. It means that to inform something to reader or listener.[44]That statement is supported by Azar's opinion in Tandang affirms that an information question means a question asks for information by using a question.[45]

For example: Where does he live?

Answer   : In Chicago

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[42] *Ibid,* p.139

[43] Akmajian, Dewers, and Harnish, *Linguistics : An Introduction to Language and Communication,* London, England : The MIT Press, 1987, p,477

[44] Soemarto and Suhardjito, *English Structure in Context 2,* Jakarta : Proyek Pembinaan dan Peningkatan Mutu Tenaga Kependidikan Dir Jend. Pendidikan Tinggi Depdikbud, 1994, p. 33

[45] Tandang, *Structure III,* Palangka Raya : Palangka Raya University, 1993, p. 29

Similarly, Alexander in Tandang stated that to ask question word + inversion type questions to elicit any element in a sentence other than the identify of the subject.[46]

Statement:

Mary went to her mother's by bus yesterday because the trains weren't running.

Note the "target" of each of the following questions. None of them produces the answer "Mery". The answer may be a single word, pharse, a clause or even a whole sentence.

Question: When did Mary go to her mother's?

 Answer: Yesterday

 Target : Adverb of time

Question: Where did Mary go yesterday?

 Answer: To her mother's

 Target: Adverb of place

Question: Whose house did marry go to?

 Answer: Her mother's

 Target : Adverb of place

Question: Why did she go by bus?

 Answer: Because the trains were not running

 Target : Clause of reason

Question: Where did Mary go yesterday?

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[46] *Ibid,* p. 29

Answer: She went to her mother's by bus

Target: Whole sentence

Alexander says that a question word which asks for the identify of the subject is called a subject-question.

For example:

Subject	verb	object	subject answer
Someone	paid	the writer	
Who	paid	the writer?	John did

Based on the examples above, wh-question *who* is used as the subject of question and it refers to people. *Who* is usually followed by a singular verb even if the speaker is asking about more than one person.

There are the form of subject-questions with who, what, which, and whose.

Subject-question	Subject answer	auxiliary
Who can explain this?	I can/John can. Etc	modals.
Who makes the decisions?	I do/John does. Etc	do/does
What made you jump?	The cat did.	
Which one suits me best?	The red one does.	
Whose telephone rang?	Mine did	

Based on the examples above, subject question with who, what, which, and whose have their own meaning and use. By these words, the information required of the text are asked.

G. Wh-question

In English language, there is wh-question form instead of yes/no questions. These two forms of questions differ to one another in the case of what is asked. In yes/no question, the answer asked is only as a confirmation of the predictable information. That is why, the answer needed is only yes/no answer.

It is quiet different with wh-question. Wh-question requires information as answer. The information required is generally indicated by the why-question words. That is why, this question is also called information question, instead of wh-questions. It begins with a question word.

The Wh-Question words discussed here include *who, what, where, when, why, which, whom, whose.* The discussion will also be focused in the pattern of wh-question itself.

As mentioned above, there are some wh-question words in English. In this study, the Wh-Question words discussed are: *who, what, where, when, why, which, whom, whose.*

1. Wh-Question "Who"

Who is used as the subject of a question. It refers to people. Who is usually followed by a singular verb even if the speaker is asking about more than one person.[47]

Who also as interrogative pronoun is substitute of question word which is used for the people as subject or the people who does an activity whether singular and plural. In the sentence, *who* changes the position of the subject

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[47] Soemarto and Suhardjito, *English Structure in Context 2,* Jakarta: Proyek Pembinaan dan Peningkatan Mutu Tenaga Kependidikan Dir Jend. Pendidikan Tinggi Depdikbud,1994, p.33

directly, for that *who* as the subject sentence. *Who* is used to ask people as subject.[48] It are as follows:

a. *Who* must be followed by verb

b. *Who* is assumed as the third person singular

c. *Who* may be assumed as plural form if the total things which are going to be asked are known

d. *Who* may not be followed by do or does, unless the vice versa

e. All of the pairs of auxiliary verb and other verb are resigning to the *who*.

For example:

Siti knows the answer   (affirmative)

Does Siti knows the answer? (Interrogative)

Who knows the answer? (Wh-question)

2. Wh-Question "What"

According to Martinet and Thomson that *what* is a general interrogative used for thing.[49] The essential used for it as the subject are as followed:

a. The use of it is the same as the use of who as the subject and object

b. *What* as the subject must be followed by verb

c. *What* is assumed as the person singular person

d. *What* can be followed by auxiliary verbs.

e. *What* is also as interrogative adjective which is used to ask for the object of the sentence. It must be close to the noun directly

- That car is making noise   (affirmative)

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[48] *Ibid*, p.33

[49] Thomson, A.J, Martinet V.V, *Practical English Grammar*, Oxford University Press, 1986, p. 72

Is the car making noise?   (Interrogative)

What is making noise?   (Wh-question)

The essential be followed by the subject are as follows:

a. *What* must be followed by the subject of the sentence

b. *What* must be followed do or does and also auxiliary verb

   - What do you want?

   - What can I do for you?

3. Wh-Question "Where"

Interrogative *where* is adverb of place. It is used to ask about the place.

According to Thomson and Martinet *where?* Means "in the place".

For example:

- I can meet you at school? (Affirmative)

 Can I meet you at school? (Interrogative)

 Where can I meet you?   (Wh-question)

4. Wh-Question "When"

The interrogative *when* is used to ask time and means "at what time?"[50]

and its function also adverb

 For example:

 - I arrived last night (Affirmative)

  Do you arrive last night (Interrogative)

  When did you arrive? (Wh-question)

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[50] *Ibid,* p.74

5. Wh-Question "Why"

The interrogative *why* is used to ask reason.[51] It is usually answered with because. And is function is adverb.

- *Why* did she come late?

- *Why* are you crying?

6. Wh-Question "Which"

Which is used to ask both people and thing as optional subject.[52] The optional object meant that there is more than one subject to be asked. By using "which" the information asked is the true answer of the options.

The essential use of it as follows:

a. *Which* must be separated from noun by of and to be since it is called interrogative pronoun

b. *Which* stand alone

c. *Which* is also as interrogative adjective which is used to ask for the object of the sentence about people or thing when there are only a few to choose from.

For example:

I like tea? (Affirmative)

Do you like tea? (Interrogative)

Which drink do you like, tea or milk? (Wh-question)

7. Wh-Question "Whom"

According to Soemarto and Suhardjito *whom* is used to replace *who*. Preposition may precede a nominal wh-word. For persons the wh- becomes

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[51] *Ibid*, p.73

[52] Soemarto and Suhardjito, *English Structure in Context 2*, Jakarta: Proyek Pembinaan dan Peningkatan Mutu Tenaga Kependidikan Dir Jend Pendidikan Tinggi Depdikbud, 1994, p.34

whom. Interrogative *whom* is the substitute of question word which is used for people as the object. The essential use for it is as follows:

a. In formal English, the use of *whom* is preposition + whom

Example: With whom did you go? To whom were you speaking?

But in ordinary English, the use of *whom* usually move the preposition to the end of the sentence. The *whom* then normally changes to *who*.

Example: Who did you go with? Who were you speaking to?

b. *Whom* must be followed by auxiliaries

Example: I want to meet my brother (Affirmative)

Do you want to meet your brother? (Interrogative)

Whom do you want to meet? (Wh-question)

c. Preposition may precede a *whom*

Example: My mother send me a letter (Affirmative)

Does your mother send you a letter? (Interrogative)

To *whom* did your mother send a letter? (Wh-question)

8. Wh-Question "Whose"

Whose can be used to talk about possession.[53] The interrogative *whose* is used to ask the property.

a. *Whose* must be separate from the noun by to be

b. To answer the question with *whose* used the possessive adjective and possessive pronoun

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[53] Martani, Tomasouw, *Materi Pokok Structure IV B*, Karunia Jakarta: Universitas Terbuka, 1994, p.4

c. *Whose* is also as interrogative adjective which is used to ask for the object of the sentence about property.

For example:

These are John's novel? (Affirmative)

Are these John's novel? (Interrogative)

Whose novel are these? (Wh-question)

Based on the examples above it can be known that *whose* showed that the question ask about the subject. *Whose* is also as interrogative adjective which is used to ask for the object of the sentence about property.

G. Listening Comprehension

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean in listening and understanding what we hear.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in a second language.

There are two kinds of listening situations in which we find ourselves: Interactive and Non interactive

Interactive listening situations include face to face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the

radio, television, films, lecturers, or sermons. In such situations we usually don't have the opportunity to ask for clarification, slower speech or repetition.[54]

According to Endang Fauziati, Listening comprehension means to advance student ability in listening as the first skill of English. The materials have been made in conversations and monolog text. Here student as if they are facing the native directly and try to make a sharp their comprehending through oral given information listening comprehension in listening comprehension activity, the teacher usually gives some tasks to the students to summary the conversations to be heard and answer some questions relate with the conversations will sound three times or more if necessary. The students are supposed to do it by themselves because they don't have enough time to cheat her or his friend.

Listening comprehension is taught in order to the students can make a plausible reconstruction of the likely events that have been heard from the speaker. It is not only getting the information orally but also identifying proposition into the real world.[55]

The successful of language teaching learning influenced by some important factors, it also happens to listening comprehension material. They are:

a. Learner

1). Personality, affective and variables of the learners.

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[54] http : //www.silinternational.org/lingualinks/Languagelearning/otherresources/GudlnsFrALnggAndCltrLrnngPrgrm/Listeningcomprehensionskill.htm (Online on May 10th 2008)

[55] Endang fauziati ,*teaching of English as a foreign language (TEFL)* surakarta : Muhammadiyah university press, 2002, P.119

2). Age (kids and adult). The kids have different ability in aborting material with adult. It is different that they are given a university materials although it is could be

3). Talent (high level and low level talent). Every student has his/her talent of which different with other. In teaching learning process, a kader should it in order to the low level student aren't worry to be leaved. The teacher shouldn't force them to master the material as the teacher wants.

b. Teaching intensity

The frequency of meeting in classroom also influences the achieving of learning objectives. If the teacher or students often be absent, they will loose the material. It was mean that they loose the important chance to learn about many things.

c. A comfortable classroom will stimuli the teacher and students to come back and learn about anything that they need.

d. Language level learning (elementary and advanced)

e. Characteristics of the teacher

1). The acquisition using the second language

Giving learning is stressed to the practicing orally while writing, reading is too. To make material can be achieved and understood, the teacher itself should master it. The teacher's acquisition in using S2 will determines his/her successful in teaching. His/her performance wills stimuli the student, curiosity to learn foreign language more.

2). The physical condition

The student's interesting is not only to the materials or Medias which are used. But also the physical condition of teacher. A teacher should be tidy. Cheer and fit in order to the teaching learning process is held fluently.[56]

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[56] Tarigan, Henry guntur, Prof, Dr, *Strategi Pengajaran dan Pembelajaran Bahasa*, Bandung : Penerbit Angkasa, 1993, P.106

CHAPTER III

CHAPTER III
THE RESULT OF THE STUDY

A. The Types of Errors in Applying Wh-Question on Listening Comprehension.

Based on the first observation on Tuesday September 29th 2009 at 8.45 – 10.40. The lecturer greeted the students and the students answered the teacher's greeting. Next, the lecturer checked the present list of the students' names one by one, the lecturer prepared the material related to the taught this day.

The writer took collecting the data, and showed that the process of the test which was held on October 6th and 13th 2009 from the students of the English education department of Palangka Raya Islamic state college in academic year 2008-2009. From the score on the errors in applying wh-question on listening comprehension faced by the students of the English education department of Palangka Raya Islamic state college, it was constructed data presentation of the student's score in applying wh-question on listening comprehension. Number of population was 26 students. Result of the students' errors in applying wh-question divided one class (26 students). The data of the students' errors obtained from those who were taking the listening comprehension II in the academic years 2008/2009 can be seen in the following table:

Table 3.1
The frequency and percentage of errors on each items

Number of item	Frequency	Percentage
1	18	4.10%
2	13	2.96%
3	16	3.64%
4	17	3.87%
5	9	2.05%
6	20	4.55%
7	21	4.78%
8	17	3.87%
9	11	2.50%
10	12	2.73%
11	9	2.05%
12	7	1.59%
13	16	3.64%
14	21	4.78%
15	20	4.55%
16	21	4.78%
17	10	2.27%
18	9	2.05%
19	6	1.36%
20	11	2.50%
21	7	1.59%
22	23	5.23%
23	16	3.64%
24	9	2.05%
25	17	3.87%
26	20	2.73%
27	14	3.18%
28	11	2.50%
29	10	2.27%
30	20	4.78%
Total	423	100%

Based on the result of the test above, it could be seen that the total frequency of errors made by the students in applying wh-question on listening comprehension from 30 items was 423. The students made errors on every item. It was mean that the students made errors in all types of subject for applying wh-

questions. In the specification content of the test, there were 8 (eight) types of subject prepared for applying wh-question. To know the Frequency and percentage of errors, the following table is provided:

Table 3.2
The frequency and percentage of errors in applying wh-questions

No	The Content	Number of Items	Total of Frequency	Percentage
1	Wh-question "Who"	2,15, 5	42	9.92%
2	Wh-question "What"	13, 19, 12, 11, 23, 27, 30	88	20.8%
3	Wh-question "Where"	18, 20, 17, 9, 28, 29	62	14.6%
4	Wh-question "When"	16, 4, 6	58	13.7%
5	Wh-question "Why"	10, 14, 22, 26	68	16.0%
6	Wh-question "Which"	3, 35	33	7.80%
7	Wh-question "Whom"	1, 8, 24	44	10.4%
8	Wh-question "Whose"	7, 21	28	6.61%
Total			423	100%

Based on the table above, the highest error made by the students was in applying wh-questions "what" with the frequency of 88 (20.8%). The second was applying wh-questions "why" with the frequency of 68 (16.0%). The third was Use applying wh-questions "where" with the frequency 62 (14.6%). The fourth was applying wh-questions "when" with the frequency 58 (13.7%). The fifth was applying wh-questions "whom" with the frequency 44 (10.4%). The sixth was applying wh-questions "who" with the frequency 42 (9.92%). The seventh was applying wh-questions "which" with the frequency 33 (7.80%). And the last was

applying wh-questions "whose" with the frequency 28 (6.61%). The descriptions

of errors on those types could be seen in figure below:
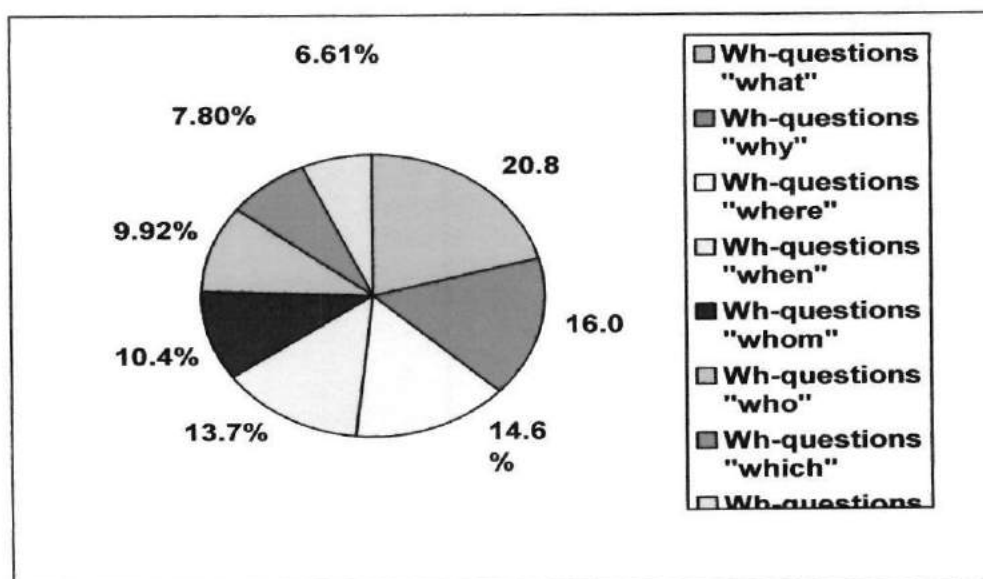
Figure 3.1
Percentage of Errors in Applying Wh-Questions

Table 3.3
The Frequency and Percentage of Errors Type in Applying Wh-Questions

No	Type of Errors	Frequency	Percentage
1	Omission	42	9.92%
2	Addition	50	11.8%
3	Misformation	260	61.4%
4	Misordering	71	16.7%
	Total	423	100%

Based on the table of errors type above, the highest error made by the

students was misformating with the frequency of 260 (61.4%). The second

position of error type was misordering with the frequency of 71 (16.7%). The

third position of error type was addition with the frequency of 50 (11.8%). The

fewest error type in applying wh-questions was omission with the frequency of 42

(9.92%). To get clear description, the percentage of error type in applying wh-questions in figure 2.
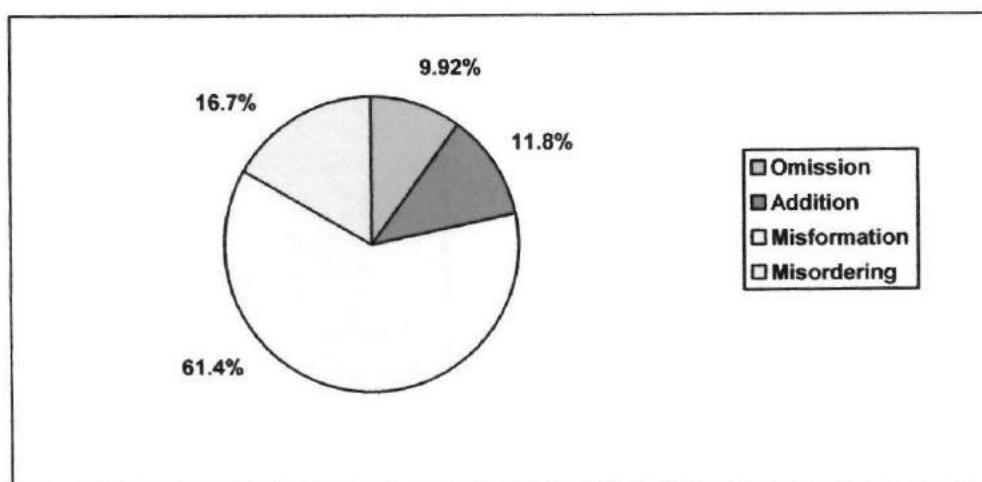
Figure 3.2
The percentage of errors type in applying wh-questions

Those are types can be divided into some errors classification that can be seen in the table below:

Table 3.4
The frequency and percentage of errors classification in applying
Wh-question

No	Classification of errors	Frequency	Percentage
1	Omission (omitting grammatical morpheme)	42	9.92%
2	Addition: a. Double marking b. Simple addition error	10 40	2.36% 9.45%
3	Misformating a. Regularization error	260	61.4
4	Misordering	88	20.8%
	Total	423	100%

Based on the table above, it could be known that the highest classification of errors made by the students in applying wh-questions was misformating (regularization error) with the frequency 260 (61.4%). The second was

misordering with the frequency of 88 (20.8%). The third was omission (omitting grammatical morpheme) with the frequency of 42 (9.92%). The fewest was addition (double marking and simple addition error) with the frequency of 10 (2.36%) and 40 (9.45%). Those types of errors can be divided into some errors classification that can be seen in the figure below:
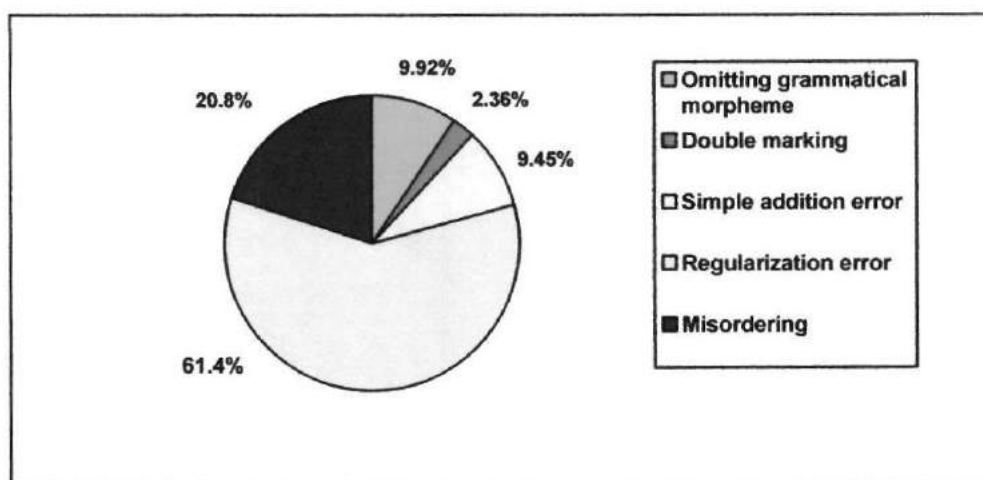
Figure 3.3
The percentage of errors classification in applying wh-questions

To get more explanation from the descriptions about the types and classification of errors above can be seen in the discussion below:

1. Omission (omitting grammatical)

This is type of error only occurred in one classification that was omitting grammatical morpheme; the students forgot to use to be after wh-questions. The error made by the students based on this type and classification occurred in 3 (three) items. They were; item number 13, 23, and 29. The discussions are as follow:

Item 13

In this item, the students omitted to be "was" after wh-questions. The frequency was 16 (3.78%).

For example: Where father sat? "Father sat behind the wheel"

Reconstruction: Where did father sit? "Father sat behind the wheel"

The error in this item above was caused by incomplete application of rules.

Item 23

In this item, the students omitted to be "is" after wh-questions. The frequency was 16 (3.78%).

For example: What the man doing in the bathroom? "The man is taking a bath"

Reconstruction: What is the man doing in the bathroom? "The man is taking a

bath"

The error in this item above was caused by incomplete application of rules.

Item 29

In this item, the students omitted to be "was" after wh-questions. The frequency was 10 (2.36%).

For example: Where the cat? "In the garden"

Reconstruction: Where was the cat? "In the garden"

The error in this item above was caused by incomplete application of rules.

2. Addition

This type occurred in two classifications. They were double marking and simple addition errors. The discussions of those classifications are as follow:

a. Double marking

Errors on this classification are usually character when the students mark both helping verb "did" and be past "was". The error made by the students based on this type and classification occurred in 1 (one) item. It was: item number 17. The discussion is as follows:

Item 17

For example: What did the children was it? "The children stayed in the car"

Reconstruction: What did the children do? "The children stayed in the car"

The error in this item above was caused by overgeneralization.

b. Simple addition error

Error in this classification usually happen when the student added "ed" in sentence. The error made by the students based on this type and classification occurred in 3 (three) items. They were: item number 15, 20, and 24. The discussions are as follow:

Item 15

In this item the students added "ed" after verb

For example: Who did started the engine? "Father started the engine"

Reconstruction: Who did start the engine? "Father started the engine"

The error in this item above was caused by overgeneralization.

Item 20

In this item the students added "s" after verb

For example: What is number's room the manager gives? "The manager gives me keys to number twenty-one

Reconstruction: Which keys did the manager give you? "The manager gives me

keys to number twenty-one

The error in this item above was caused by overgeneralization.

Item 24

In this item the student added to be "is" after wh-question

For example: Who is will call the manager? "My wife will call the manager"

Reconstruction: Who will call the manager? "My wife will call the manager"

The error in this item above was caused by overgeneralization.

3. Misformating

Error on this type occurred in one classification. It is regularization error. The discussions of this classification are as follows:

a. Regularization error

Error on this classification occurred because of the students' failure in applying wh-question. The error made by the students based on this type and classification occurred in 18 (eighteen) items. They were: item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 21, 22, 25, 26, 28 and 30. The discussions are as follow:

Item 1

In this item, the students failed to use the right form of wh-question.

For example: What was it for? "Tommy"

Reconstruction: Who was it for? "Tommy"

The error in this item above was caused by false concept hypothesized.

Item 2

In this item, the students failed to use the right form of wh-question.

For example: Whom birthday was it? "Tommy"

Reconstruction: Whose birthday was it? "Tommy"

The error in this item above was caused by false concept hypothesized.

Item 3

In this item, the students failed to use the right form of wh-question.

For example: Which was the first thing Tommy looked at? "It is from uncle Bill"

Reconstruction: What was the first thing Tommy looked at? "It is from uncle Bill"

The error in this item above was caused by false concept hypothesized.

Item 4

In this item, the students failed to use the right form of wh-question.

For example: How it did contain? "Electric train set"

Reconstruction: What it did contain? "Electric train set"

The error in this item above was caused by false concept hypothesized.

Item 5

In this item, the students failed to use the right form of wh-question.

For example: Who is her husband? "He is upstairs"

Reconstruction: Where is her husband? "He is upstairs"

The error in this item above was caused by false concept hypothesized.

Item 6

In this item, the students failed to use the right form of wh-question.

For example: What did Mr. Alison park his car? "Outside the house"

Reconstruction: Where did Mr. Alison park his car? "Outside the house"

The error in this item above was caused by false concept hypothesized.

Item 7

In this item, the students failed to use the right form of wh-question.

For example: Whose rang Mrs. Alison up? "Mrs. Johnson"

Reconstruction: Who rang Mrs. Alison up? "Mrs. Johnson"

The error in this item above was caused by false concept hypothesized.

Item 8

In this item, the students failed to use the right form of wh-question.

For example: Whom invited the Johnson to dinner? "Mrs. Alison"

Reconstruction: Who invited the Johnson to dinner? "Mrs. Alison"

The error in this item above was caused by false concept hypothesized.

Item 9

In this item, the students failed to use the right form of wh-question.

For example: What is the steak? "In the boot of the car"

Reconstruction: Where is the steak? "In the boot of the car"

The error in this item above was caused by false concept hypothesized.

Item 10

In this item, the students failed to use the right form of wh-question.

For example: How is Mrs. Alison sorry she asked them to come? "Because, she
was made mistake"

Reconstruction: Why is Mrs. Alison sorry she asked them to come? "Because, she
was made mistake"

The error in this item above was caused by false concept hypothesized.

Item 11

In this item, the students failed to use the right form of wh-question.

For example: When time did Mr. Alison get home from the work? "At a quarter to
    six"

Reconstruction: What time did Mr. Alison get home from the work? "At a quarter
    to six"

The error in this item above was caused by false concept hypothesized.

Item 12

In this item, the students failed to use the right form of wh-question.

For example: When father takes the children for a drive on Sunday? "Father"

Reconstruction: Who father takes the children for a drive on Sunday? "Father"

The error in this item above was caused by false concept hypothesized.

Item 21

In this item, the students failed to use the right form of wh-question.

For example: Whose is in the bathroom? "A man"

Reconstruction: Who is in the bathroom? "A man"

The error in this item above was caused by false concept hypothesized.

Item 22

In this item, the students failed to use the right form of wh-question.

For example: Why the hotel manager sorry? "Because the hotel manager makes a
    mistake"

Reconstruction: Why the hotel manager sorry? "Because the hotel manager makes
    a mistake"

The error in this item above was caused by false concept hypothesized.

Item 25

In this item, the students failed to use the right form of wh-question.

For example: Whose was the room? "The room was the man's room"

Reconstruction: Whose room was this? "The room was the man's room "

The error in this item above was caused by interlingual error.

Item 28

In this item, the students failed to use the right form of wh-question.

For example: Where is did Mr. Thompson go? "In the garden"

Reconstruction: Where did Mr. Thompson go? "In the garden"

The error in this item above was caused by false concept hypothesized.

Item 30

In this item, the students failed to use the right form of wh-question.

For example: What Mrs. Thompson's suggest to Mr. Thompson? "Throw a shoe"

Reconstruction: What Mrs. Thompson's suggest to Mr. Thompson? "Throw a shoe"

The error in this item above was caused by false concept hypothesized.

Item 26

In this item, the students failed to use the right form of wh-question.

For example: Why the man is angry? "Because we entered the man's room"

Reconstruction: Why was the man angry with you? "Because we entered the man's room"

The error in this item above was caused by false concept hypothesized.

4. Misordering

This type of error is characterized by the wrong placement of words order. This type of errors occurred in 5 (Five) items. They were: item number 14, 16, 18, 19, and 27. The discussion of these errors as follows:

Item 14

In this item the students made error in arranged the sentence

For example: Why did the car not move? "Because the car isn't any petrol in the tank"

Reconstruction: Why the car did not move? "Because the car isn't any petrol in the tank"

The error in this item above was caused by interlingual error.

Item 16

In this item the students made error in arranged the sentence

For example: What time mother and father were ready? "At six – thirty"

Reconstruction: What time were mother and father ready? "At six – thirty"

The error in this item above was caused by interlingual error.

Item 18

In this item the students made error in arranged the sentence

For example: Whose have it? "Father's car"

Reconstruction: Whose car was it? "Father's car"

The error in this item above was caused by false concept hypothesized.

Item 19

In this item the students made error in arranged the sentence

For example: Who is give me the keys? "The hotel manager gives me the keys"

Reconstruction: Who gives you the keys? "The hotel manager gives me the keys"

The error in this item above was caused by overgeneralization.

Item 27

In this item the students made error in arranged the sentence

For example: What was time it? "It was two o'clock"

Reconstruction: What time was it? "It was two o'clock"

The error in this item above was caused by interlingual error.

B. The causes of errors in applying wh-questions

Based on the result of evaluation, it can be known that the causes of students' errors consist of overgeneralization, ignore of rule restriction, incomplete application of rule and false concept of hypothesized. The following this is the table of frequency and percentage of errors' causes in applying wh-question on listening comprehension.

Table 3.5
The frequency and percentage of errors causes in applying wh-question

No	Causes of errors	Type causes of errors	Frequency	Percentage
1	Interlingual	-	-	-
2	Intralingual	Over generalization	56	13.2%
		Incomplete application of rule	42	9.92%
		False concept of hypothesized	325	76.4%
		Total	423	100%

Based on the table above, the highest cause of students errors in applying wh-question was false concept of hypothesized the frequency of 325 (76.4%). The

second was Over generalization with the frequency of 56 (13.2%). The lowest

cause of students' errors in applying wh-question on listening comprehension was

with incomplete application of rule the frequency of 42 (9.92%). In order to get

clear description, the percentage of errors causes can be seen in figure 4 bellow:
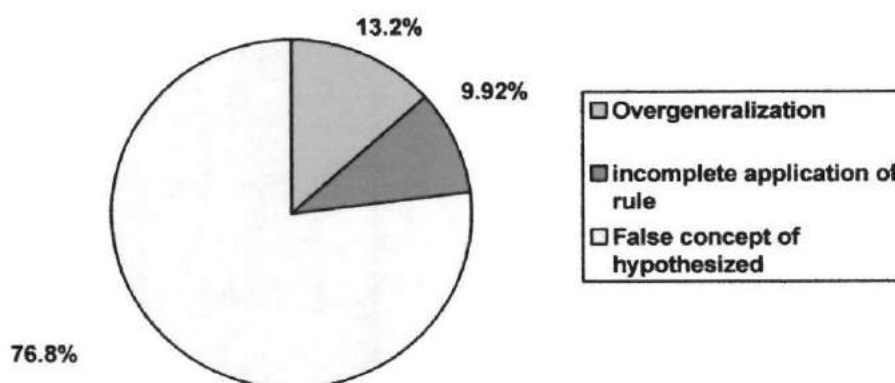
Figure 3.4
The percentage of the students' error causes in applying wh-question

To get more explanation about the causes of students' errors based on the

description above, it can be seen in the discussion bellow:

1. Over generalization

Over generalization is the errors influenced by the previous students'

experiences in studying structure. The errors made in 5 (fives) items. They were;

item number 19, 20, 15, 17 and 24. The discussions are as follows:

Item 19

In this item the students made errors in arranged the sentence

For example: Who is give me the keys? "The hotel manager gives me the keys"

Reconstruction: Who give you the keys? "The hotel manager gives me the keys".

Item 20

In this item the students added "s" after verb

For example: What is number's room the manager gives? "The manager gives me

keys to number twenty-one

Reconstruction: Which keys did the manager give you? "The manager gives me

keys to number twenty-one

Item 15

In this item the students added "ed" after verb

For example: Who did started the engine? "Father started the engine"

Reconstruction: Who did start the engine? "Father started the engine"

Item 17

For example: What did the children was it? "The children stayed in the

car"

Reconstruction: What did the children do? "The children stayed in the car"

Item 24

In this item the student added to be "is" after wh-question

For example: Who is will call the manager? "My wife will call the manager"

Reconstruction: Who will call the manager? "My wife will call the manager".

2. Incomplete application of rule

The error is caused by complete application of rule when the students did

not apply the rule of English grammar completely. These errors occurred in 3

(three) items. They were: item number 13, 23, and 29. The discussions are as

follows:

Item 13

In this item, the students omitted to be "was" after wh-questions.

For example: Where father sat? "Father sat behind the wheel"

Reconstruction: Where was father sat? "Father sat behind the wheel"

Item 23

In this item, the students omitted to be "is" after wh-questions.

For example: What the man doing in the bathroom? "The man is taking a bath"

Reconstruction: What is the man doing in the bathroom? "The man is taking a

bath"

Item 29

In this item, the students omitted to be "was" after wh-questions.

For example: Where the cat? "In the garden"

Reconstruction: Where was the cat? "In the garden".

3. False concept of Hypostasized

The errors are caused by false concept of hypostasized when the students apply unsuitable part for the certain rule of English grammar where it is caused by the faulty comprehension. These errors occurred in twenty two (22) items. They were items number : 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 18, 21, 22, 25, 26, 27, 28 and 30. The discussions of these errors are as follows:

Item 1

In this item, the students failed to use the right form of wh-question.

For example: What was it for? "Tommy"

Reconstruction: Who was it for? "Tommy"

Item 2

In this item, the students failed to use the right form of wh-question.

For example: Whom birthday was it? "Tommy"

Reconstruction: Whose birthday was it? "Tommy"

Item 3

In this item, the students failed to use the right form of wh-question.

For example: Which was the first thing Tommy looked at? "It is from uncle Bill"

Reconstruction: What was the first thing Tommy looked at? "It is from uncle Bill"

Item 4

In this item, the students failed to use the right form of wh-question.

For example: How it did contain? "Electric train set"

Reconstruction: What it did contain? "Electric train set".

Item 5

In this item, the students failed to use the right form of wh-question.

For example: Who is her husband? "He is upstairs"

Reconstruction: Where is her husband? "He is upstairs"

Item 6

In this item, the students failed to use the right form of wh-question.

For example: What did Mr. Alison park his car? "Outside the house"

Reconstruction: Where did Mr. Alison park his car? "Outside the house"

Item 7

In this item, the students failed to use the right form of wh-question.

For example: Whose rang Mrs. Alison up? "Mrs. Johnson"

Reconstruction: Who rang Mrs. Alison up? "Mrs. Johnson"

Item 8

In this item, the students failed to use the right form of wh-question.
For example: whom invited the Johnson to dinner? "Mrs. Alison"

Reconstruction: Who invited the Johnson to dinner? "Mrs. Alison"

Item 9

In this item, the students failed to use the right form of wh-question.

For example: What is the steak? "In the boot of the car"

Reconstruction: Where is the steak? "In the boot of the car"

Item 10

In this item, the students failed to use the right form of wh-question.

For example: How is Mrs. Alison sorry she asked them to come? "Because, she
was made mistake"

Reconstruction: Why is Mrs. Alison sorry she asked them to come? "Because, she
was made mistake"

Item 11

In this item, the students failed to use the right form of wh-question.

For example: When time did Mr. Alison get home from the work? "At a quarter to
six"

Reconstruction: What time did Mr. Alison get home from the work? "At a quarter
to six"

Item 12

In this item, the students failed to use the right form of wh-question.

For example: When father takes the children for a drive on Sunday? "Father"

Reconstruction: Who father takes the children for a drive on Sunday? "Father".

Item 14

In this item the students made error in arranged the sentence

For example: Why did the car not move? "Because the car isn't any petrol in the

tank"

Reconstruction: Why the car did not move? "Because the car isn't any petrol in

the tank"

Item 16

In this item the students made errors in arranging the sentence

For example: What time mother and father were ready? "At six – thirty"

Reconstruction: What time were mother and father ready? "At six – thirty"

Item 18

In this item the students made errors in arranged the sentence

For example: Whose have it? "Father's car"

Reconstruction: Whose car was it? "Father's car"

Item 21

In this item, the students failed to use the right form of wh-question.

For example: Whose is in the bathroom? "A man"

Reconstruction: Who is in the bathroom? "A man"

Item 22

In this item, the students failed to use the right form of wh-question.

For example: Which the hotel manager sorry? "Because the hotel manager makes

a mistake"

Reconstruction: Why the hotel manager sorry? "Because the hotel manager makes a mistake"

Item 25

In this item, the students failed to use the right form of wh-question.

For example: Whose was the room? "The room was the man's room"

Reconstruction: Whose room was this? "The room was the man's room "

Item 26

In this item, the students failed to use the right form of wh-question.

For example: Why the man is angry? "Because we entered the man's room"

Reconstruction: Why was the man angry with you? "Because we entered the man's room"

Item 27

In this item the students made errors in arranged the sentence

For example: What was time it? "It was two o'clock"

Reconstruction: What time was it? "It was two o'clock"

Item 30

In this item, the students failed to use the right form of wh-question.

For example: What Mrs. Thompson's suggest to Mr. Thompson? "Throw a shoe"

Reconstruction: What did Mrs. Thompson's suggest to Mr. Thompson? "Throw a shoe"

Based on the test, the writer made table to know the students' ability in applying wh-question in each items that made by the students of the English Education Department of Palangka Raya Islamic State College, they got three

answers options; they were difficult, fair and easy. These are explanations of the categories as follows:

a). Difficult : More than half of the questions (50%) cannot be answered by the students.

b). Fair : Half of the questions (50%) cannot be answered by the students.

c). Easy : Most of the questions (99%) can be answered by the students.

Table 3.6
Level of difficulties in each item

Number of items	Level of difficulties	F	%
2,3,12,15,16,17,19,20,24,25 and 26	Difficult	11	42.3
4,5,13,17,18,21,22,26,28 and 29	Fair	9	34.6
1,6,7,8,9,10,11,14 and 23	Easy	6	23.1
30 items		26	100

Based on the table above, it was obvious that there were 11 (eleven) students (42,3) couldn't answer items number 2,3,12,15,16,17,19,20,24,25 and 26. That were 9 (nine) students couldn't answer items number 4,5,13,17,18,21,22,26,28 and 29. That were 6 (six) students couldn't answer items number 1,6,7,8,9,10,11,14 and 23.

After analyzing based on the test above, the writer made questionnaire to the students to know the students' ability in applying wh-question in each items that made by the students of the English education department of Palangka Raya Islamic state college, they were difficult, fair and easy degrees.

1. Applying wh-question "who"

The distribution of the students' difficulty level in applying wh-question "who" can be seen in the table below:

Table 3.7
Applying wh-question "who"

Number of items	Level of difficulties	F	%
1, ,7, ,8, 12, 15, 19, 21, and 24	Difficult	0	0
	Fair	1	3.85
	Easy	25	96.15
		26	100

The table above, it was known that there was 0 (zero) student (0) were difficult in applying wh-question "who" 1 (one) student (3.85) were fair in applying wh-question "who" and 25 (twenty five) students (96.15) were easy in Applying wh-question "who".

2. Applying wh-question "what"

The distribution of the students' difficulty level in applying wh-question "what" can be seen in the table below:

Table 3.8
Applying wh-question "what"

Number of items	Level of difficulties	F	%
4, 11, 16, 23, 27, and 30	Difficult	1	3.85
	Fair	1	3.85
	Easy	24	92.31
		26	100

The table above, it was known that there was 1 (one) student (3.85) was difficult in applying wh-question "what" 1 (one) student (3.85) was fair in applying wh-question "what" and 24 (twenty four) students (92.31) were easy in Applying wh-question "what".

3. Applying wh-question "where"

The distribution of the students' difficulty level in applying wh-question "what" can be seen in the table below:

Table 3.9
Applying wh-question "where"

Number of items	Level of difficulties	F	%
6, 9, 13, and 29	Difficult	2	7.69
	Fair	2	7.69
	Easy	22	84.62
		26	100

The table above, it was known that there were 2 (two) students (7.69) were difficult in applying wh-question "where" 2 (two) students (7.69) were fair in applying wh-question "where" and 22 (twenty two) students (84.62) were easy in Applying wh-question "where".

4. Applying wh-question "when"

The distribution of the students' difficulty level in applying wh-question "when" can be seen in the table below:

Table 3.10
Applying wh-question "when"

Number of items	Level of difficulties	F	%
3, 17, and 8	Difficult	2	7.69
	Fair	4	15.38
	Easy	20	76.92
		26	100

The table above, it was known that there were 2 (two) students (7.69) were difficult in applying wh-question "when" 4 (four) students (15.38) were fair in

applying wh-question "when" and 20 (twenty) students (76.92) were easy in Applying wh-question "when".

5. Applying wh-question "why"

The distribution of the students' difficulty level in applying wh-question "why" can be seen in the table below:

Table 3.11
Applying wh-question "why"

Number of items	Level of difficulties	F	%
10, 14, 22, and 26	Difficult	2	7.69
	Fair	3	11.54
	Easy	21	80.77
		26	100

The table above, it was known that there were 2 (two) students (7.69) were difficult in applying wh-question "why" 3 (three) students (11.54) were fair in applying wh-question "why" and 21 (twenty one) students (80.77) were easy in Applying wh-question "why".

6. Applying wh-question "whose"

The distribution of the students' difficulty level in applying wh-question "whose" could be seen in the table below:

Table 3.12
Applying wh-question "whose"

Number of items	Level of difficulties	F	%
2, 18, and 25	Difficult	6	23.07
	Fair	10	11.54
	Easy	10	80.77
		26	100

The table above, it was known that there were 6 (six) students (23.07) were difficult in applying wh-question "whose" 10 (ten) students (38.46) were fair in applying wh-question "whose" and 10 (ten) students (38.46) were easy in Applying wh-question "whose".

7. Applying wh-question "which"

The distribution of the students' difficulty level in applying wh-question "which" could be seen in the table below:

Table 3.13
Applying wh-question "which"

Number of items	Level of difficulties	F	%
20	Difficult	6	23.07
	Fair	12	46.15
	Easy	8	30.77
		26	100

The table above, it was known that there were 6 (six) students (23.07) were difficult in applying wh-question "which" 12 (twelve) students (46.15) were fair in applying wh-question "which" and 8 (eight) students (30.77) were easy in Applying wh-question "which".

8. Applying wh-question "whom"

The distribution of the students' difficulty level in applying wh-question "whom" can be seen in the table below:

Table 3.14
Applying wh-question "whom"

Number of items	Level of difficulties	F	%
5 and 28	Difficult	18	69.23
	Fair	6	23.07
	Easy	2	7.69
		26	100

The table above, it was known that there were 18 (eighteen) students (69.23) were difficult in applying wh-question "whom" 6 (six) students (23.07) were fair in applying wh-question "whom" and 2 (two) students (7.69) were easy in Applying wh-question "whom".

Based on the result of test and the results of questionnaire showed that the significant different result was gotten. From the result of test, a few of students faced the difficulties in applying wh-questions. On the other hand, based on the questionnaire that were given by writer to the students showed that they didn't get the difficulties in applying wh-questions.

So in the fact, there were not synchronization between the result of test and the result of questionnaire.

CHAPTER IV

CHAPTER IV
CLOSING

A. Conclusion

Based on the result of the study, the errors made by the students in applying wh-question on listening comprehension can be concluded as follows:

1. The types of errors made by the students in applying wh-question on listening comprehension

It has been found that the total frequency of the students' errors in applying wh-question was 423. Based on the surface strategy taxonomy, it was obtained that the types of errors made   by the students in applying wh-question were omission, addition, misformating, and misordering. The highest errors made by the students were misformating with the frequency of 260 (61.4%). The second position of error type was misordering with the frequency of 71 (16.7%). The third position of errors type was addition with the frequency of 50 (11.8%). The fewest errors type in applying wh-questions was omission with the frequency of 42 (9.92%). This result showed that the teaching of listening comprehension II has not been reached fully.

2. The cause of students' errors in applying wh-question

The cause of students' errors in applying wh-question was related to intralingual errors and the highest type of causes of errors was related to false concept of hypothesized with the frequency of 325 (76.4%). The second was related to over generalization with the frequency of 56 (13.2%). The lowest cause of students' errors in applying wh-question was related to incomplete application of rule with the frequency of 42 (9.92%).

B. The suggestion

Based on the result of the study above, there are some suggestions. They are explained in the following ways:

1. The students showed improve their mastery in listening comprehension by making small group discussion to learn the material together so that they can share their ideas, knowledge, and experience.

2. The lecture showed give a lot of exercises and assignment that the students can improve their knowledge, mastery, and achievement, and the students who are weak in listening comprehension can gradually improve their scores.

3. The institution showed add more English references especially the up to date books and the materials taught should be balanced with the time allocated for teaching, so that the materials can be taught completely to the students.

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INTERNET RESOURCES

http://www.silinternational.org/lingualinks/Languagelearning/otherresources/GudlnsFrALnggAndCltrLrnn

gPrgrm/Listeningcomprehensionskill.htm (Online on May 10th 2008)

www.ucd.ie/teaching/t&/research (Online June 26th 2009)

APPENDIX

Appendix 1

RESEARCH INSTRUMENT

Name   :
SRN   :
Date/Day :

A. Supply the missing words using Wh-Question

1. .... was it for? "Tommy"

2. .... birthday was it? "Tommy"

3. .... was the first thing Tommy looked at? "It's from Uncle Bill"

4. .... did it contain? "Electric train set"

5. .... is her husband? "He's upstairs"

6. .... Did Mr. Alison park his car? "Outside the house"

7. .... Rang Mrs. Alison up? "Mrs. Johnsons"

8. .... Invited the Jhonsons to dinner? "Mrs. Alison"

9. .... Is the steak? "In the boot of the car"

10............. Is Mrs. Alison sorry she asked them to come? "Because, she was made terrible mistake"

11............. Time did Mr. Alison get home from work? "At a quarter to six"

B. Make a question using Wh-Question words based on the answer

12. Father takes the children for a drive on Sunday

-

13. Father sat behind the wheel

-

14. Because the car isn't any petrol in the tank

-

15. Father started the engine

-

16. At six – thirty

-

17. The children stayed in the car

-

18. Father's car

-

19. The hotel manager give me the keys

-

20. The manager give me keys to number twenty-one

-

21. A man

-

22. Because the hotel manager makes a mistake

-

23. The man is taking a bath

-

24. My wife will call the manager

-

25. The room was the man's room

-

26. Because we entered the man's room

-

27. It was two o'clock

-

28. Mr. Thompson went to window

-

29. In the garden

-

30. Throw a shoe

Good Luck

Appendix 2

Part A

On Saturday morning, the postman delivered a large parcel for Tommy. The parcel contained a birthday present and it had arrived just in time.

Tommy looked at the stamps on the packet. "It's from uncle Bill" he shouted excitedly. Even though uncle Bill was in America, he had not forgotten Tommy's birthday. Mother made Tommy promise not to open the parcel until the following day.

"Your birthday's not till tomorrow," she said. "You should open it in the morning together with your other presents".

The next day, father just was exited as Tommy when they discovered that the parcel contained an electric train set. "Let's go upstairs and put it together," father said.

Tommy remained with his father for about and hour but finally got bored with the train set and went into the living room to see the rest of his parents.

At about lunch time, Tommy's mother came into the living room. "Where's your father?" she asked. I've been looking for him every where.

"He upstairs, mum." Tommy answered. "He put my train set together this morning and he's been playing with it ever since!"

Part B

At a Quarter to six, Mrs. Alison heard her husband park the car outside the house and immediately went out to speak to him.

"What's the matter, darling?" he asked. You look upset"

"I've made a terrible mistake, Jim," she said. "Mrs. Johnson rang me up about half an hour ago. We got talking and then without thinking, I asked her and her husband to come and have dinner with us this evening.

"Well, that's nothing to get upset about!" Mr. Alison said, "we should have a pleasant evening. We haven't seen the Johnsons for ages."

"I'd like them to come" replied Mrs. Alison, but I've just dicovered there's hardly any food in the house. You didn't by any chance remember to buy some steak? I asked you to get some on your way home from three days ago.

"Steak?" Mr. Alison said. "Good heavens, yes. I remember now. As a matter of fact I did get some. You ought to have reminded me about it. It's in the boot of the car. It's been there for the past three days!"

Part c

On Sunday father takes us for a drive into the country. We enjoy this very much. Last Sunday, we got up very early. We sat in the car and waited for father.

At six-thirty mother and father were ready. Father sat behind the wheel and started the engine. The car didn't move. "That's very funny," father said. "It was all right yesterday." He tried again, but the car didn't move.

"There isn't any petrol in the tank!" my brother Jimmy said. "You're right, Jimmy!" father answered.

"I'll go and get some petrol from the garage" Jimmy said. "It's half past six," my mother said. "The garage is shut." "What shall we do?" I asked.

"We can go back to bed and get up at nine o'clock, "Father said. Mother and father went back to bed, but Jimmy and I stayed in the car. "We're not going to sleep, "we said.

Suddenly, father knocked at the window of the car. "Wake up, children said. 'It's nine o'clock."

Part D

"We want a room on the first floor," I said. "certainly, sir, "the hotel manager answered. "Have you a room with a private bathroom? I asked. "Yes, sir" the hotel manager said. "Here are the keys to number twenty-one".

I took the keys and my wife and I went upstairs. We unlocked the door ot number twenty-one and went into the room. We shut the door and put our cases on the floor.

"Listen!" my wife said. There's a man in this room. He's singing. "You're right!" I said. "He's in the bathroom!" I knocked at the door of the bathroom. The singing stopped. "Who is it? A voice said. "This is our room, "I answered. "Why you doing here?"

"Your room!" the voice answered angrily. "This is my room, please go: I'm taking a bath."

"I'll call the manager," my wife said. Just then, the door opened and the manager came in. "I'm very sorry," he said. "I made a mistake. Your room is next door. Here are the keys to number twenty-two".

Part E

It was two o'clock in the morning and it was very dark. Mr Thompson woke up his wife. "Irene," he called softly," the baby's crying". Mrs. Thomson sat up in bed and listened.

"That's not the baby Jim," she said. "It's a cat!" "It can't be," her husband said. "I'll go and look." Mr. Thompson got up and went to the window. "Y right, Irene," he said. "There's cat in the garden. Listen to it!"

"You must stop it" Jim," Mrs. Thompson said. "That cat will take u baby. "What can I do?" Mr. Thompson asked. "Throw a shoe at it, "his wife suggested.
"I can't do that, "Mr. Thompson answered. "Why not?" his wife asked. "Can't you see it?" "I can see it very well, "Mr. Thompson said. "But I can't throw a shoe at it. It's sitting on my greenhouse.

Appendix 3

THE KEY ANSWER

1. Who
2. Whose
3. What
4. What
5. Where
6. Where
7. Who
8. Who
9. Where
10. Why
11. What
12. Who takes the children for a drive on Sunday?
13. Where did father sat?
14. Why the car didn't move?
15. Who did start the engine?
16. What time were mother and father ready?
17. What did the children do?
18. Whose car was it?
19. Who give you the keys?
20. Which keys did the manager give you?
21. Who is in the bathroom?
22. Why is the hotel's manager sorry?
23. What is the man doing in the bathroom?
24. Who will call the manager?
25. Whose room was it?
26. Why was the man angry with you?
27. What time was it?
28. Where did Mr. Thompson go?
29. Where was the cat?
30. What Mrs. Thompson's suggest to Mr. Thompson?

Appendix 4

The name of students who followed try out

No	Name	SRN
1	Anis Saturroisah	0801120396
2	Aris Fatih A.F	0801120357
3	Dewi Afifah	0801120342
4	Edi Saputra	0801120367
5	Hasan Maulana	0801120346
6	Ika	0801120391
7	Ika Tri Mustika S	0801120341
8	Indah Maryani	0801120353
9	Meny Lestari	0801120358
10	Miftahul Hasanah	0801120398
11	Nor Halisah	0801120401
12	Nur Jannah	0801120361
13	Novia Lestari	0801120351
14	Ramdhaniah	0801120372
15	Ratnita Dewi	0801120383
16	Reni Karmila	0801120386
17	Rika Rukmana Nugraha	0801120412
18	Saidi Rahman	0801120384
19	Siti Nur Anafiah	0801120408
20	Siti Rahmah	0801120359
21	Sri Nurhidayati	0801120350
22	Teguh Prayitno	0801120363
23	Wiwi Indah Lestari	0801120365
24	Yusli	0801120385
25	Dewi Ratna Sartika	0801120379
26	Norhayati	0801120404

Appendix 5

The name of sample

No	Name	SRN
1	Ahmad Rajib	0801120349
2	Amirruddin Asidiqqi	0801120402
3	Ani Fatridha	0801120376
4	Baiq Novalia P	0801120415
5	Dewi Ratna Sari	0801120334
6	J. Anhar Rabi Hamsah Tis'ah	0801120386
7	Khairullah	0801120405
8	Magdalena	0801120283
9	Mariatul Azizah	0801120378
10	Muh. Rezeki	0801120373
11	Noor Anita Wulandari	0801120387
12	Noor Atiah	0801120395
13	Nor Jenah	0801120389
14	Pithriani	0801120362
15	Rabiatul Adawiyah	0801120374
16	Rahmad Nurseto	0801120388
17	Randi Azwar Gulana	0801120392
18	Rasyid Ridha	0801120354
19	Razak Al-Amindra	0801120413
20	Rofi'ah	0801120352
21	Rusda	0801120411
22	Selviana	0801120399
23	Sri Winarti Ayu Wandira	0801120407
24	Siti Halimah	0801120366
25	Suwarsih	0801120371
26	Yeni Ratnasari	0801120368

Appendix 6

DISTRIBUTION OF INSTRUMENT TRY OUT

NO	CODE OF STUDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Xt	Xt²
1	A	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	37	1369
2	B	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	35	1225
3	C	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	0	1	0	1	1	0	40	1600
4	D	1	0	0	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0	0	38	1444
5	E	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	39	1521
6	F	1	1	1	0	0	1	0	0	1	1	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	1	0	1	0	0	1	1	0	38	1444
7	G	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	0	1	0	1	1	0	1	0	1	0	1	1	36	1296
8	H	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	37	1369
9	I	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	38	1444
10	J	1	0	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	39	1521
11	K	1	0	1	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	1	1	1	37	1369
12	L	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	1	1	40	1600
13	M	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	41	1681
14	N	1	0	1	0	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	36	1296
15	O	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	41	1681
16	P	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	1	0	1	1	0	0	1	0	0	1	1	1	1	1	36	1296
17	Q	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	43	1849
18	R	1	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	1	0	34	1156
19	S	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	43	1849
20	T	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	38	1444
21	U	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	35	1225
22	V	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	44	1936
23	W	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	38	1444
24	X	1	0	1	0	0	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	34	1369
25	Y	1	0	0	0	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	40	1600
26	Z	1	1	1	0	0	0	1	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	38	1444
	26 = n	26																																																			**998**	**38472**

p	1	0.39	0.54	0.61	0.54	0.69	0.77	0.77	0.82	0.82	0.65		1	0.39	0.58	0.85		0.69	0.62	0.69		1	0.85	0.62	0.58	0.54	0.65	0.81	0.69	0.77	0.73	0.73	0.61	0.81	0.73	0.65	0.62	0.58	0.54	0.65	0.75	0.46	0.69	0.6	0.5	0.62	0.54	0.69	0.77	0.77	0.62	0.65
q	0	0.61	0.46	0.39	0.36	0.46	0.31	0.23	0.23	0.36	0.15		0.61	0.42	0.15	0	0.46	0.34	0.31	0	0.30	0.38	0.42	0.46	0.35	0.19	0.31	0.23	0.27	0.27	0.38	0.19	0.27	0.35	0.38	0.42	0.46	0.35	0.27	0.54	0.31	0.35	0.5	0.38	0.46	0.31	0.23	0.23	0.38	0.35		
pq	0	0.24	0.25	0.23	0.24	0.25	0.21	0.18	0.18	0.24	0.20		0.24	0.24	0.13	0	0.25	0.24	0.21	0	0.23	0.24	0.24	0.25	0.23	0.15	0.21	0.18	0.2	0.2	0.25	0.15	0.2	0.25	0.24	0.24	0.25	0.23	0.2	0.25	0.21	0.26	0.25	0.24	0.25	0.21	0.18	0.18	0.24	0.23		

Appendix 7

No	Validity		The level or difficulty		Notes
	Coefficient	Criteria	Indexes	Criteria	
1	0,00	Easy	1	Easy	Very poor validity
2	0,399	Fair	0,38	Fair	Poor validity
3	0,400	Fair	0,53	Fair	Fair Validity
4	0,459	Fair	0,61	Fair	Fair Validity
5	0,587	Fair	0,61	Fair	Fair Validity
6	0,590	Fair	0,53	Fair	Fair Validity
7	0,658	Fair	0,69	Fair	High validity
8	0,487	Fair	0,57	Fair	Fair Validity
9	0,697	Easy	0,76	Easy	High validity
10	0,600	Fair	0,61	Fair	High validity
11	0,799	Fair	0,65	Fair	High validity
12	0,00	Easy	1	Easy	Very poor validity
13	0,198	Fair	0,38	Fair	Fair Validity
14	0,587	Fair	0,57	Fair	Very high validity
15	0,495	Easy	0,84	Easy	Very high validity
16	0,00	Easy	1	Easy	Very poor validity
17	0,697	Easy	0,76	Easy	High validity
18	0,799	Fair	0,61	Fair	High validity
19	0,600	Fair	0,69	Fair	High validity
20	0,769	Fair	0,61	Fair	High validity
21	0,799	Fair	0,65	Fair	High validity
22	0,697	Fair	0,61	Fair	High validity
23	0,453	Fair	0,57	Fair	Fair validity
24	0,597	Fair	0,53	Fair	Fair validity
25	0,518	Fair	0,65	Fair	High validity
26	0,809	Fair	0,61	Fair	High validity
27	0,980	Easy	0,80	Easy	Very high validity
28	0,697	Fair	0,69	Fair	High validity
29	0,609	Easy	0,76	Easy	High validity
30	0,791	Easy	0,76	Easy	High validity
31	0,656	Easy	0,73	Easy	High validity
32	0,692	Fair	0,61	Fair	High validity
33	0,891	Easy	0,80	Easy	Very high validity
34	0,658	Fair	0,65	Fair	High validity
35	0,679	Fair	0,61	Fair	High validity
36	0,499	Fair	0,57	Fair	Fair validity
37	0,453	Fair	0,53	Fair	Fair validity
38	0,518	Fair	0,65	Fair	High validity
39	0,650	Easy	0,73	Easy	High validity
40	0,597	Fair	0,46	Fair	Fair validity
41	0,601	Fair	0,69	Fair	High validity
42	0,700	Fair	0,65	Fair	High validity
43	0,439	Difficult	0,5	Difficult	Fair validity
44	0,659	Fair	0,61	Fair	High validity
45	0,577	Fair	0,53	Fair	Fair validity
46	0,679	Fair	0,69	Fair	High validity
47	0,499	Fair	0,57	Fair	Fair validity
48	0,809	Easy	0,76	Easy	High validity
49	0,711	Fair	0,61	Fair	High validity
50	0,697	Fair	0,65	Fair	High validity

Appendix 8

INDEX OF DIFFICULTY

$$F.V = \frac{R}{N}$$

The result of the instrumentation try out that has done to the students of The English education department of Palangkaraya Islamic state college.

No	R	N	F.V	No	R	N	F.V
1	26	26	1	26	16	26	0.61
2	10	26	0.38	27	21	26	0.80
3	14	26	0.53	28	18	26	0.69
4	16	26	0.61	29	20	26	0.76
5	16	26	0.61	30	20	26	0.76
6	14	26	0.53	31	19	26	0.73
7	18	26	0.69	32	16	26	0.61
8	15	26	0.57	33	21	26	0.80
9	20	26	0.76	34	17	26	0.65
10	16	26	0.61	35	16	26	0.61
11	17	26	0.65	36	15	26	0.57
12	26	26	1	37	14	26	0.53
13	10	26	0.38	38	17	26	0.65
14	15	26	0.57	39	19	26	0.73
15	22	26	0.84	40	12	26	0.46
16	26	26	1	41	18	26	0.69
17	20	26	0.76	42	17	26	0.65
18	16	26	0.61	43	13	26	0.5
19	18	26	0.69	44	16	26	0.61
20	16	26	0.61	45	14	26	0.53
21	17	26	0.65	46	18	26	0.69
22	16	26	0.61	47	15	26	0.57
23	15	26	0.57	48	20	26	0.76
24	14	26	0.53	49	16	26	0.61
25	17	26	0.65	50	17	26	0.65

DISTRIBUTION OF INSTRUMEN TEST

Appendix 9

NO.	CODE OF STUDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	xt	xt2
1	A	X	X	X	√	X	√	X	√	X	√	√	X	√	√	O	X	√	X	√	O	O	O	O	O	O	O	O	O	O	O	9	81
2	B	√	√	X	√	√	√	√	√	√	√	√	X	√	√	X	√	√	X	X	X	√	√	√	O	O	O	O	O	O	O	18	324
3	C	X	X	√	X	√	X	√	√	√	√	√	X	√	√	X	√	√	X	√	X	√	√	√	X	X	√	X	X	√	√	14	196
4	D	X	X	√	X	√	X	√	√	√	X	X	X	O	√	X	X	X	√	X	√	O	√	X	X	√	X	O	√	√	√	12	144
5	E	√	√	X	√	√	√	X	√	√	√	√	X	√	√	X	X	√	X	√	X	√	√	√	√	√	X	√	X	√	√	21	441
6	F	√	X	X	√	√	√	√	√	√	√	√	X	X	√	X	X	√	X	√	X	√	√	√	√	X	√	X	O	√	√	21	441
7	G	X	X	√	X	√	√	√	√	√	√	√	X	O	√	O	√	X	O	X	X	√	√	√	√	X	O	O	X	O	O	18	324
8	H	√	X	X	√	√	√	X	X	O	O	X	X	√	√	X	√	O	√	√	X	O	X	O	O	O	O	O	O	O	O	7	49
9	I	√	√	√	√	O	√	√	√	√	√	√	X	X	√	√	X	O	O	O	O	√	√	√	√	X	√	√	X	√	√	23	529
10	J	O	X	X	X	√	√	√	√	√	√	√	X	√	√	O	O	O	O	√	X	O	O	O	O	O	O	O	O	O	O	9	81
11	K	√	X	√	√	√	√	√	√	√	√	√	X	X	X	O	X	X	√	O	O	√	√	√	X	X	√	√	√	√	√	21	441
12	L	√	X	X	√	√	√	X	X	√	√	√	X	√	√	X	√	√	O	O	O	√	X	O	O	O	O	√	√	O	O	11	121
13	M	X	√	√	O	√	√	√	√	√	√	√	O	X	√	X	√	X	√	X	O	√	√	√	X	X	√	√	√	√	√	21	441
14	N	O	X	√	O	√	√	√	√	X	√	X	X	√	√	X	O	O	√	O	O	√	√	√	O	O	O	√	X	O	O	15	225
15	O	O	O	O	O	X	√	X	√	√	√	√	X	X	O	O	X	X	X	√	X	√	√	√	√	O	O	O	X	√	√	14	196
16	P	√	X	X	√	√	√	√	√	√	√	√	X	X	√	X	X	X	√	X	√	√	√	√	X	√	√	X	√	√	√	20	400
17	Q	√	√	√	√	√	√	√	√	√	√	√	X	√	√	X	X	X	√	X	X	√	√	√	X	√	O	X	X	√	√	23	529
18	R	O	X	O	√	√	√	√	√	√	√	√	X	√	√	X	X	X	√	X	X	√	√	√	X	√	O	X	X	√	√	16	256
19	S	√	√	√	√	X	√	X	X	√	√	√	√	√	√	√	X	√	√	√	X	X	√	√	X	X	√	√	√	√	√	18	324
20	T	X	X	X	√	O	√	√	√	√	√	X	√	X	√	X	√	O	X	X	√	O	√	O	X	O	O	√	√	√	O	19	361
21	U	√	X	X	√	√	√	√	√	√	√	X	√	X	√	√	X	X	X	X	√	√	√	√	O	O	O	O	O	√	O	15	225
22	V	X	X	X	√	X	√	√	√	√	√	X	X	O	√	X	X	√	√	X	X	√	√	√	X	X	√	O	O	O	O	12	144
23	W	√	X	X	√	√	√	√	√	√	√	√	√	√	√	√	X	√	X	√	√	X	X	√	√	X	X	√	√	X	√	14	196
24	X	√	√	√	√	√	√	√	√	√	√	√	X	√	√	X	X	X	X	X	X	√	√	√	X	X	√	√	√	√	√	24	576
25	Y	√	√	√	√	√	√	√	√	√	√	√	X	√	√	X	√	√	√	X	X	√	√	√	X	√	√	√	√	√	√	22	484
26	Z	X	X	X	√	O	√	√	√	√	√	√	X	√	√	X	√	√	√	X	X	O	O	O	√	O	O	√	√	√	√	18	324
Total Of Answers	T	14	8	11	19	19	24	21	23	23	24	20	3	16	25	5	8	11	14	8	4	19	19	20	5	6	14	9	12	19	17	435	7853
	F	8	17	13	4	4	2	5	3	3	1	6	24	7	1	18	17	13	9	16	18	3	1	1	13	9	0	10	5	0	0		
	A	4	1	2	3	3	0	0	0	0	1	0	1	3	0	3	1	2	3	2	4	4	6	5	8	11	12	7	9	7	9		
	P	0,47	0,27	0,37	0,63	0,63	0,80	0,70	0,77	0,77	0,80	0,67	0,10	0,53	0,83	0,17	0,27	0,37	0,47	0,27	0,13	0,63	0,63	0,67	0,17	0,20	0,47	0,30	0,40	0,63	0,57		
	Q	0,27	0,57	0,43	0,13	0,13	0,03	0,17	0,10	0,10	0,03	0,20	0,80	0,23	0,03	0,60	0,57	0,43	0,30	0,53	0,60	0,10	0,03	0,03	0,43	0,30	0,00	0,33	0,17	0,00	0,00		
	PQ	0,13	0,15	0,16	0,08	0,08	0,02	0,12	0,08	0,08	0,02	0,13	0,08	0,12	0,02	0,10	0,15	0,16	0,14	0,14	0,08	0,06	0,02	0,02	0,07	0,06	0,00	0,10	0,07	0,00	0,00		

Appendix 10

QUESTIONNAIRE (ANGKET)

Nama : ....
Kelas : ....

Bacalah dan pilihlah alternatif jawaban *a*, *b*, dan *c* yang sesuai yang sesuai dengan apa yang anda alami!

1. Bagaiman anda memahami wh-questions?

   a. Sangat sulit   b. Sulit   c. Mudah

2. Bagaimana anda menerapkan wh-question dalam membuat bentuk pertanyaan?

   a. Sangat sulit   b. Sulit   c. Mudah

3. Bisakah anda membedakan fungsi wh-questions dalam membuat pertanyaan?

   a. Sangat sulit   b. Sulit   c. Mudah

4. Bisakah anda membuat pertanyaan dengan menggunakan bentuk wh-quetions?

   a. Sangat sulit   b. Sulit   c. Mudah

5. Menerapkan wh-question "who" dalam membuat pertanyaan?

   a. Sangat sulit   b. Sulit   c. Mudah

6. Menerapkan wh-question "what" dalam membuat pertanyaan?

   a. Sangat sulit   b. Sulit   c. Mudah

7. Menerapkan wh-question "where" dalam membuat pertanyaan?

   a. Sangat sulit   b. Sulit   c. Mudah

8. Menerapkan wh-question "when" dalam membuat pertanyaan?

   a. Sangat sulit   b. Sulit   c. Mudah

9. Menerapkan wh-question "why" dalam membuat pertanyaan?

   a. Sangat sulit   b. Sulit   c. Mudah

10. Menerapkan wh-question "whose" dalam membuat pertanyaan?

    a. Sangat sulit   b. Sulit   c. Mudah

11. Menerapkan wh-question "which" dalam membuat pertanyaan?

    a. Sangat sulit   b. Sulit   c. Mudah

12. Menerapkan wh-question "whom" dalam membuat pertanyaan?

    a. Sangat sulit   b. Sulit   c. Mudah

STUDENTS' DOCUMENTATION

Subject	: The English students of STAIN Palangka Raya in academic years 2008/2009
Topic	: Try Out
Day/Date	: Tuesday, 6th October 2009
Room	: Language Laboratorium
Time	: 09.00-10.40 a.m.

Picture 1. The researcher gave the try out to the students

Picture 2. The researcher gave the try out to the students

Picture 3. The researcher gave the try out to the students

Picture 4. The researcher gave the try out to the students

STUDENTS' DOCUMENTATION

Subject   : The English students of STAIN Palangka Raya in academic years
               2008/2009
Topic   : The Test
Day/Date   : Tuesday, 20th October 2009
Room   : Language Laboratorium
Time   : 09.00-10.40 a.m.

Picture 1. The researcher gave the test to the students

Picture 2. The researcher gave the test to the students

Picture 3. The researcher gave the test to the students

Picture 4. The researcher gave the test to the students

Nomor : Sti.15.1/PP.00.009/253/2008   Palangka Raya, 29 Februari 2008
Hal   : **Persetujuan Judul dan**
          Penetapan Pembimbing

Kepada
Yth. Sdr. **Kartika Yuliandari**
NIM. 0301120084

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"The Problems in Listening Comprehension Faced by the Students of the English Education Department of Palangka Raya Islamic State College"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Ristati, M.Hum sebagai Pembimbing I
2. Dakir, MA sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,

Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Ristati, M.Hum sebagai Pembimbing I
3. Yth. Dakir, MA sebagai Pembimbing II

CORRECTION NOTE

Name/SRN : Kartika Yulindari / 030112 0084

Title : The Problems on Listening Comprehension Faced by the Students of the English Education Department of Palangka Raya Islamic State College

Consultants : I. Ristati, M.Hum
II. Dakir, MA

Examiner : Sabarun, M.Pd

1. Add your research problems by " What are the teacher's effort to solve the students' Listening Comp. Problem.

2. Population and sample should be revised into Subject of the Study (Qualitative Research).

3. Consider the suggestions of your examiner and consultants.

4.

5.

6.

7.

8.

9.

10.

Palangka Raya, February 14, 2009
Moderator,

BERITA ACARA

Nomor : /Pan. Seminar Proposal/STAIN/2009.

Pada hari ini ....SABTU.... tanggal ....23.... bulan ....MEI.... Tahun 2009 , pukul ....09.30....WIB, tim seminar proposal skripsi mahasiswa STAIN Palangka Raya Tahun Akademik ....2008 / 2009.... telah menyeminarkan proposal skripsi dengan Judul :

The Problems in Using Yes / No Question on Listening Comprehension faced by the Students of The English Education Department of Palangka Raya Islamic State College

Atas Nama : KARTIKA YULINDARI

NIM : 030.112.0084

Jurusan/Prodi : TARBIYAH / TBI

Dinyatakan : LULUS / ~~MENGULANG~~

P.Raya, ...23 MEI 2009

Pembimbing

Penanggap Utama

1. RISTATI , M. Hum
   NIP.

Dra. HALIMAH , M.Pd
NIP.

2. DAKIR , MA
   NIP. 150 327 384.

Moderator/Notulen,

Siti Sholeha
NIP.

CATATAN HASIL SEMINAR

Penyaji / NIM : Kartita Yulindari / 030 112 0084

Jurusan / Prodi : Tarbiyah / TBI

Judul : The Problems in Using Yes / No Question on Listening Comprehension Faced by The Students of The English Education Department of Palangka Raya Islamic State college

Pananggap Utama : Dra. Halimah, M. Pd

Pembimbing : 1. Ristati, M. Hum

2. Pakir, MA.

CATATAN PERBAIKAN :

1. Change the tittle of Proposal into :
   Error Analysis in Using Wh- Question on Listening Comprehension by The Students of The English Education Department of Palangka Raya Islamic State College.

2. Use the capital letters for the name of People.

3. Add the teory about the requierements for the Listening Skill.

A. ... . ution of the problems refer to the

5. Add the teory for Error Analysis in Chapter II.

6. Make a criteria while using purposive Sampling.

7. Add the teory that support of problems of Study No. 2.

8. Ceck the frame of Thinking.

Palangka Raya, 23 Mei 2009
Moderator

<u>Siti Sholeha</u>
NIP.

SURAT KETERANGAN
No: 75/PAN-SPSM/SG/VI/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

Nama   : KARTIKA YULINDARI

NIM   : 030 112 0084

Jurusan / Prodi : TARBIYAH /TBI

Judul Proposal : THE PROBLEMS IN APPLYING WSH-QUESTION ON LISTENING COMPREHENSION FACED BY THE STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF PALANGKA RAYA ISLAMIC STATE COLLEGE.

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 23 Mei 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **Dra.HALIMAH,M.Pd** Moderator : **SITI SHOLEHA** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 08 Juni 2009

PANITIA

Ketua,

ASMAWATI,M.Pd
NIP. 150 311 460

Sekretaris,

HARLES ANWAR,M.Si
NIP.150 292 523

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya,   Juli 2009

Nomor   : Sti.15.8/TL.00/   /2009.
Lampiran   :   --
Perihal   : Pemberian Izin Observasi /Penelitian

Kepada

Yth.   Sdr. Kartika Yulindari
       NIM. 0301120084
       Jurusan Tarbiyah/TBI
       di –
       Palangka Raya.

Berdasarkan Surat Saudara tertanggal 30 Juni 2009 perihall
Izin Riset / Penelitian, dalam rangka mengakhiri studi pada Sekolah
Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka Ketua STAIN
Palangka Raya memberikan Izin Riset / Penelitian kepada Saudara:

N a m a	: Kartika Yulindari
N I M	: 0301120084
Jurusan/Prodi	: Tarbiyah / TBI
Jenjang	: Strata 1 (S.1)
Lokasi Penelitian	: STAIN Palangka Raya .
Judul Skripsi	: "THE ERRORS IN APPLYING WH-QUESTION ON LISTENING COMPREHENSION FACED THE STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF PALANGKA RAYA ISLAMIC STATE COLLEGE"
Metode	: Test, Interview technique dan Dokumentasi

Waktu Pelaksana: 2 (dua) bulan, terhitung sejak tanggal   20
                 Agustus s/d 20 Oktober 2009.

Demikian Surat Izin Riset / Penelitian ini diberikan untuk dapat
dipergunakan sebagaimana mestinya.

                                          An. K e t u a
                                          Pembantu Ketua I,

                                          H. ABUBAKAR HM, M.Ag
                                          NIP. 19551231 198303 1 026

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)

BERITA ACARA DAN CATATAN HASIL UJIAN SKRIPSI MAHASISWA
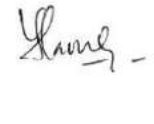**JURUSAN TARBIYAH STAIN PALANGKA RAYA**
SEMESTER ....TAHUN AKADEMIK ....

Pada Hari ini ...Sabtu.... Tanggal .12... Bulan Desember Tahun ...2009...............telah dilaksanakan ujian skripsi dengan judul :

The Errors in Applying wh-question on Listening comprehension Faced by the Students of the English Education Department of Palangkaraya Islamic State

Nama : Kartika Yuliandari
Tempat/Tanggal Lahir : ....
N I M : 030 112 0084
Jurusan/Prodi : Tarbiyah/....TBI.............

Tim Penguji : Tanda Tangan

1. ...Simanto, S.pd, M. Hum. ( )
2. ...Safarun, M. Pd. ( )
3. ...Dra. Halimah, M. Pd ( )
4. ...Dakir, M.A. ( )

CATATAN HASIL UJIAN SKRIPSI

1. Check and correct the sentences on page 30, 34, 35
2. Check and correct all words and sentences on page 1-71.
3. Complete the theories on page (19) (functions' of Errors.
4. Check and correct the refferences.
5. Write the sources of Data of (on all tables).
6. Correct the standars of Errors.

Palangka Raya, 12 - 12 - 2009
Sekretaris

(Dakir, M.A.)
NIP.

Curriculum Vitae

A. The writer's identity

1. Name   : Kartika Yulindari
2. Place and date of birth   : Palu, June 4th 1985
3. Sex   : Female
4. Address   : Pinus Hijau No. 10
5. Educational Background   : a. SDN 18 Palu Barat (Graduated in 1996)
                                     b. MTsN Model Cikditiro Palu (Graduated in 2000)
                                     c. SMU Negeri 1 Palu (Graduated in 2003)

6. Hobbies/Interest   : Reading ann travelling

B. The parents' identity

1. Father
   a. Name   : Hi. Moh. Amin Mallewa (Alm)
   b. Job   : Seller
   c. Address   : Jl. Durian No. 71 (Palu)
2. Mother
   a. Name   : Hj. Faridah Zainudin (Almh)
   b. Job   : House Wife
   c. Address   : Jl. Durian No. 71 (Palu)