

CHAPTER II

THEORITICAL REVIEW

To support the research, the writer present some theoretical reviews dealing with the Question, WH-Question, Media, method of teaching WH-Question by using identity card, basic assumption and hypothesis..

A. Definition of question

A question is the asking of something (noun) and question means to ask something or to doubt something (verb). <http://www.yourdictionary.com/question>

A question (noun) is a sentence, phrase or word which asks for information, reply or response; an interrogative. Question (verb) are questions, questioning, questioned. <http://www.allwords.com/word-question.html>.

B. Type of Question

According to the type of answer (Frank, 1972 : 88) question can be divided into three major classes.

1. Yes no question

These are simple question eliciting the answer yes or no only.

The example:

Is Susan late? Yes, she is.

Do you like music? Yes, I do.

2. Attached (or Tag) question

The tag question in English is a phrase added to the main part of the sentence, inviting the listener to confirm or give an opinion about the comment.

Example: You love him, don't you?

Roni cannot speak English, can he?

3. Interrogative-word question

These are questions that elicit specific information.

Example: What is it? It is car

Where do you live? I live in Surabaya

In learning grammar needs attention especially for teaching English in communicative era, so thus if the teacher gets the students to English subject which claimed to explain grammar, the teacher may not refuse. The writer also express that grammar as general forming where every grammar separated to some section that is preposition, conditional, question words, tag question, noun, tenses, and etc. One of them, the writer take question words forming and this is the writer focused. From here, the writer wants to measure students' competence about answering questions especially *Wh*-question. The question words is the words Who, Whom,

Whose, Which, What, When, Why, and How are used in question to show what kind of information wanted. In this research, the writer is going to discuss about The Questions words especially Wh-questions. The Question words are *who, what, when, which, whose, who, and ect.*

C. WH-Questions

1. Definition of WH-Question

It is stated by Azar (1993 : 128) that WH-Questions or informative question is a question that asks for information by using question words; *what, where, who, when, which, how.*

According to Frank (1972 : 91), interrogative question are such questions that begin with either interrogative adverb (*why, when, where, how*), or interrogative pronouns (*who-whom* for object, *whose* for possessive, *what* and *which*). They are sometimes called “content of replay”. They do not query the truth of the statement, but they ask for details.

It is concluded from the explanation above that WH-Questions cover all questions beginning words; *what, where, when, why, who, and how.*

2. The functions of WH-Questions

WH-Questions is a question beginning with *what, where, who, when, why, and how.* This words is use to ask certain types of questions (question word questions). Those words refer to WH words because it include the letters WH (for example WHy, HoW).

Question Word	Function	Example
What	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
When	asking about time	When did he leave?
Where	asking in or at what place or position	Where do they live?
Which	Choosing from definite, know quantity or group	Which color do you want?
Who	asking what or which person or people (subject)	Who opened the door?
Whom	asking what or which person or people (object)	Whom did you see?
Whose	asking about ownership	Whose are these keys? Whose turn is it?
Why	asking for reason, asking what...for	Why do you say that?
How	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	Distance	How far is Pattaya

		from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	Age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?

(<http://www.englishclub.com/vocabulary/wh-question-words.htm>, date February 24,2012; Time 12.00 A.M)

Azar (1993 : 132-152) state that all the questions words above have their own function as follows:

a. Who, Whom, and What

- Who is used as the subject of a question. It refers to people.

Example : who can answer this question? (I am I can answer this question.)

Who is usually followed by a singular verb even if the speaker is asking about more than one person.

- Whom is used as the subject of a verb or preposition. In spoken English whom is rarely used. Whom is use only for formal question.

Example : Whom you are visiting? (I am visiting my relatives)

- What is used an object.

Example : What do you need? (I need a pencil)

-What is used as the subject of question. It refers to “ things”

Example : What made you angry?(I angry with his rudeness)

-What is a form of do is used to ask question about activities.

Example : What did you do last night? (I studied last night.)

-What may accompany a noun.

Example : What time did she come? (she came at seven o'clock)

Question	Answer
a. Who came?	<u>Someone</u> came.
b. Whom did you see?	I saw <u>someone</u>
c. What happened?	<u>Something</u> happened
d. What did you see?	I saw <u>something</u>

In a) and c), *who* and *what* serves as the subject of a question so no form of “ do” is used.

In b) and d), *whom* and *what* serves as the object in a question so the form of “do” is used.

1. *Whom* is used in formal English. *Who* is usually used instead of *whom*.

The object of *who* is *whom*. *Whom* is obligatory used if the question begins with preposition.

To whom did you send this postcard?

With whom were you talking?

2. What + the form of “do” is used to ask question about activities (am doing, will do, are going to do, did, etc)

What does Bob do every morning? He goes to school

What did you do yesterday? I played volleyball.

3. *What kind of* asks for information about specific types in a specific kind) in general category.

What kind of fruit did you buy? I bought apples.

4. *What time* usually asks specifically for time an o'clock

What time did Ann come? At six

b. Whose and Which

WH-Questions are questions beginning with WH-words either interrogative adverb (*why, when, where, how*), or with interrogative pronoun (*who- whom* for object, *whose* for possessive *what* and *which*).

The pattern of whose and which are different from that of the other WH words. The pattern stated by Azar (1993: 139 & 141) is as follow:

Question Word	Noun	Auxiliary	Subject	Rest of sentence
Whose	Book	did	you	borrow?
Which	Dress	do	you	like?

- 1) *Whose* asks about possession?

Look at this! Whose book is this? This is Retro's book.

- 2) *Which* is used when the speaker wants someone to make a choice, or when the speaker is offering alternative: this one or that one, these or those?

I have two books. Blue and black. Which book do you want? I want blue.

- 3) *Which* can be used either singular or plural nouns.

Which earrings are you going to buy?

These earring or those earrings.

- c. *How*

How means "in what way". Azar (1993 : 144-146) stated that

How is used to:

- 1) Ask about means (ways) of transportation.

How did you get there? I got there by taxi

- 2) *How* is often used with adjective (old, big) and adverb (well, quickly).

How well does she speak English? She speaks English very well.

How old is your sister? My sister is ten years old.

- 3) *How* often ask about frequency.

How often do you go shopping? Once a week.

- 4) Other way of asking *how often* is replaced by how many times.

How many times do you eat a day? Three times.

- 5) *How far* asks for information about distance.

How far do you live from campus? Four blocks.

- 6) *How long* asks for information about length of time.

How long did you study last night? Two hours

- 7) *How much* is used in asking about quantity, and how many for number. In other word, how much is used to ask for information.

This includes a mass noun, and how many for information that includes a plural count noun. They are however asking about the quantity or number not a noun.

How much did your suit cost? It costs five thousands rupiahs.

How many subjects are you taking this year? I am taking five.

- 1) The most frequently used adverbial question verbs are when, for time, and *where*, for *place*

When will the meeting take place? (It'll take place) on Tuesday.

Where did you put the book? (I put the book) on the table.

How does he drive? (He drives) carefully.

2) Another common adverbial question word is why, which elicits answer that contains statements of reason or purpose.

Why do you love me? Because you are my inspiration.

According to Thomson and Marinnet (1986 : 73-74) there are some of Wh-question which can be replaced by an interrogative word 'What' with some change in its structure.

How : By what means/ what way.

How age: What is your age?

How much : What does it cost/ what is the price?

Why : For what the reason

When : at what time

In this research the writer wants to conduct Wh-question teaching by using Identity card and the writer will teach wh-question in identity card.

1. The pattern of WH-Questions

According to Suroso (2007 : 5) the pattern sentences of wh-question are divided into some categories, such as:

a. Asking Subject

WHO WHAT	Verb(S)	OBJECT/ADVERB
Who	teaches	you English?
What	make	day and night?

Who	lives	near the beach?
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b. Asking other than Subject

QW	DO/DOE S	SUBJE CT	VERB 1	OBJECTIVE/ ADVERB
Where	does	Zakia	save	her money?
Why	Do	you	need	this book
How many pen	Do	you	have?	
What	Do	you	teach	today?

c. We can also make negative question by using “not” after do/does.

1) Asking Subject

Who	Doesn't	Verb 1	Object/ Adverb
Who	doesn't	bring	pen?
Which car	doesn't	have	air conditioner?

2) Asking other than Subject.

This kind of negative question often use question word “why”.

Question Word	Don't Doesn't	Subject	Verb	Object/ Adverb
Why	doesn't	He	agree	with us?

Why	doesn't	You	bring	money?
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d. Question Word without Verb.

Question Word	Be	Subject	Complement
Why	Are	You	sad?
Where	Is	Anna?	
How old	Is	your mother?	
Why	Is	this book	so expensive?
What	Is	Your	name?

Here the example of scoring WH-Questions

Asking for subject.

No	Student Answer	Aspects of Constructing WH-Question					
		QW	Aux	Subject	Verb	Object/complement	Score
1.	Who brings this pen?	✓	-	-	✓	✓	1
2.	Who does bring this pen?	✓	✓	-	✓	✓	0

No	Student Answer	Aspects of Constructing WH-Question					
		QW	Aux	Subject	Verb	Object/complement	Score
1.	When do you go to purwokerto?	✓	-	✓	✓	✓	1
2.	When you Purwokerto?	✓	x	✓		✓	0

Asking for non subject

Where:

✓ = Correct

X = Wrong

- = Not necessary

D. Media

1. Definition of Media

Media are the plural form of “medium”, It means connector of intermediate. Media are used to facilitate transfer the message from the sender to the receiver in learning process. (Sadiman, 1993 : 6). Teaching media are an instrument which is used to make interaction between students and teacher in teaching and learning process (Rivai, 2005 : 1). Media are such things that can be used to distribute the message from sender to receiver. In this case, the sender is teacher and the receiver is student.

Media are very useful to support students learning process. Bretz said in Sadiman (1993: 20)he separated media into three main elements namely: sound, visual and movement. Identity Card is one of the part media. It belongs to a type of media visual.

E. Identity Card

1. Definition of Identity Card

Identity card is defined as “a card bearing the holder’s name, signature, etc, and often photograph, carried or worn by somebody to show who they are”. (Hornby, 1989 : 672)

According to Masduki *in* Cahyono (2011 : 143), the government of Indonesia determines that it is obligatory to all citizen at least at the age of seventeen to hold ID cards. The information included for Indonesian ID cards includes: National identity register, full name, date of birth ,gender. Address : street name, number, alley, neighborhood, village, district, regency. Religion, occupation, facial dimensions/features, single/married, blood type, nationality, expired date.

The information available of a foreign ID card are slightly different from the one in the Indonesian form. The information includes: address, gender, date of birth, biometric information: fingerprints, facial dimension/feature. National identity Register information (in addition to factor listed above? All name ever used, place of birth, all address ever lived at and the provide lived there, nationality and immigration status. All information would be accessible to the police, government department, the Inland Revenue, immigration and intelligence services. More controversially, it is also possible that medical history and criminal records might be included in the National Identity Register.

Considering both lists, the writer is eager to ask students to consider what information they would want to be on an ID card and what they would not want to be included. The teacher ask them to consider why they want

certain information to be included and other information not to be included. They could discuss this in groups and note down the main points. Finally the broad comment/reaction could be written on a flip chart or another medium as general heading such as “Rights” and “Privacy”

The writer is interested in providing the students, as the second language learners with, an identity card, because of its beneficial aspects. It has factual relevancy toward basic competence of school based curriculum in the second grades of Junior High School as the learning objectives state that the students are supposed to be able to:

1. Mention the cardinal number at least from one to hundred.
2. Ask and answer the question about themselves: name, address, age, gender or sex, physical appearance, nationality, marital status, birthday and play, occupation or job, blood type, religion, and many others.

By applying the identity card as a media in teaching English, it is expected to assume that the teaching learning process will run better. The atmosphere of the classroom is suggested to be warm, active, effective, and enjoyable (Basirun, 2005). The other consideration of selecting identity card, as familiar resources, is that it can arouse both the students’ interest and motivation in learning process. It is hoped that it can also significantly affect the learners’ competence toward the target language. Especially in teaching WH- Question.

F. Procedure of Teaching WH-Question Using Identity Card

Identity card as a medium can be used in teaching Wh-question. According to Masduki in Cahyono (2011: 149) the teaching should proceed as follows:

- Pre-teaching

1. Prepare the handout relevant to the teaching materials; that is, the example of identity card and the questions and answers using WH-Question words.
2. Copy the worksheets (see the Appendix) as many as the number of students, then distribute them to the students.

- Whilst-teaching

3. Ask the students to read the handout containing the identity card.
4. Ask the students to identify and mention some elements in the identity card individually in five minutes.
5. Ask the students to do exercise 1
6. Ask the students to discuss what they have done from exercise 1
7. Ask the students to do Exercise 2 consisting of lists of words taken from the Identity Card then match them with the appropriate WH-Question words given.
8. Discuss the students' answers. Ask the students to match the keys with their answers.
9. Ask the students to write question and answers based on the question like the examples.
10. At the same time, the teacher monitors the students' activities.

- Post-teaching

11. After discussing the two exercises, ask the students to make a group of two to practice asking question and answer orally.
12. Ask the students to ask some possible questions related to the problem and difficulties during doing the conversation.

G. Basic Assumption

Based on the statement above, the writer assumes that identity card will be suitable for teaching WH-Question. Since it can increase students competence in learning English. This research purposive that teaching wh-question using identity card, hopefully can be an effective way of learning for students' mastery of wh-question.

H. Hypothesis

Identity card, as a personal formal document, is a meaningful resource for teaching English because it contains of personal details that describe someone's identity in the forms of noun phrases. The details in the identity cards are cordial numbers, proper noun, blood type, date and place of birth, marital status, address, profession, gender, city or town, physical appearance, religion, and nationality.

Those noun phrases can be explored as to train/ drill students to obtain ability of "Wh" questioning. Based on the assumption above the writer have a hypothesis that identity card as a teaching media is effective in teaching WH-Questions at the eighth grade students of SMP Muhammadiyah Sumbang, academic year 2011/2012.