

CHAPTER I

INTRODUCTION

A. Background of The Research

In this era, communication becomes an important aspect to support activities in daily life. Communication is a way to share our feelings, ideas and opinion with others. As social beings, human need to communicate to each other even internationally. Therefore, people require a language which can be used as an international language. English is now becoming a global language that is used to interact to people in different countries. In many countries English becomes the first language but in Indonesia it becomes a foreign language.

English is important in Indonesia that the government set it as one of the subjects in schools. It is taught from the basic to higher education. In English, there are four skills that should be learned by the students namely speaking, writing, reading and listening. Besides that, there are also some aspects in learning grammar, one of them is making question. However, question seems difficult to be learned by the students because they are often confused to determine what kinds of questions should be used and how to construct the questions correctly.

Making questions can also enhance students' creativity. Creativity is included into one of four skills that should be mastered in this 21st Century. Bapna A., et al. (2017) said that creativity is one of the 4C's of 21st century

learning according to the Partnership for the 21st Century's framework for Learning and Innovation (in addition to Communication, Critical Thinking and Collaboration). Creativity involves the creation of products-concrete objects or ideas that are new and useful. One of the ways to deliver the students creativity is by making questions. If they deliver the right questions so they will gain a better understanding about what they really think. Therefore, it is important to the students to learn how to make the correct questions.

There are some kinds of questions and one of them is called WH-Question (Frank, 1972: 88). WH-Question is questions that elicit specific information such a person, place, time, etc. It is taught in Junior High School and found in some topics especially in English learning process. WH-question is usually used by the teacher and the students to communicate when the teaching learning process happens. WH-questions are used to request specific information, so the students need to use them arises often. Hence, it is important to be learnt by the students.

Constructing WH-Questions is quite difficult for the students. However, it is essential because they often face the English materials related to WH-Question. Based on the researcher's experience when the researcher was doing Internship Program 3 in SMP N 6 Purwokerto, many students were still confused about WH-question. Most of them are still wrong in constructing and using the WH-Questions. The difficulties usually were in the use of *to be*. For example they used *What it is?* instead of *What is it?* or *What*

you want? instead of *What do you want?*. It happened because they still do not understand how to construct WH-Questions well.

For Indonesian learners, the difficulties in constructing WH-Questions come from the differences structure of language between Indonesia and English. At least there are three differences between Indonesia and English language in constructing WH question that can lead difficulties among Indonesian learners, as stated by Masrudin and Kamila (2018), the differences are in the subject, auxiliary and the kind of tenses. In Indonesia language, there is no differences when it comes to male, female or other kind of subject, whereas in English, the subject can be different (she, he, it, whom, whose, etc.). Moreover, in Indonesia language, there is no auxiliary verb (is, am, are, do and does), that can create another confusion in constructing WH questions. Then, the last in Indonesia language there is no difference between something happened in the past or present, while in English there are differences between event that happened in the past and present such as in the use of its verb and auxiliary verb.

Based on the explanation above, the researcher is interested in making a research entitled “Students’ Ability in Making WH-Questions” (A Descriptive Study on the Second Year Students of SMP Negeri 6 Purwokerto in Academic Year of 2017/2018). The researcher wants to know the students’ competence in making questions. Besides that, the researcher also wants to know what kind of mistakes the students make in making WH-Questions.

B. Reason for Choosing the Topic

There are some considerations in choosing the topic, those are:

1. It is important for the student to know how to construct the correct form of WH-Question so they can get the information that they want.
2. WH-Question material is found in some English Subject's topics.
3. The question form of Indonesia and English language are different so the students may face some difficulties in constructing the questions.

C. Problem of the Study

The problems of this research are:

1. How good is the students' competence in making WH-Question?
2. What kind of mistakes do the students make in making WH-Questions?

D. Aims of the Study

The aims of this research are:

1. to find out the students' competence in making WH-questions.
2. to know the kind of mistakes made by the students in making WH-questions.

E. Clarification of the Study

To avoid misunderstanding and to make the topic clearer, the researcher wants to clarify the terms used in this research as follows:

1. Ability

An ability is a competence in an activity or occupation because of one's skill, training or other qualifications.

(<https://www.dictionary.com/browse/ability>)

2. WH-Question

WH-Question is a question that asks for information by using a question word: where, when, why, who, whom, what, which, whose and how (Azar, 2003:123).

3. A Descriptive Study

A descriptive study is a research that is intended to investigate a situation, condition or other things which has already mentioned, and then the result will be presented in the form of research report (Arikunto, 2014:3).

4. Student

Student is person who is studying at a college or university (Oxford University Press, 2008:441).

F. Contribution of the Research

Hopefully this research gives much contribution to educational environment especially in teaching and learning process.

1. For the Students

This research will give information about students' ability in making WH-Question.

2. For the Teacher

This research will give valuable information about the students' ability in making WH-Question. Therefore, the teacher can determine the future steps in teaching and learning process of English subject.

3. For the Reader

This research will give information about description of the students' ability in making WH-Question of the Second Year Students of SMP 6 Purwokerto in the Academic Year 2018/2019.

G. Previous Study

As the consideration to conduct this research, it is needed to know previous relevant studies conducted by other researchers. In fact, there is no new research. The one is renewal finding. The first previous study entitled "A Descriptive Study On the Students Competence in WH-Questions (A Descriptive Study Of The Seventh Grade Students Of Mts Negeri Kawunganten, Cilacap In Academic Year 2010/2011)" by Ulul Albab in 2013. The aims of the research were to know the students' competence and kinds of mistakes made by the students. The researcher used multiple choices, true false, English translation and jumbled word tests as the instruments. Based on the data, the classical score belongs to category good since the percentage reaching to 73%. Moreover, kinds of mistakes found by the research were ignorance restricted (26.66%), over generalization (53.33%) and false concept hypothesized (20%).

Then, the second previous study entitled "An Error Analysis in Constructing WHQuestions; A Case Study at Junior High School" by Masruddin in 2018. This research aims at finding out the types of errors committed by the students in making wh-questions. The result showed that there are some types of error found namely omission, archi-form, simple

addition, miss-ordering, alternating form and miss-election. In this research, omission was the most type of error made by the students since it reaching to 46.7% of the total errors.

From the previous studies above, the research conclude that the most mistakes made by the students in making WH-Questions were the missing of an item in the question. Therefore, the researcher wanted to know the second grade students at SMP N 6 Purwokerto ability and kind of mistakes made by the students in making WH-Questions.

