CHAPTER I

INTRODUCTION

A. Background of the Research

English is foreign language, so it is understandable that it is different from Indonesian language in some aspects. Most of Indonesian students find difficulties in understanding reading text or expressing some ideas which is written or spoken in English. Besides the differences of language rules, most of students in Indonesian have problems in understanding the English interaction using appropriate grammar which consequently they cannot be able to carry out communication in English language well.

To use English correctly, there are many elements, which must be mastered by the students. Those elements are spelling, grammar, vocabulary and pronunciation.

Grammar is one of the important elements that cannot be separated from English. It is a body of rules specifying how meaning is created. For example the successful writing academic assignment and formal speech must depend on the use of grammar. It is because grammar will control the use of the language both in spoken and written forms.

According to Suter and Cook (1980 : 1) “Grammar is set of rules which the people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but which allow people to use their language easily and naturally most of the time.”(Cook and Suter, 1980: 1).
There are many items of grammar, and one of them is yes-no question. According to Frank (1972: 88) yes-no question are simple questions which only need “yes or no” as the answer. On the other hand, yes-no questions are formed by placing *be, have, do, or modal* before the subject. Through yes-no questions, the students and teacher are able to reveal their ideas to others. The students must have a good mastery in yes-no questions. There are some importance of making Yes-No Question, those are:

1. Yes-no questions can make students confirm an information
2. Mastering Yes-no question can make the students confident in communication with other students.

Yes-No Questions is very important in communication. Without knowing yes-no question, the students will make errors in communication. As the example, when a student will ask “do you like mango?” with “what do you like mango?”. Both questions above are similar but are having different meaning. If this error occurs, so there will be misunderstanding between the student and the teacher. That’s why students have to master yes-no question in communication. Based on the explanation above the writer wants to know and to do a research on the students mastery in making yes-no question at the first grade of SMP N 3 Banyumas.

**B. Reason for Choosing Topic**

There are some reasons why the researcher choose the title “A Study on the Students Mastery in Making Yes – No Question at junior high school of Banyumas in academic year 2012/2013.”
1. Yes-No question are often used in communication, that's why it must be mastered by students.
2. The writer wants to know the students' mastery of yes-no question.

C. Problem of the Research

Based on the explanation in the background of the study, the researcher has problems:

1. What is the level of students' mastery in making yes-no question.
2. What kinds of errors are commonly made by the students’ mastery in making yes-no question.

D. Aims of the Research

The aims of the research that the writer wants to know are as follows:

1. To know how is the student’s ability of constructing yes-no question
2. What is the level of the errors made by the students’ when constructing yes-no question.

E. Contribution of the Research

By doing the research, the writer hopes that the result will be useful for.

1. Teacher
   It is an input for teaching and learning process especially in teaching learning yes-no questions.
2. Students
   To make the students’ able to constructing yes-no question.
3. Readers

This research will give information to the readers about the students' errors in making yes-no question and it will inform them how far the students’ mastery in making yes-no Question.