

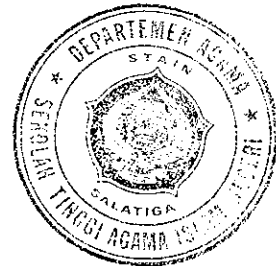
**THE DIFFICULTIES OF BUILDING QUESTION SENTENCES  
BY THE SECOND YEAR STUDENTS OF MA AS SOORKATY SALATIGA  
IN THE ACADEMIC YEAR 2004-2005**

**THESIS**

Submitted to the Board of Examiner in Partial Fulfillment of the Requirements

— For the Degree of Sarjana Pendidikan Islam (S.Pd.I)

In the English and Educational Department



By :

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SALATIGA**

**2004**

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**ATTENTIVE COUNSELOR NOTES**

Salatiga, August 16<sup>th</sup>, 2004

Case : Sari Famularsih's Thesis

Dear

The Head of State Islamic  
Studies Institute of Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Sari Famularsih's thesis entitled "THE DIFFICULTIES OF BUILDING QUESTION SENTENCES BY THE SECOND YEAR STUDENTS OF MA AS SOORKATY SALATIGA IN THE ACADEMIC YEAR 2004-2005".

I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Consultant



Dra. Woro Retnaningsih, M.Pd.  
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DEPARTMENT OF RELIGIOUS AFFAIRS  
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**STATEMENT OF CERTIFICATION**

**THE DIFFICULTIES OF BUILDING QUESTION SENTENCES  
BY THE SECOND YEAR STUDENTS OF MA AS SOORKATY SALATIGA  
IN THE ACADEMIC YEAR 2004-2005**

**SARI FAMULARSIH**  
**NIM : 113 00 050**

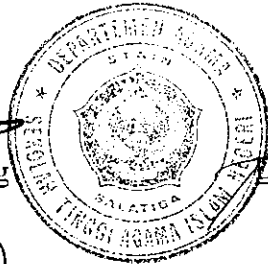
Has been brought to the board of examiners in August 30<sup>th</sup>, 2004/Rajab 14<sup>th</sup> 1425 H, and hereby considered to completely fulfilled the requirements of the degree of sarjana in the English and Education Department.

Salatiga, August 30<sup>th</sup>, 2004 M  
Rajab 14<sup>th</sup>, 1425 H

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## MOTTO

*Experience is the best teacher*

## DEDICATION

*I truly dedicate this research paper to :*

- 1. My beloved Mother Mrs. Hj. Chalimah*
- 2. My beloved Father Mr. H. Aly Bakir*
- 3. All of my sisters and brothers that motivate me to finish this study*

## ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First of all, the writer would to say Alhamdulillah for Allah's mercy and the blessing that the writer could complete the thesis as one of the requirements for getting Sarjana Pendidikan Islam in English Department Students of State Islamic Studies Institute.

In completing this thesis, the writer faced many difficulties and obstacles but in the same time I accepted endless supports, helps and guide from many kinds people. therefore, my special thanks for :

1. Drs. Badwan, M.Ag, as the head of the State Islamic Studies Institute of Salatiga.
2. Drs. Sa'adi, M.Ag, as the teacher of English Students of State Islamic Studies Institute of Salatiga.
3. Dra. Woro Retnaningsih, M.Pd, as the guidance of this thesis who is so kinds in completing this thesis.
4. All of lecturers of English Department who educated and give their knowledge during his study.
5. All staff administration and also the staff of library State Islamic Studies Institute of Salatiga.
6. My beloved mother and father and especially my best in my life (Fahu) in India, their love is most costly thing in this world.

The writer hopes Allah will give them much more than they expect. the writer completely aware that this research is far from being perfect. Therefore, the writer hopes the readers would give criticism, recommendations and ideas. Finally the writer greatly hopes this thesis could give a useful contributions for the next researcher.

Salatiga, August 9<sup>th</sup>, 2004

The Writer

Sari Famularsih



## DEKLARASI

Bismillahirrahmanirrahim

Dengan penuh kejujuran dan tanggung jawab, peneliti menyatakan bahwa skripsi ini tidak berisi materi yang pernah ditulis oleh orang lain atau pernah diterbitkan. Demikian juga skripsi ini tidak berisi satupun pikiran-pikiran orang lain, kecuali informasi yang terdapat dalam referensi yang dijadikan bahan rujukan.

Apabila di kemudian hari ternyata terdapat materi atau pikiran-pikiran orang lain di luar referensi yang peneliti cantumkan, maka peneliti sanggup mempertanggung jawabkan kembali keaslian skripsi ini di hadapan sidang munaqosyah skripsi.

Demikian deklarasi ini dibuat oleh peneliti untuk dapat dimaklumi.

Salatiga, 7 September 2004

Peneliti

SARI FAMULARSIH  
NIM : 113 00 050



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Teaching English in any grades of institutions can not leave one element, which supports the students' mastery, that is grammar. It plays important roles to control students in using sentences or phrases. Their mastery in English grammar will make their sentences comprehensible and acceptable. The students are able to fit the words in sentences with others.

In syntactical construction the students have to know the appropriate form suits with meaning and context. The students understand that learning English needs to understand the rules of grammar. The grammar is integral part of learner's knowledge. It is related with other subject. Grammar is a body of empirical rules which explain and regulate the structure of English sentences. Structure serves as a guide for students in building English sentences correctly.<sup>1</sup>

The systematic rules of English grammar have become integral part of the students' knowledge. It will enhance them to provide English sentences that are grammatically acceptable and therefore comprehensible. Some rules are extremely complex, including question sentences. It is one of the subject matter that the students learn in the school. There are three kinds of question

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<sup>1</sup> Setyo Mahani and Siswanto. *Pengkajian Kurikulum SMA*. Surakarta: Universitas Sebelas Maret. 1987. page 53

sentences of English, they are yes – no question, interrogative words and tag question.<sup>2</sup>

Seeing the kinds of question sentences above, it is understood that most of students find the difficulties in mastery of building and construction question sentences. It can be seen from the phenomenon such as : Where we eat ? It should be; where do we eat ? or they may write; who book own ? It should be : whose is it ?

### **B. Identification of the Problem**

From the explanation above there are a lot of problems concerning on mastering in building questions. Those problems can be stated as follows : How many kinds of questions are there in English ? How can good questions be built ? What are the rules of building questions ? Can the teacher give those aspects to the students in their teaching and learning activity ?

### **C. Limitation of the Problem**

The difficulty of building questions are so large. So it is impossible for the writer to solve all those problems. Therefore, the writer limits her study to the difficulties competence in building questions.

### **D. Statement of the Problems**

In this research, the writer as the researcher wants to search the students' achievement in building question sentence.

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<sup>2</sup> Nuryanto. *Essential of English Sentence Structure*. Yogyakarta: Yayasan IKK. 1986. page 118-123

There are many problems faced by the students in mastery of building question sentences. In this research the writer will show the problems which usually occur in mastery of building question sentence. They are as follows :

1. What type of difficulties are faced by the students on mastering in building questions ?
2. What are the sources of difficulties in building questions ?

#### **E. The Objective of the Study**

Based on their level of proficiency the students have learned about questions sentences from junior up to senior high school. The students find many problems in building question sentence. Here the writer wants to elaborate the difficulties faced by the students in building questions and the sources of difficulties in building questions.

#### **F. The Benefits of the Study**

When the writer has completed this study, it has two benefits i.e. practically and academically. Practically, this study will give a little sight for the students of MA As Soorkaty, so they can improve their skills especially in building questions. Besides it will give worth by experience in teaching English to the writer as a candidate of English teacher particularly in how to teach making questions. Theoretically, the result will become a referential book in teaching and learning of English process.

## G. Research Methodology

### 1. Population

Suharsimi Arikunto says that : the population is all members of the research subject.<sup>3</sup> Population is all individuals from whom the data are collected. In this research, population is the second year students of MA As Soorkaty Salatiga, in academic year of 2004-2005. There are two classes of class two, those are II<sup>A</sup> and II<sup>B</sup>, and the total students of the second class are 40 students. The research will do from 1 – 12 June 2004 (Tuesday–Saturday) in the effective learning time from 07-13.00 o'clock A.M.

### 2. Sampling

Sampling is the way of taking sample for getting the sample of research. in this case the writer take 40 students, as the sample, it is also called total sample.

### 3. Method of Data Collection

The sample of information which are used as data in this study are gathered by means of test. The test includes the difficulty of mastery in building question sentences.

### 4. Method of data analysis

a. The result of test will be presented in the percentage formula :

$$P = \frac{f}{N} \times 100\% ^4$$

---

<sup>3</sup> Arikunto, Suahrsimi *Methodology Research untuk Penulisan Paper, Skripsi, Thesis dan Disertas*. Yogyakarta: Andi Offset. 1989, page 192

<sup>4</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*. Jakarta:PT Raja Grafindo. 1994. page 40

Explanation :

$P$  = Percentage

$F$  = Number of individual

$N$  = Frequency

b. Non statistical analysis

In order to find out the case of errors the writer uses non-statistical analysis based on the performance of the data, that is the real errors made by the students.

1) Interlingual error

Interlingual error is caused by the interference of the learners' mother tongue. Interference from the mother tongue is clearly a major source of difficulty in second language learning. In consequence a lot of mistake in studying foreign language caused by mother tongue.

2) Intralingual error

Intralingual error is the negative transfer of item within the target language. Ricard states the intralingual errors consist four categories, namely (1) over generation, (2) ignorance, (3) incomplete application of the rules and (4) semantic error.<sup>5</sup> Fourth of this big enough matter of its influence in studying foreign language, in consequence in studying foreign language very important to be emphasized on this matter.

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<sup>5</sup> Ricard, Jack. C. *Error Analysis* New York: Columbia University Press.1976. page 35

## H. Thesis Organization

The writer organizes the thesis into five chapters as follows : Chapter one is Introduction consists of Background of the Study, Identification of the Problem, Limitation of the Problem, Statement of the Problems, The Objective of the Study, The Benefits of the Study, and Thesis Organization.

Chapter Two Related to the Underlying Theory (Consist of Error Analysis, English Questions Sentence and the Rules of Building Questions) and the Interrogative Sentences Auxiliaries and the Difficulties in Building Question.

Chapter three, Research Method, talks about Type of Research, Population of Study, Data of Study, Data and Data Source, Technique of Collecting Data and Technique of Data Analysis.

Chapter Four is Data Analysis, includes the Difficulties in Building Yes/No Questions sentences, the Difficulties in Building W.H Questions, the Difficulties in Completing the tag Question sentences, the sources of Difficulties which are faced by the students

Chapter five is Closure, which contains Conclusion and Suggestion.

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## CHAPTER II

### UNDERLYING THEORY

#### A. Error Analysis

In learning foreign language, learner will encounter some problems in mastering the rule of language. They often produce erroneous utterances whether in their speech or their writing. Exactly those problems are caused of differences between the rule of the mother tongue and the foreign language. So, this matter makes difficulties to them in learning the target language.

##### 1. Definition of error analysis

There are many definitions of error analysis given by different experts. Here the writer cites three of them from some books.

- a. Brown states that error analysis is the study of the learner's error, which can be observed, analyzed and classified to reveal, something of the system operating within the learner.<sup>1</sup>
- b. According Ellis, as quoted by Tarigan, error analysis is a procedure which used by researcher and teachers' language that consist of collect of samples, identifying of errors, and evaluation of errors.<sup>2</sup>
- c. While Kridalaksana, as Nurhadi's quoted, error analysis of language is a technique to measure of language's advance with writing and classifying of the possible errors by someone or group.<sup>3</sup>

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<sup>1</sup> Brown, H. Douglas. *Principles of Languages Learning and Teaching*. New Jersey. Prentice-Hall. 1980. page 166

<sup>2</sup> Tarigan, Henry Guntur. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung. Angkasa. 1990. page 68

<sup>3</sup> Nurhadi. *Tata Bahasa Pendidikan*. IKIP Semarang Press. 1995. page 230

## 2. The sources of difficulties

There are two sources of difficulties in building question sentences namely 1) Interlingual transfer, 2) Intralingual transfer

### a. Interlingual error

Interlingual error is caused by the interference of the learners' mother tongue. Interference from the mother tongue is clearly a major source of difficulties in second language learning. In consequence a lot of mistake in studying foreign language caused by mother tongue.

### b. Intralingual error

Intralingual error is the negative transfer of item within the target language. Ricard states the intralingual errors consist four categories, namely (1) over generation, (2) ignorance, (3) incomplete application of the rules and (4) semantic error.<sup>4</sup> Fourth of this big enough matter of its influence in studying foreign language, in consequence in studying foreign language very important to be emphasized on this matter.

## B. English Question Sentence

There are three kinds of question in English, namely : Yes-no question, Tag question and interrogative – Word questions.<sup>5</sup> Question can be divided into three major classes according to the types of answer that expect :<sup>6</sup>

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<sup>4</sup> Ricard, Jack. C. *Error Analysis* New York: Columbia University Press. 1976. page 35

<sup>5</sup> Frank Macella. *Modern English : A Practical Reference Guide*. New Jersey: Englewood Cliffs. 1972. Page 88.

<sup>6</sup> Qirk. *A University Grammar of English*. Randolph and Sidney Green Bawn: England Longman. 1973. Page 191.

- a) Yes-no question : those that expect only affirmation or rejection.
- b) W-H question : those that expect a reply supplying an item of information.
- c) Tag question : those that invite the listener to respond the question.

The question sentences pattern into verbal, non verbal, subject, and non-subject pattern.<sup>7</sup> He also says that firstly the verbal and non-verbal question can be found in the yes-no question, interrogative word sentence and tag question. The verbal pattern are all the question begin with an auxiliary or special verb that has been reserved with the subject the non-verbal patterns are all these question begin the subject, secondly the subject and non-subject pattern cover interrogative word question. It is also called the subject. The non-subject contain of some information about predicate, complement, object, adverb and other information.

#### 1. Yes-no question

These are simple questions elicit the answer yes or no only.<sup>8</sup>

Usually all these questions begin with an auxiliary or a single form of **be** that has been reversed with the subject.

#### 2. W-h question

These are questions that elicit specific information a person, a place, time, etc. As in negation, the verb in each of these questions is

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<sup>7</sup> Nuryanto. *Essential of English Sentence Structure*. Yogyakarta : Yayasan IKK.1986. page 191.

<sup>8</sup> Frank Marcella. *op. cit.* page 88

handled differently depending on whether the verb is or is not accompanied by an auxiliary in the declarative sentences.

W-h questions are formed with the aid of the following interrogative words (question words) who (for persons), whom (for object), whose (for possessive), which (for things/subject/object).<sup>9</sup>

### 3. Tag-question

These are also yes-no question, but the special form into which they are put shows which of these two answers is actually expected.

Note that if the statement part of the question is positive, the question part is negative, if the statement part is negative, the question part is positive. As in the regular Yes-no question, **there** and **it** are the only words other than the personal pronouns that may be used in the second part of such questions.

It's not raining, is it ? – No, it isn't

There is still some bread left, isn't there ? –Yes, there is

## C. The Rules of Building Question

### 1. Yes-no Question

Points out that in addition to the personal pronoun, the expletives *there* and *it* may also appear in a short answer to yes-no question.

*Is there my father ? Yes, there is*

*Are the variant cars ? Yes, there are*

*Is it yours ? Yes, it is*

---

<sup>9</sup> A.J. Thomson AV. Martinet. *A Practical English Grammar*. Hong Kong : Oxford University Press. 1986. page 71

In negative yes-no question, not is contracted with the auxiliary that starts the question and in formal usage, not is placed in adverbial position right after the reversed auxiliary and subject .

Isn't Sari reading ?

Didn't Sari read newspaper ?

Is Sari not reading ?

Did Sari not read newspaper ?

In highly informal conversation the auxiliary and the subject of a yes-no question are frequently omitted. Get the lunch ? (for do you get lunch?). Thinking serious problem ? (for are you thinking serious problem ?).

If there is no item in the verb phrase that can function as aperture, do is introduced as with negation.

*He feels unhappy*

*Does he feel unhappy ?*

*She likes Dodi*

*Does she like Dodi ?*

The pattern of an interrogative sentences as follows : auxiliary + subject Adverb + Verb + C/Adjunct + /Modal.

a. Verbal Pattern

Examples :

1) Does your friend study hard ?

Yes, he does

No, he doesn't

2) Have you read news paper ?

Yes, I have

No, I haven't

3) Do they always walk in the morning ?

Yes, they do

No, they don't

4) Can you help me ?

Yes, I can

No, I can't

5) Shall she give us the book ?

Yes, She shall

No, she shan't

6) Have we listened the music ?

Yes, we have

No, we haven't

7) Do they usually go to swim ?

Yes, they do

No, they don't

b. Non-Verbal pattern

Examples :

1) Are the nurses always busy ?

Yes, they are

No, they aren't

2) Is your father tall

Yes, he is

No, he isn't

3) Are the doctors there

Yes, there are

No, there aren't

4) Is one of the students sick ?

Yes, he is

No, he isn't

5) Are there good games ?

Yes, there are

No, there aren't

6) Is it your ?

Yes, it is

No, it isn't

For this verbal pattern there must be an agreement between subject and auxiliary used. When the subject is singular, it uses auxiliary does and verb *s* is omitted. The verb *s* will be verb without *s* for instance : there is a statement "*She runs alone every morning*" its interrogative sentence form will be "*Does she run alone every morning ?*". the do auxiliary is accompanied by the simple present which follows it is verb with *s*. For example: There is a statement : "*I have much money ?*". In interrogative sentence form will be "*Do you have much money ?*". Then, modal auxiliary

generally has no s suffix for third reason and no infinitive there is used for singular and plural subject. For example :

*They can climb the mountain carefully.*

*It will be" can they climb the mountain carefully?*

*Or. They may enter the class. It will be. May they enter the class ?*

*To make clear explanation about the auxiliary above*

*The writer will present then as follows*

Singular non-Verbal

Subject	Auxiliary	Auxiliaries
He/She/it	is	does
I	am	do
Plural		do
You/We/They	are	do

Subject + Modal Auxiliary + Infinitive without to Singular or Plural may, can, must, will, shall.

## 2. Tag-Question

The tag question consist of operator plus pronoun, without a negative partite, if the super ordinate clause is positive, the tag is negative, and vice versa.<sup>10</sup>

Example :

*He likes his job, doesn't he ?*

*John recognized you, didn't he ?*

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<sup>10</sup> Frank Marcella. *op. cit.* page 88-91



The meaning of these sentences, like their forms, involve a statement and question, each of them, that is, asserts something then invites the listener's responses to it.

Negative tag questions follow affirmative statement,<sup>11</sup> if a form of be or an auxiliary (e.g. can, has) or in the first part (do or does) appears in the tag.

Example :

*She hasn't gone, has she ?*

*You can go, can't you ?*

A tag question with falling intonation indicates that the speaker thinks his statements are true. She expects the answer to agree his statement.

Example :

*John is here ? Isn't he (expected) answer)*

To agree with her statements

Example :

*Mary isn't here, is he ? Yes, she is (expected answer)*

When rising intonation is used in the tag question, the speaker does not necessarily expect the answer to agree with her statement.

Example :

*It is nice day today, Isn't it ? yes, it is*

*We must try to practice more, mustn't we ? Yes, we must*

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<sup>11</sup> Krohn Robert. *English Sentence Structure*. New York : The University of Michigan Press. 1984. page. 67.

Tag question expects agreement with the statement.<sup>12</sup> It's containing the regular question auxiliary plus the personal pronoun that stand the subject. Note that if the statement part of the question is positive, the question part is negative, if the statement part is negative, the part is positive.

Example :

*It 's not raining, is it ? no, it isn't*

Krohn writes his pattern<sup>13</sup>

Table 1. Non Verbal Tag Question

Statement	Negative Tag
John is here,	isn't he?
There are birds,	aren't there?
They are clever,	aren't they?
It is my book,	isn't it?
Tuti is diligent,	isn't she?

Table 2. Non Verbal Tag Question (negative statement)

Negative Statement	Affirmative Tag
You aren't sick,	are you?
There aren't student,	are there?
It is not your book,	is it?
Hari is not in the home,	is he?

<sup>12</sup> Frank Marcella. *op .cit.* page 89

<sup>13</sup> Krohn Robert. *op. cit.* page 21

Table 3. Verbal Tag Question

Statement	Negative Tag
He went to school,	didn't he?
They read the novel,	didn't they?
She runs alone,	doesn't she?
We write a letter,	don't we?
You take my money,	don't you?

Table 4. Verbal Tag Question

Negative statement	Affirmative tag
Annie didn't read well,	did she?
Toni doesn't go to school,	does he?
They don't bring my book,	do they?
He didn't see the movie,	did he?
You don't write a letter,	do you?

Normally we use a positive question tag with a negative sentence and normally we use a negative question tag with a positive sentence, the meaning of question tag depends on how you say it.<sup>14</sup> If the voice goes down, you aren't really asking a question, you are only asking the other person to agree with you.

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<sup>14</sup> Murphy Raymond. *English Grammar in Usage*. Cambridge : Cambridge University Press. 1985. page 104

Example :

*Tom doesn't look very well today, does he ?*

*She is very attractive, she has got beautiful eyes, hasn't she ?*

But if the voice goes up it is really question

Example :

*You haven't seen Ann today, have you ?*

We use a negative sentence + positive tag to ask for things or information, or to ask some one to do something. The voice goes up at the end of the tag in sentences bellow :

*You haven't got a cigarette, have you ?*

*You couldn't do me a favor, could you ?*

Azar Said that a tag question is a question added at the end of a sentence.<sup>15</sup> Speaker use tag question chiefly to make sure their information is correct or seek agreement.

Tag-question may be spoken :

- With a rising information if the speaker as truly speaking to ascertain that this / her information, idea, believe is correct. Example : *Ann is a an apartment, doesn't she ?*
- With a falling information if the speaker is expressing an idea with which s / he is almost certain listener will agree. Example: *It's nice day today, isn't it ?*

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<sup>15</sup> Azar. Betty. Schampter. *Understanding and Using English Grammar*. New Jersey : Prentice Hall Regant. 1993. page 16

### 3. Interrogative Word Questions

Interrogative-word question is questions begin with either interrogative adverb or pronoun.<sup>16</sup>

- The questions begin with interrogative adverb, why, when, where, and how.
- The questions beginning with interrogative pronoun, who, whom for object, , what, and which.

From this exploration, the writer notes that :

- 1) When the interrogative pronoun function as subject, there is no reversal of word order.
- 2) When whom used as object introduces a question, it may be replaced informally by who.
- 3) In informal English, the preposition may be placed at end of the question rather than at the beginning.

Question of this type begins with a question word, such as : who, what, when or where, the rest of the word-order pattern is auxiliary is placed before the subject.<sup>17</sup>

Who substitutes for a noun phrase which refers to a person.

Who substitutes for a noun phrase which refers to thing.

When substitutes for an adverbial which refers to time.

When substitutes for an adverbial which refers to place.

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<sup>16</sup> Frank Marcella. *op. cit.* page 91

<sup>17</sup> Krohn. *op. cit.* page 30

The why word are substitutes for part of the predicate phrase. The use of question-words as substitutes for the subject.

Note : who in this pattern is informal Standard English. It is used in conversation on and in notes and letters to friends and relatives. Whom is formal Standard English and used in speech and formal writing, such as papers which students write in collage.

Nuryanto notes that the question-word-question may function as the interrogative pronoun.<sup>18</sup> The interrogative adverbs consist of when (adverb of time) where (adverb of manner) how may be combined with preposition from like : where-from the interrogative pronoun are who, what, whom, whose, and whom are normally used for person. What is used for things, which is used for thing and person when a choice involved.

#### 4. The Use of Word Questions

Azar gives some explanations about the use of word question.<sup>19</sup>

##### 1) When

It is used to ask question about time

*When will you come ?*

*When did they arrive ?*

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<sup>18</sup> Nuryanto. *op. cit.* page 21

<sup>19</sup> Azar. Betty. Schampter. *Understanding and Using English Grammar.* New Jersey : Prentice Hall Regant. 1981. page 1-3

## 2) Where

It is used to ask question about place

*Where I get ticket for the show ?*

## 3) Why

It is used to ask question about reason

*Why do you go ?*

## 4) How

It is generally ask about manner, but has many idiomatic use ?

*How does he drive ?*

*How is used with many and much ?*

*How much money does it cost ?*

*How is also used with adjective and adverb ?*

*How old are you ?*

*How fast were you driving ?*

*How long asks about length of time ?*

*How long have you been in this city ?*

*How often asks about frequency*

*How often do you write home ?*

*How far asks about distance ?*

*How far is to Miami from here ?*

## 5) Who

Who is used as the subject of a question. It refers to people who come to visit you.

Who is usually followed by singular verb event through the speaker is asking about more than one person.

*Who wants to come with me ?*

6) Whom

Whom is used the object of a verb or preposition.

*Whom did you see ?*

7) Whose

Whose asks question about possession.

*Whose book did you borrow ?*

*Whose is this ?*

8) What

It is used at the subject of a question. It refers to things.

- *What made you are angry ?*

- *What do you bring ?*

What is also used as an object

- *What did Alice buy ?*

- *What do you need ?*

What sometimes accompanies a noun

- *What classes are you taking ?*

- *What countries did you visit ?*

In some cases, there is a little different in meaning between which and what when they accompany a noun.



*Which class are your ?*

*Answer : in class B.*

*What class are you ?*

*Answer : in class one.*

#### **D. The Interrogative Sentence Auxiliaries**

Frank said as we have seen, are “helping” verb add structural meaning or a romantic coloring to verb carrying all auxiliaries share the ability to be directly followed by not in negatives, after contracted form (they have not gone, we shouldn’t want) and to be reversed with the subject in question (have they gone ? should we wait ?).<sup>20</sup>

There are three types of auxiliaries, each serving different purpose :

1. Tense Auxiliary = be, have, will, shall.<sup>21</sup>

The tense auxiliaries perform a structural function only, be occur with the *ing* present participle in the progressive forms of the tenses and with the *ed* in the passive of the tenses. Have is used for the perfect tense. (be and have used for the future tense).

2. Do Auxiliary

The do auxiliary is accompanied by the simple form of the verb (the infinitive without to) it is used only in the simple present tense (do or does offer) and the simple past tense (did offer) it provides an auxiliary less verbs to enable them to function in the following grammatical patterns.

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<sup>20</sup> Frank Marcella. *op. cit.* page 94

<sup>21</sup> Frank Macella. *Modern English : A Practical Reference Guide.* New Jersey: Englewood Cliffs. 1981. Page 94

## 1) Question

*Do you like a new hat ?*

## 2) Negative Statement

*I don't like your new hat.*

## 3) Abridgment-Omission or substitution.

*I don't like your coffee and neither does my wife.*

## 4) Emphasis

*My teacher thinks didn't study for my test, but I did study*

## 5) Entreaty

Do come to the party tonight.

## 3. Modal Auxiliaries

Frank said that modal auxiliaries add to the verb as special semantic component such as ability, obligation, and possibility.<sup>22</sup> Some of the modals auxiliaries express the same kinds of semantic coloring of verbs in the subjective mood.

Modal auxiliary generally has no-s suffix for third person, and no infinitive or participle form. They have only two formal tenses, the present and the past, which are used with the simple form of the lexical verb. Modal auxiliary does not change their form for person or number, that is, there is no-s form for the third person singular. The modal position for the modal in the sentence is after the subject and before the rest of the

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<sup>22</sup> Frank Marcella. *op. cit.* page 95

sentence.<sup>23</sup> The modal position for the modal in the sentence is after the subject and before the rest of sentence.

Notes :

- 1) In expressing future time, we mean about the same as be going to.

Example :

*I read the book tomorrow*

*I am reading the book tomorrow*

In addition, will is sometimes used to indicate consent or with a negative refusal.

Example :

*Will you help me? Yes I will*

The auxiliary shall is used with subject I or We, in formal style, to indicate future time, notice, however that in question, the meaning of than and will are different for example :

*Will we go to Boston ?*

- 2) Only one modal is permitted in a single verbs phrase “ I presume you are able to run fast” can be expressed as.

*You must be able to run fast*

- 3) The past of can is could

Example :

*Now she can speak three languages*

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<sup>23</sup> Krohn Robert. *English Sentence Structure*. The University of Michigan Press. 1974.  
Page 109

*Last year she could speak only one.*

But do not use could for single event in the past. To say, we succeeded in visiting the British Museum “You should use” “We were able” “rather than” “We could”.

### **E. The Difficulties of Building Questions**

Hornby says that difficult is the state or quality of being difficult or trouble.<sup>24</sup> The difficulties here means, the difficulties in building questions faced by the second year students of MA. ASSORKATY Salatiga in building questions the learners are commonly have difficulties (1) in translating the word “*apakah*” (2) choosing word question.

#### *1. Apakah / what*

Building questions are usually characterized by the presence to be in the front test sentence, it is mean “*apakah*” such as is, am, are, do, does, did, shall, will etc. They put before subject, while learning process, the learners have difficulties in translating the word “*apakah*”.

The student’s translation

- 1) *What are you student of MA- ASSORKATY Salatiga ?*
- 2) *What is he a doctor ?*

The learners tend to presence an item which not appear in well form utterance, they are very difficult to avoid such kind of addition, it is happened among the students because of their failure to delicate certain items which required in some linguistic construction, but not in others, the

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<sup>24</sup> Hornby. A.S. *Oxford Advanced Learner’s Dictionary of Current English*. Oxford : Oxford University Press. 1989. Page 334

learners who have acquired the tense form for both auxiliary and verb of ten place the marker on both.

## 2. *Choosing Word Question*

According to fries to lado's statement state that the student's difficulties might be due to the native language according they are accustomed to think everything in their own language element (form and meaning) to English particularly in question they are learning.<sup>25</sup>

Example :

- a. *Milik siapa buku ini ?*
- b. *Siapa yang kamu lihat ?*

The student's questions :

- a. *Who belong book is this ?*
- b. *Who do you see ?*

The students think to everything in their own language and transfer to target language, it is influenced with interference of their mother tongue in translation from Indonesia into English.

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<sup>25</sup> M.J. Lado. *Essencial of English Sentence Structure*. Yogyakarta: Yayasan IKK. page 2

## CHAPTER III

### RESEARCH METHOD

#### A. Type of Research

There are some kinds of method, which can be used in the research. The choosing of the method depends on the aim of the research. The research method can be classified into historical method, developmental method, experimental method and descriptive method.<sup>1</sup>

In this research the writer uses descriptive method. Descriptive method is aimed to the problem solving at present of the general term, which includes many kinds of descriptive technique, namely : to describe.<sup>2</sup> To classify, to analyze of the research by survey technique. He also says that generally, the descriptive method of the research method is not limited to the collecting and arranging data but covers analyzing and interpreting the meaning of the data. In this descriptive method of the research, the writer will describe :

1. The difficulties in building question sentences faced by the second year students of MA- ASSORKATY Salatiga.
2. The sources of difficulties in building question sentences.

#### B. Population of the Study

The population used in this study is the students of MA-ASSORKATY Salatiga, especially for the second year students, they are 40 students, Sutrisno Hadi says that sampling is the way which is used to take

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<sup>1</sup> Surachmad W. *Pengantar Penelitian Ilmiah*. Bandung, Penerbit Tarsito. 1982. page 77

<sup>2</sup> *Ibid.* page 83

sample.<sup>3</sup> In taking a sample in this research the writer uses random way because he doesn't select the students before. In using random way, the writer. Write all of the students number on a piece of paper. The writer folds those papers. After shaking those folding paper the writer takes 40 papers. Those 40 students are taken as the subject, it is also called total sample.

### **C. Data of the Study**

The data of the study is students' difficulties in building question sentences whether in stating to be or word question.

### **D. Data and Data Source**

The data of the research is taken from the students' sentences about yes/no questions, W.H. question sentences, and tag question sentences which are made by the students in building question sentences through translation and complete the sentences according to each question forms of sentences, their sentences done through examination in the class room of second year students of MA- ASSORKATY Salatiga.

The sources of data are based on the result of students' test about yes/no questions, W.H. question sentences, and tag question sentences, their result of test is the sources of data to answer the problem statements in the previous chapter.

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<sup>3</sup> Sutrisno Hadi. *Methodology Research*. Yogyakarta : FUGM. 1974. page 75

### **E. Technique of Collecting the Data**

There are some kinds of instruments used in collecting the data.<sup>4</sup> The kinds of instruments that I used are :

#### **1. Test**

In this research the writer uses a test as the instrument in collecting the data. By giving the test, she wants to know the difficulties faced by the students in building question sentences construction. The item of the test are : yes/no question sentences, interrogative word question sentences, and tag question sentences. The test which is done by students is essay form. She chooses the essay test for it accordance with the topic that is building question sentences.

#### **2. Questionnaire**

The total number of the questionnaires will be 20 items, consisting of 5 yes/no questions, 5 w.h. questions, and 10 tag questions. The test which is done by students in the class that is written on the piece of paper.

### **F. Technique of Data Analysis**

To make easier in classification of the test, the writer classifies the data based on the kinds of English questions. She will write and calculate the total number of errors of each kind of question sentences. From the errors of the test the writer finds the difficulties in building question sentences construction which are related to the question sentences element. At last, the writer will analyze the sources of difficulties in building question sentences

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<sup>4</sup> Waluyo. *Prinsip-prinsip Pengajaran Bahasa dan Sastra*. Surakarta : UNS. page 50.



based on test done by the second year students of MA - ASSORKATY Salatiga. And than the final of result test will be presented in the percentage formula :

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

Explanation :

P = Percentage

F = Number of individual

N = Frequency

## CHAPTER IV

### DATA ANALYSIS

Data analysis is an important part of research, it is the answer of the problem statements which are delivered in the previous chapter. Data analysis is meant to answer three problems statements based on the research in the field, they are 1) What the difficulties which are faced by the students ? 2) What sources of difficulties are in building question sentences ? in this research, the writer search on yes/no question, interrogative word question, and tag question because they are always found while their learning process.

#### **A. The Difficulties in Building Yes/No Question Sentences**

In this type of question the learners building yes/no questions through translation.

##### **Building Yes/No Question Through Translation**

The learners have difficulties in building yes/no questions through translation from Indonesia into English sentence namely (a) apakah/what and b) choosing to be

##### **1. *Apakah* : *what***

In translation the word "*apakah*", the students have made error repeatedly, it is influenced with their mother tongue to translate "*apakah*". The learners tend to make addition, it is an error which characterized by the presence of an item which not appear in a well form utterance, they

tend to translate “*apakah*” in yes/no question sentence with the word “what”, such kind of error is categorized include into addition because the students rise an item which not appear in correct form of English contraction.

Example :

- 1) *Apakah mereka siswa MA Assorkaty Salatiga ?*
- 2) *Apakah kamu kemarin makan di restoran itu ?*

The student’s translation :

- a) What are they student MA Assorkaty Salatiga ?
- b) What are you eat in restaurant yesterday ?

Seeing from the student’s translation above the learners are very poor in mastery or translation from Indonesia into English sentence, there are not similarity in English to translate from Indonesia into English, the students preference item “what” to translate from Indonesia “*apakah*” into English word. It is not appear in well form utterance, the student should put to be auxiliary verb for the target language “*apakah*”, so the correct forms are as follows :

- 1) Are they students of MA Assorkaty Salatiga ?
  - 2) Did you eat in that restaurant ?
2. *Choosing to be*

The second difficulties in building yes/no question sentences through translation is choosing to be on auxiliary verb with the subject

used in the sentences, the learners are still obvious in using **was, were, is, are, do, does**, etc.

Example :

- 1) *Apakah mereka siswa MA Assorkaty Salatiga ?*
- 2) *Apakah dia seorang perawat ?*

The student's translation :

- a) What are they student MA Assorkaty Salatiga ?
- b) What does she a nurse ?

The learners do not pay attention in using to be from the example a) the students made errors in choosing to be which must be related with the time or action happened, they should not put "are" for the example above because an adverb of time which is used is past tense, from example b) the students also made error in choosing to be, they should not put "does" in the sentence c) because the students above are not verbal pattern, they should put to be according to the subject used, so the correct sentences are :

- 1) *Are they students of MA Assorkaty Salatiga ?*
- 2) *Is she a nurse ?*

## **B. The Difficulties in Building W. H. Question Sentence**

In this type of question the learners building w.h. question sentence through translation.

Building W.H. Question Sentences Through Translation

The learners have difficulties in building W.H. question sentences through translation from Indonesia into English sentences namely (a) choosing words questions and b) choosing to be.

#### 1. *Choosing word questions*

The learners of MA. Assorkaty Salatiga are still bad to translate from Indonesia into English, in this type of questions the words questions are used should suit and relate with an adverb of time, place, there are words questions in English such as who, whose, whom, where, when, etc. each of them has function according to the right pattern, it is not correct to use “who belong” for “*milik siapa*”.

Example :

- 1) *Milik siapa buku ini ?*
- 2) *Milik siapa buku-buku di sana ?*

The student's translation :

- a) *Who belong book is this ?*
- b) *Who belong books is there ?*

The students have mistakes in using the word question “whose” many of them use “who belong” to translate from Indonesia “*milik siapa*” into English sentences, it is influenced with their mother tongue to transfer from L-1 to L-2. They think to everything in L-1 “*milik siapa*” consists of tow words then they translate word by word “who belong”. The students tend to presence are items which not appear in correct pattern, so the correct from will be :

- 1) *Whose book is this ?*
- 2) *Whose books are there ?*

## 2. *Choosing to be*

The second difficulties in building question sentences through translation is refer to choosing to be, besides the learners have difficulties to use “who” they also make an error in choosing to be.

Example :

- 1) *Milik siapa buku-buku di sana ?*

The student’s translation

- a) *Who belong books is there ?*

The learner’s translation is still far from perfect the learners should not put “is” in the form of plural noun, such as kind of error is made by the students because they have not paying attention with “s” added at the end of the word “books”, they should put “are” for it’s to be, so the correct sentence will be :

- 1) *Whose books are there ?*

## **C. The Difficulties in Completing The Tag Question Sentences**

In this type of questions the learners complete the questions based on the sentences.

### Complete Tag Question Based on Sentences

The learners have difficulties in completing the tag question based on sentences namely : choosing auxiliary verb.

### *Choosing auxiliary*

The difficulties in completing tag question based on sentences is choosing auxiliary verb, the learners are still obvious and confuse in using suitable auxiliary verb based time form in the sentences, such as is, am, are, do, does (present), was, were, did (past), will, shall, should, etc (future), etc.

Example :

- 1) *You like coffee, ... ?*
- 2) *They arrived yesterday ... ?*

The student's translation :

- a) *You like coffee, doesn't you ?*
- b) *They arrived yesterday, don't they ?*

The learners does not pay attention in using auxiliary verb, from the example (a) the students made error in choosing auxiliary verb which must be related with the time or action happened, they should not put "does" for the example above although an adverb of time which is used present tense form but "you" is plural subject, from example (b) the students also made error in choosing auxiliary verb, they should not put "do" in the sentence, because an adverb of time which is used past tense form, so the correct sentences are :

- 1) *You like coffee, don't you ?*
- 2) *They arrived yesterday, didn't they ?*

**Table I the Result of the Translation of Yes/No Question from Indonesia Into English**

No	Test Item	The Sum and Percentage of Correct Answer		The Sum and Percentage of Wrong Answer	
1	Apakah dia seorang perawat ?	15	37.50%	25	62.50%
2	Apakah kita datang ke kantor kemarin ?	10	25%	30	75%
3	Apakah kamu kemarin makan di restoran itu ?	12	30%	28	70%
4	Apakah mereka siswa MA Assorkaty Salatiga	17	42.50%	23	57.50%
5	Apakah kita akan belajar bersama di rumahku besok ?	11	27.50%	29	72.50%

**Table II the Result of the Student's Translation W.H. Question from Indonesia Into English**

No	Test Item	The Sum and Percentage of Correct Answer		The Sum and Percentage of Wrong Answer	
1	Apa yang dia makan ?	14	35%	26	65%
2	Milik siapa buku ini ?	8	20%	32	80%
3	Milik siapa buku-buku di sana ?	14	35%	26	65%
4	Kapan kamu mengerjakan PR ini ?	20	50%	20	50%
5	Berapa jam kamu belajar dalam sehari ?	18	45%	22	55%



**Table III the Result of Completing Tag Question Based on Sentences**

No	Test Item	The Sum and Percentage of Correct Answer		The Sum and Percentage of Wrong Answer	
1	They arrived yesterday, ... ?	20	50%	20	50%
2	You have heard about that, ... ?	25	62.50%	15	37.50%
3	You like coffee, ... ?	18	45%	22	55%
4	I may speak to him, ... ?	16	40%	24	60.00%
5	You'd rather I didn't say anything ... ?	17	42.50%	23	57.50%
6	He didn't have to speak to me, ... ?	25	62.50%	15	37.50%
7	I have to buy some matches, ... ?	14	35%	26	65%
8	He was not fall down, ... ?	27	67.50%	13	32.50%
9	You will come, ... ?	21	52.50%	19	47.50%
10	You would like the window to open, ... ?	20	50%	20	50%

#### D. The Sources of Difficulties

There are two sources of difficulties in building question sentences namely 1) Interlingual transfer 2) Intralingual transfer :

##### 1. Interlingual Transfer

The learners have made interlingual error because of the mother tongue interference. They usually transfer the system of their mother tongue into foreign language in placing what for the each want "*apakah*"

Example :

F : What is she a nurse ?

T : Is she a nurse ?

F : What they are students MA Assorkaty Salatiga ?

T : Are they students of MA Assorkaty Salatiga ?

F : What we will study together in my house tomorrow ?

T : Do we will study together in my house tomorrow ?

From the examples above, it is a transfer from L-1 (mother tongue). The errors above is interlingual transfer, because the students admit one of the element of the correct sentences in building yes/no question.

## 2. Intralingual Transfer

It is the negative transfer of items within the tongue language or put another way the incorrect generalization of the rule within the target language, it has been found the early stages of language are characterized by a predominance of interlingual transfer is manifested. Negative intralingual transfer can be illustrated in utterance.

Example :

F : Who belong books is this ?

T : Whose book is this ?

F : Who belong books is there ?

T : Whose books are there ?

F : When you do homework ?

T : When do you do this homework ?

According to Dulay, the constructive diction where the structure in the first language would be product.<sup>1</sup> It is influenced by the first language habit, in other word, the student's difficulty is by an interference of the learners are used to thinking himself by using his mother tongue. The sentence above is errors in the use of grammar because the students still can't recognize the subject put "are" for its to be.

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<sup>1</sup> Dulay. *Language Two*. New York: Oxford University Press. 1982. page 97

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the analysis, the writer wants to show some conclusions are surely related to the discussion described in chapter IV, moreover the writer wants to show the types of difficulties problems are faced by the students on mastering in building question, such as :

1. Building yes/no question sentences in translation the word “*apakah*”, that’s related by *to be*.
2. Building interrogative word question sentences in translation the words “*apa*”, “*kapan*”, “*milik siapa*”, etc. That’s related by *what, when, whose, etc.*
3. Completing the tag question sentences by auxiliary based on the sentences, that’s related by choosing suitable *to be* or auxiliary.

The most difficulties in building questions sentences is especially yes/no questions by using the word “*apakah*”. Based on the writer’s research that the sources of difficulties in building questions sentences are caused by:

1. Interlingual transfer

Intralingual transfer is an error caused by their mother tongue interference. Interference from the mother tongue is clearly a major source of difficulty in second language learning.

## 2. Intralingual transfer

Intralingual transfer is an error caused by their lack of knowledge about grammar.

## B. Suggestion

### 1. For the Teacher

Since the studying process in learning English, the ability of the students are very poor, the teacher should pay more attention in explanation this subject especially in building questions sentences whether translation or making questions sentences based on the given answer. The teacher should be able to give an easy way to identify and characterize the rule and the form of English which they are learning.

### 2. For the students

The students are expected to develop their understanding in building question sentences especially in yes/no question sentences w.h. question sentences through translation, and tag question sentences. When asked to complete the sentences by auxiliary, and the students are expected to not only mastering the rule of translation but also the other factors as the requirements of translating English text.

### 3. For the Other Researcher

After reading this research paper, the writer hopes that the next research can take a lesson and consideration to be a teacher about questions sentences especially yes/no question by using "*apakah*".

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# APPENDIX

## The Key Answers

### A. Yes/No Question

1. Is she a nurse ?
2. Do we go to office tomorrow ?
3. Did you eat in that restaurant yesterday ?
4. Are they students of MA. Assorkaty Salatiga ?
5. Do we will study together in my house tomorrow ?

### B. W.H. Question

1. What do you eat ?
2. When do you do this homework ?
3. Whose book is this ?
4. Whose books are there ?
5. How many times you study in a day ?

### C. Tag question

1. They arrived yesterday, didn't they ?
2. You have heard about that, haven't you ?
3. You like coffee, don't you ?
4. I may speak to him, mayn't I ?
5. You'd rather I didn't say anything, did I ?
6. He didn't have to speak to me, did he ?
7. I have to buy some matches, needn't I ?
8. He was not fall down, was he ?
9. You will come, won't you ?
10. You would like the window to open, wouldn't you ?

## THE RESULT TEST OF YES/NO QUESTION SENTENCES

Number of students	Names of students	Type of question	Questions Number				
			1	2	3	4	5
1	Abdul Malik	Yes/No	T	F	F	T	T
2	Ahmad Fitri S.	Yes/No	T	F	T	T	F
3	Ahmad Zaenuri	Yes/No	T	T	T	F	F
4	Andi Kurniawan	Yes/No	F	F	F	T	F
5	Candra AS	Yes/No	F	F	F	T	F
6	Dwi Hidayati	Yes/No	F	F	T	F	F
7	Eko Prasetyo	Yes/No	F	F	F	T	T
8	Endang Riwayati	Yes/No	T	F	T	F	F
9	Galih Safitri	Yes/No	T	T	F	T	T
10	Heriyanto	Yes/No	F	F	F	T	F
11	Heru Kurniawan	Yes/No	T	T	T	T	T
12	Imam Subhan	Yes/No	F	F	F	F	F
13	Inayah	Yes/No	F	F	T	F	F
14	Khoerul Habibi	Yes/No	F	T	T	F	T
15	Lion Hariadi	Yes/No	T	F	F	T	F
16	M. Fatoni	Yes/No	F	F	F	F	T
17	M. Nur Setiadi	Yes/No	F	T	T	F	F
18	Misbakhuz Zuhri	Yes/No	T	F	F	T	T
19	Pipit Susilowati	Yes/No	F	F	T	F	F
20	Windi Widiowati	Yes/No	F	F	F	T	F
21	Ahmad Khaerudin	Yes/No	T	F	F	F	T
22	Aifian	Yes/No	F	T	F	F	F
23	Amsyari'ah S.	Yes/No	T	F	F	F	F
24	Asrofur Sa'adah	Yes/No	F	F	T	T	T
25	Candna Aditanma	Yes/No	T	T	F	F	F
26	Danif Febriyanto	Yes/No	F	F	F	T	F
27	Dayung P	Yes/No	F	F	F	F	T

28	Farud Rustam M.	Yes/No	F	F	F	T	F
29	Kurnia R.	Yes/No	T	T	T	F	F
30	Lesmono	Yes/No	F	F	F	T	F
31	M. Nasocha	Yes/No	F	F	F	F	F
32	M. Muslih	Yes/No	F	F	F	F	F
33	Prihatin	Yes/No	T	T	F	T	T
34	Rahmat Alam S	Yes/No	F	F	F	F	F
35	Safrodin	Yes/No	T	F	T	T	F
36	St. Arimah	Yes/No	F	F	F	F	F
37	St. Giningsih	Yes/No	T	F	F	F	F
38	Tri Agus E	Yes/No	F	F	F	F	F
39	Trianingsih	Yes/No	F	T	F	F	F
40	Zumrotunnafiah	Yes/No	F	F	F	T	F
The sum of false			25	30	28	23	29
Percentage			63%	75%	70%	58%	73%

28	Farud Rustam M.	W.H	T	F	F	F	T
29	Kurnia R.	W.H	F	F	F	F	T
30	Lesmono	W.H	F	F	F	T	F
31	M. Nasocha	W.H	F	T	F	F	F
32	M. Muslih	W.H	T	F	F	T	T
33	Prihatin	W.H	F	F	F	F	F
34	Rahmat Alam S	W.H	T	F	T	T	T
35	Safrodin	W.H	F	F	F	F	F
36	St. Arimah	W.H	F	F	T	T	T
37	St. Giningsih	W.H	T	F	F	T	F
38	Tri Agus E	W.H	F	F	F	F	F
39	Trianingsih	W.H	F	F	T	T	T
40	Zumrotunnafiah	W.H	F	T	F	F	F
The sum of false			26	32	26	26	22
Percentage			65%	80%	65%	65%	55%

### THE RESULT TEST OF W.H QUESTION SENTENCES

Number of students	Names of students	Type of question	Questions Number				
			1	2	3	4	5
1	Abdul Malik	W.H	T	F	T	F	F
2	Ahmad Fitri S.	W.H	T	T	F	F	T
3	Ahmad Zaenuri	W.H	F	F	T	T	F
4	Andi Kurniawan	W.H	F	F	F	F	T
5	Candra AS	W.H	T	F	F	T	F
6	Dwi Hidayati	W.H	F	T	F	T	T
7	Eko Prasetyo	W.H	F	F	T	T	T
8	Endang Riwayati	W.H	F	F	F	T	F
9	Galih Safitri	W.H	F	F	T	T	T
10	Heriyanto	W.H	F	F	F	T	T
11	Heru Kurniawan	W.H	T	F	T	F	F
12	Imam Subhan	W.H	F	T	F	F	F
13	Inayah	W.H	F	F	F	T	T
14	Khoerul Habibi	W.H	F	F	F	F	F
15	Lion Hariadi	W.H	F	F	F	F	F
16	M. Fatoni	W.H	T	T	F	T	T
17	M. Nur Setiadi	W.H	T	F	F	F	F
18	Misbakhuz Zuhri	W.H	F	F	F	F	F
19	Pipit Susilowati	W.H	T	F	T	F	T
20	Windi Widiowati	W.H	F	F	T	T	F
21	Ahmad Khaerudin	W.H	T	F	F	F	F
22	Aifian	W.H	T	F	T	T	F
23	Amsyari'ah S.	W.H	F	F	F	F	F
24	Asrofur Sa'adah	W.H	F	T	F	T	T
25	Candna Aditanma	W.H	T	F	T	F	F
26	Danif Febriyanto	W.H	F	F	F	T	T
27	Dayung P	W.H	F	T	T	T	T

## THE RESULT TEST OF TAG QUESTION SENTENCES

Number of Students	Names of students	Type of question	Question Number									
			1	2	3	4	5	6	7	8	9	10
1	Abdul Malik	Tag Question	T	T	F	F	F	T	F	T	T	T
2	Ahmad Fitri S.	Tag Question	T	T	T	T	T	T	F	T	F	T
3	Ahmad Zaenuri	Tag Question	T	T	T	T	F	T	F	T	F	F
4	Andi Kurniawan	Tag Question	T	T	T	F	F	F	T	T	T	T
5	Candra AS	Tag Question	F	T	F	T	F	T	T	F	T	F
6	Dwi Hidayati	Tag Question	F	T	F	T	T	F	T	T	F	T
7	Eko Prasetyo	Tag Question	T	T	T	T	T	T	T	T	T	F
8	Endang Riwayati	Tag Question	F	F	F	F	F	T	F	F	T	F
9	Galih Safitri	Tag Question	T	T	F	T	T	T	T	T	F	T
10	Heriyanto	Tag Question	F	T	T	F	T	F	F	T	T	F
11	Heru Kurniawan	Tag Question	T	F	F	T	F	T	T	F	F	T
12	Imam Subhan	Tag Question	F	T	T	T	T	F	T	F	F	F
13	Inayah	Tag Question	T	F	T	F	F	T	F	T	T	F
14	Khoerul Habibi	Tag Question	F	T	F	F	T	F	T	T	T	F
15	Lion Hariadi	Tag Question	T	F	T	F	F	T	F	F	F	T
16	M. Fatoni	Tag Question	F	T	T	F	T	F	T	F	T	T
17	M. Nur Setiadi	Tag Question	T	F	F	F	F	T	F	T	F	F
18	Misbakhuz Zuhri	Tag Question	F	T	F	T	F	F	F	F	T	F
19	Pipit Susilowati	Tag Question	F	T	F	F	T	T	F	F	F	T
20	Windi Widiowati	Tag Question	F	F	T	F	F	F	T	F	T	F
21	Ahmad Khaerudin	Tag Question	F	F	F	T	F	T	F	T	F	F
22	Aifian	Tag Question	F	T	T	F	F	F	F	F	T	T
23	Amsyari'ah S.	Tag Question	T	F	F	T	T	F	T	T	T	T
24	Asrofur Sa'adah	Tag Question	F	T	F	F	F	T	F	T	F	T
25	Candna Aditanma	Tag Question	T	T	T	T	F	F	F	T	T	F
26	Danif Febriyanto	Tag Question	F	F	F	F	F	T	T	F	F	T
27	Dayung P	Tag Question	T	F	T	F	F	T	T	T	F	T
28	Farud Rustam M.	Tag Question	F	T	T	T	F	T	T	F	T	F

29	Kurnia R.	Tag Question	F	F	F	F	T	F	F	T	T	F
30	Lesmono	Tag Question	T	T	F	F	F	T	F	F	F	T
31	M. Nasocha	Tag Question	T	F	T	F	F	T	F	T	T	F
32	M. Muslih	Tag Question	T	T	T	F	T	F	F	T	T	T
33	Prihatin	Tag Question	T	F	T	F	F	T	F	T	F	F
34	Rahmat Alam S	Tag Question	T	T	F	T	T	T	F	T	T	T
35	Safrodin	Tag Question	T	T	F	F	F	T	F	T	T	T
36	St. Arimah	Tag Question	T	T	T	F	T	T	F	T	F	F
37	St. Giningsih	Tag Question	T	F	F	F	T	T	F	T	F	T
38	Tri Agus E	Tag Question	F	T	F	F	T	T	F	T	F	F
39	Trianingsih	Tag Question	F	T	F	T	F	F	F	T	T	T
40	Zumrotunnafiah	Tag Question	F	F	F	T	T	F	F	T	F	F
The sum of False			20	15	22	24	23	15	26	13	19	20
Percentage			50%	38%	55%	60%	58%	38%	65%	33%	48%	50%





LEMBAGA PENYELIDIKAN ILMU-ILMU AGAMA ISLAM DAN DAKWAH  
**MADRASAH ALIYAH ISLAMİYAH AS-SORKATY**

STATUS DIAKUI

Nomor : E.IV/PP.006/KEP/34/99

Jl. Diponegoro No.115, telp.(0298) 313828 Salatiga Kode pos 50714

**SURAT KETERANGAN BUKTI PENELITIAN**

Nomor : E.IV/K.MA/B.849/062/VIII/2004

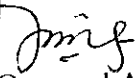
Assalamu'alaikum Wr. Wb.

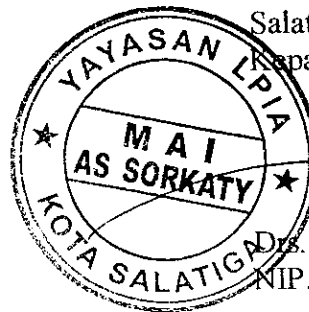
Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Islamiyah As Sorkaty Salatiga menerangkan bahwa :

Nama : Sari Famularsih  
NIM : 113 000 50  
Mahasiswa : Sekolah Tinggi Agama Islam Negeri ( STAIN ) Salatiga  
Jurusan : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris ( PBI )  
Alamat : Jatisari Rt. 13 Rw. 3, Kedungdowo, Andong, Boyolai.  
Judul Skripsi : THE DIFFICULTIES OF BUILDING QUESTION SENTENCES  
BY THE SECOND YEARS STUDENTS OF MAI AS SORKATY  
SALATIGA IN THE ACADEMIC TEAR 2004/2005.  
Keterangan : Bahwa yang bersangkutan benar-benar telah melakukan penelitian di  
MAI As Sorkaty Salatiga selama 12 hari mulai tanggal 1 s. d. 12 Juni  
2004

Demikian surat ini dibuat agar digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Salatiga, 12 Juni 2004  
Kepala,  
  
Drs. Qomarul Aziz  
NIP. 150 263 162





DEPARTEMEN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA

Jl. Tentara Pelajar 02 Telp.(0298) 323706,323433 Fax323433 Salatiga 50721  
Website : [www.stainsalatiga.ac.id](http://www.stainsalatiga.ac.id) E-mail : [administrasi@stainsalatiga.ac.id](mailto:administrasi@stainsalatiga.ac.id)

1 Juni 2004

Nomor : ST.27/K-1/PP.00.9/I-1.3.094/2004  
Lamp. : Proposal Skripsi  
Hal : **Pembimbing dan Asisten  
Pembimbing Skripsi**

Yth. DrA. Woro Retnaningsih, M.Pd.

*Assalamu'alaikum wr. wb.*

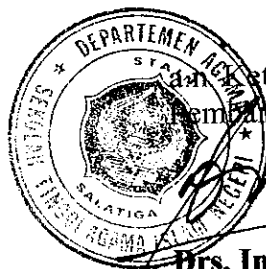
Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

N a m a : Sari Famularsih  
NIM : 11300050  
Jurusan : Tarbiyah  
Judul Skripsi : THE DIFFICULTIES OF BUILDING QUESTION SENTENCES BY  
THE SECOND YEAR STUDENTS OF M.A. AS-SORKATI  
SALATIGA IN THE ACADEMIC YEAR 2004-2005

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

*Wassalamu'alaikum wr. wb.*



Brs. Imam Sutomo, M.Ag  
NIP. 150216814  
Asisten Pembantu Ketua Bidang Akademik



DEPARTEMEN AGAMA  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA**  
Jl. Tentara Pelajar 02 Telp.(0298) 323706,323433 Fax 323433 Salatiga 50721  
Website : [www.stainsalatiga.ac.id](http://www.stainsalatiga.ac.id) E-mail : [administrasi@stainsalatiga.ac.id](mailto:administrasi@stainsalatiga.ac.id)

Nomor : ST.27/K-0/TL.01/0779/2004  
Hal : **Permohonan Izin Penelitian**  
Lamp : Proposal Penelitian.

08 Juni 2004

Kepada  
Yth. Kepala MA. ASSURKATI Salatiga  
Di Salatiga

*Assalamu'alaikum wr.wb.*

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : SARI FAMULARSIH  
NIM : 11300050  
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga  
Jurusan : Tarbiyah  
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. 1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

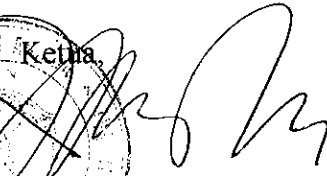
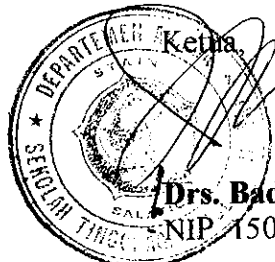
Adapun judul yang diambil adalah : THE DIFFICULTIES OF BUILDING QUESTION SENTENCES BY THE SECOND YEAR STUDENTS OF MA ASSURKATI SALATIGA IN THE ACADEMIC YEAR 2004-2005.

Dengan Pembimbing : Dra. Woro Retnaningsih, M.Pd.  
Asisten Pembimbing : -

Untuk penyelesaian Skripsi tersebut, kami mohon Saudara memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MA ASSURKATI Salatiga selama 60 (enam puluh) hari, mulai tanggal 14 Juni s.d 14 Agustus 2004.

Kemudian atas pemberian izin Bapak, kami sampaikan terima kasih.

*Wassalamu'alaikum wr.wb.*

  
  
Ketha  
**Drs. Badwan, M. Ag**  
NIP. 150198743