ERROR ANALYSIS OF THE USE OF QUESTION WORDS IN ENGLISH SENTENCES

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ABSTRACT

The research aims to analyze the error in using questions word on second grade students of MTs. Hidayatussalafiyah. Question is one of important aspect that students need to master not only in writing but also speaking. There are several types of questions that students need to learn. The types of questions that discuss in this research are "Yes/No-Questions" and "Wh-Questions". The data are collected through observation, discussion, books and also documentation. By the data, the research finds the most error the students made in each category. The research findings also prove the students need more explanation in forming questions especially in writing. Based on the result, the student faced more difficult in forming "Yes/No-Questions" than in "Wh-Questions" category. They made mistake for 298 or 65.07% in "Yes/No-Questions and 160 or 34.93% in "Wh-Questions" from the total mistakes. The most difficult question for them in "Yes/No-Questions" is to form "are you studying your grammar book?" or using "be (is/am/are) in present progressive tense". The total number of mistakes for this questions are 26 or 8.4%. And, for the "Wh-Questions", they made more mistake to form "what time did you eat lunch?" or using "what time" to ask about the time.

Key words: error, analysis, question words

ABSTRAK

Penelitian ini bertujuan untuk menganalisis kesalahan yang dilakukan oleh siswa dalam menggunakan kata tanya pada kelas dua siswa MTS. Hidayatussalafiyah. Pertanyaan adalah salah satu aspek penting yang diperlukan siswa untuk menguasai bukan hanya menulis namun juga berbicara. Terdapat beberapa tipe pertanyaan yang harus dipelajari siswa. Tipe-tipe pertanyaan yang didiskusikan dalam penelitian ini adalah pertanyaan ya/ tidak dan pertanyaan-Wh. Pengambilan data melalui observasi, diskusi, buku-buku dan dokumentasi. Melalui data tersebut ditemukan kesalahan yang paling banyak dibuat oleh siswa dan dibuat dalam setiap kategori. Temuan penelian juga membuktikan bahwa siswa membutuhkan banyak penjelasan dalam membuat pertanyaan khususnya dalam menulis. Berdasarkan hasilnya, siswa menghadapi kesulitan dalam membuat kategori "pertanyaan Ya/Tidak" kemudian dalam "pertanyaan-Wh". Mereka membuat 298 kesalahan atau 65,07% dalam pertanyaan Ya/Tidak dan 160 kesalahan atau 34.93% dalam pertanyaan-Wh dari keseluruhan kesalahan yang mereka buat. Yang paling sulit bagi siswa adalah membuat pertanyaan menggunakan ya/tidak, "are you studying your grammar book?" atau menggunakan "be (is/am/are) dalam kalimat present progressive tense". Keseluruhan kesalahan yang dibuat sebanyak 26 atau 8.4%. Untuk "pertanyaan-Wh", mereka membuat kesalahan dalam membuat pertanyaan "what time did you eat lunch?" atau menggunakan "what time" untuk menanyakan tentang waktu

Kata Kunci: kesalahan, analisis, kata tanya

INTRODUCTION

English is international language, so it is very important for us to learn English in any fields. Entering the free trade era, many foreigners come to Indonesia for survival. In Jakarta, there are many foreigners that we can see, they are : in the companies, English courses and other work places. Remembering that, we as Indonesian may not loose with them in works. Thus, from now we must master English either spoken or written.

Each language has different system in the world, that is called grammar. It's likely English and Indonesian. In English grammar, it has the rules of making sentence which contains subject, predicate, object and time signal.

Such as, sentence in the past tense: "I bought some books yesterday". The word of bought is verb 2 form the word buy. The use of verb 2 (bought) because time signal indicated it happened, then the word of book is added s letter because there is the word some, it becomes plural. Another examples in the simple present sentence: I buy some books. In this sentence, verb is used in the first form (buy). She buys some books. In this sentence, verb buy is added s letter because of the subject (she) the third singular person.

It is different with Indonesian grammar. It does not change form of the verb in the time signal. If we translate into Indonesia, In simple past tense "Saya telah membeli beberapa buku kemarin, while in the present tense "saya membeli beberapa buku". The word of "membeli" doesnt change form of the word eventhough they have different tenses either simple past tense or simple past tense. Then the word of "buku" does not add the letter s eventhough it is plural.

By learning grammar, someone can understand what someone else talks because his language could be organized , so they can communicate each other well. If someone does not learn grammar, he can not string up the words well eventhough he remembers many words dan masters vocabularies. It is likely body without bone.

English and Indonesian grammar have question words but they are different in using of sentence. Here are the examples of question words in English:

Do they live in Chicago?
Does she live in Chicago?
What are you wearing?
What did you wear?
What is she wearing?
Translating into Indonesian:
Apakah mereka tinggal di Chicago?
Apakah dia tinggal di Chicago?
Apa yang sedang kamu pakai?
Apa yang telah kamu pakai
Apa yang dia (pr) sedang pakai?

Seeing both those examples above between English and Indonesian, they can cause the students often make error in using question words. The students just know the question word of 'what'. Then the change of the form of the verb, if they are different tenses. They do mistake because they are still influenced by Indonesian. Then, English sentence is more complex, after question word using helping verbs (does, do, did, is, are where, etc) . It is very different with question words of Indonesian.

Based on the explanation above, the writer would like to know more about the error analysis of question words. The writer will conduct the research at the second year students of MTs Al – Hidayatussalafiyah. The writer gives the test of question words in English sentence in the data collection. She wants to find the errors

with the highes prequency commonly made by the students.

In this present research, the writers just focus on analyzing students' error in question words, they are Yes or No question and W – H question, of which the research questions will lead to significant problems of the types of question words that are commonly made by the students and the percentage of each question words that are commonly made by the students.

The form of yes/no question based on Murcia and Larsen (1999:206):

With an Auxiliary Verb
Will they be in Reno on Friday?
Has Alice gone home?
Was she able to finish in time?
Are you doing anything tomorrow?

Short Answers to Yes/No Questions
It is unlikely that the response to a yes/no question will be in the form of a full sentence:
Is Ramon an engineering student?
Yes   -He is an engineering student.
No. He isn't an engineering student.

Although these answers are possible, such replaces may give the listener the impression that the speaker is annoyed by the question. ESL/EFL teacher should be aware of the possible negative effect expressed by a full-sentence answer to a yes/no question and not always insist on their students answering questions with full sentences, as teacher sometimes do. A more common form of answer, although this too is restricted in its distribution, as you will see in a later section on use, is the short answer:
Is Ramon an engineering student?
Yes, he is.
No, he isn't.
If the yes/no question begins with the copula *be*, as in our example

sentence, the short answer is formed with the same form of the *be* verb that appeared in the question. Notice that *be* can not be contracted in an affirmative short answer. All affirmative short answers must be followed by at least one other word, or else the full form of *be* must be used.
   *Yes, he's
    Yes, he's studying electrical engineering.
     yes, he is
       When the yes/no question contains an auxiliary verb, that operator is used in the short answer.
    With a modal Can she go?
    Yes, she can.
    No, she can't.
    With a phrasal modals she able to go?
    Yes, she is.
    No, she isn't.
    With perfect aspect
    Has she gone?-Yes, She has.
    No, she hasn't.
    With progressive aspect
    Is she going?
    Yes, she is.
    No, she isn't.
       If the sentence contains more than one auxiliary verb, the short answer may also contain an auxiliary verb in addition to the operator, although when the second or third auxiliary verb is some form of *be,* the speaker usually omits it; for example,
With modal and perfect
Will she have gone?
Yes, she -will have.
        -will 've.
No, she -won't have.
        -won't ve.
With modal, perfect,
    Will she have been worrying?
    Yes, she will have (been). and progressive No, she won't have (been).

If *do* is the operator in the question, it is also used in the short answer with the same tense used in the question:

Does she go there often?
Yes, she does.
No, she doesn't.

Negative Yes/No Questions
Negative yes/no questions have a different orientation. In this example,
Is Josh playing soccer this year?
Isn't Josh playing soccer this year?

Don't you have bananas?
Yes (we have no bananas).
No (we have bananas).

Don't you have bananas?
Yes (we do).
No (we don't).

While Azar (1999:A8) wrote form of yes/no question and information questions the following table:

B-1 FORM OF YES/NO AND INFORMATION QUESTIONS

A yes/no questions = a question that may be answered by *yes* or *no*
A: Does he live in Chicago?
B: Yes, he does. OR No, he doesn't

An Information question = a question that asks for information by using a question word.
A: Where does he live?
B: In Chicago.

Question word order = *(Question word) + Subject + main verb*
Notice that the same subject-verb order is used in both yes/no and information questions.

(QUESTION WORD)	HELPING VERB	SUBJECT	MAIN VERB	(REST OF SENTENCE)	
(a)	Does	she	Live?	there?	If the verb is in the simple present, use does (with *he, she, it*) or do (with *I, you, we, they*) in the question. If the verb is simple past, use did. Notice: The main verb in the question is in its simple form; there is no final –s or –ed.
(b) Where	Does	she	live?		
(c)	Do	they	live	there?	
(d) Where	do	they	live?		
(e)	Did	he	live	there?	
(f) Where	did	he	live?		
(g)	Is	he	Living living?	there?	If the verb has an auxiliary (a helping verb), the same auxiliary is used in the question. There is no change in the form of the main verb. If the verb has more than one auxiliary, only the first auxiliary precedes the subject, as in (m) and (n).
(h) Where	is	he		there?	
(i)	Have	they	lived	there?	
(j) Where	have	they	lived?		
(k)	Can	Mary	live	there?	
(l) Where	can	Mary	live?		
(m)	Will	he	be living		
(n) Where	will	he	be living?		

(o) **Who** (p)**Who**	Ø **can**	Ø Ø	**lives** **come?**	**there?**	**If the question word is the subject, usual question word order is not used; does, do, and, did are not used. The verb is in the same form in a question as it is in a statement. Statement: *Tom came*. Question: *Who came?***
(q) (r) **Where** (s) (t) **Where**	**Are are** **Was was**	**they? they?** **Jim Jim?**	Ø Ø Ø Ø	**there?** **there?**	**Main verb be in the simple present (*am, is, are*) and simple past (*was ,were*) precedes the subject. It has the same position as a helping verb.**

B-2 QUESTION WORDS			
	QUESTION	**ANSWER**	
WHEN	(a) *When did they arrive?* *When will you come?*	Yesterday. Next Monday.	**When** is used to ask questions about *time*.
WHERE	(b) *Where is she?* *Where can I find a pen?*	At home. In that drawer.	**Where** is used to ask questions about *place*.

WHY	(c) *Why did he leave early?* *Why aren't you coming with us?*	Because he's ill. I'm tired.	**Why** is used to ask questions about *reason*.
HOW	(d) *How did you come to school?* *How many people came?*	By bus. Carefully.	**How** generally asks about *manner*.
	(e) *How much money does it cost?* *How many people came?*	Ten dollars. Fifteen.	**How** is used with **much** and **many.**
	(f) *How old are you?* *How cold is it?* *How soon can you get here?* *How fast were you driving?* (g) *How long has he been here?* *How often do you write home?* *How far is it to Miami from here?*	Twelve. Ten below zero. In ten minutes. 50 miles an hour. Two years. Every week. 500 miles.	**How** is also used with adjectives and adverbs. **How long** asks about *length of time*. **How often** asks about *frequency*. **How far asks** about *distance*.
WHO	(h) **Who** can answer that question? **Who** came to visit you?	I can. Jane and Eric.	**Who** is used as the subject of a question. It refers to people.
	(i) **Who** is coming to dinner tonight?	Ann, Bob, and Al. We do.	**Who** is usually followed by a singular verb even if the speaker is

	Who wants to come with me?		asking about more than one person.
WHOM	(j) Who (m) did you see? Who (m) are you visiting? (k) Who (m) should I talk to? *To whom* should I talk? (formal)	I saw George. My relatives. The secretary.	**Whom** is used as the object of a verb or preposition. In everyday spoken English. **Whom** is rarely used; who is used instead. **Whom** is used only in formal questions. Note: **Whom**, not **who**, is used if preceded by a preposition.
WHOSE	(l) **Whose book did you borrow? Whose key is this? (Whose is this?)**	David's. It's mine.	**Whose** asks questions about possession.
WHAT	(m) **What** made you **angry? What** went **wrong?**	His rudeness. Everythin g.	**What** is used as the subject of a question. It refers to things.
	(n) **What** do you need? **What** did Alice buy? (o) **Wha**t did he talk about? *About what* **did he talk?** (formal)	I need a pencil. A book. His vacation.	**What** is also used as an object.
	(p) **What kind of soup is that? What kind of shoes did he buy?**	It's bean soup. Sandals.	*What kind of* asks about the particular variety or type of something.
	(q) **What** did **you** do **last night? What** is **Mary** doing?	I studied. Reading a book.	**What** + a *form of* **do** is used to ask questions about activities.
	(r) **What countries did you visit? What time did she come? What color is his hair?**	Italy and Spain. Seven o'clock. Dark brown.	**What** may accompany a noun.
	(s) **What** is **Ed** like? (t) **What** is **the weather** like?	He's kind and friendly. Hot and humid.	**What + be like** asks for a general description of qualities.
	(u) **What** does **Ed** look like? (v) **What** does **her house** look like?	He's tall and has dark hair. It's a two-story,* red brick house.	**What + look like** asks for a physical description.
WHICH	(w) I have two pens. Which pen do you want? Which one do you want? Which do you want? (x) Which book should I buy?	**The blue one.** **That one.**	**Which** is used instead of **what** when a question concerns choosing from a definite, known quantity or group.
	(y) Which countries did he visit? What countries did he visit? (z) Which class are you in? What class are you in?	**Peru and Chile** **This class**	In some cases, there is little difference in meaning between **which** and **what** when they accompany a noun, as in (y) and (z).

Most of the people still misunderstand about the definition between error and mistake. According to James(1998:62), "Error analysis is on the other side of the equation, being the study of linguistic ignorance, the investigation of what people do not know and how they ettempt to cope with their ignorance".

Meanwhile Brown (2000:170) stated that "Errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner; mistake refers to a performance error that is either a random guess or a slip". Harmer (1983:35) points out that "Error is the result of incorrect rule learning language has been stored in the brain incorrectly; mistake is less serious since it is the retrieval that is faulty not the knowledge". Hubbard (1983:134) stated that "Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on".

From those about theories can be concluded that error caused by someone's ignorance in using grammar, he does not know and understand how to use grammar in making sentene, in other words, it is called error in competence.While mistake is someone knows and understands grammar but he makes a sli when producing it.In other words, it is called error in performance.

METHOD

This research is designed by using descriptive qualitative approach. The writer gets the data from the second year of the students in MTs – Hidayatussalafiyah. They do the test that the writer gives to them. The instrument of descriptive qualitative research are the researcher itself and the question of the error analysis of question word. The total of the questions are 20 that formed essay. The students must put the correct question words from each questions. The questions involve yes or no questions and W-H Questions that restricted by what, who, where and when.

The technique that the writer used is descriptive analysis technique (percentage), it will be described in the following formula:

$$P = \frac{n1}{\sum n} \times 100\%$$

P = Percentage of each error
n1 = Total of the given error
$\sum$N = Total of whole error

By calculating the prequency of each error, the writer can identify the most frequent error and the least frequent error made by the students.

RESULTS AND DISCUSSION

This research was done in MTs. Hidayatussalfiyah on the second grade class. The number of respondent of this research is 30 students. They are given a thirty-number written test. The students are asked to form a question based on the sentences and clues given, the question involves "Yes/No-Question and Wh-Questions," each of categories consist of 15 question. The result of the test is shown in the table below:

Table 1. Result of the Test

No	Yes/No-Questions Number of Mistakes	Percentage	No	Wh-Questions Number of Mistakes	Percentage
1	22	7.4	1	13	8.1
2	19	6.4	2	30	18.8
3	8	2.7	3	4	2.5
4	13	4.4	4	4	2.5
5	16	5.4	5	3	1.9
6	26	8.7	6	10	6.3
7	21	7.0	7	11	6.9
8	25	8.4	8	4	2.5
9	23	7.7	9	7	4.4
10	22	7.4	10	9	5.6
11	23	7.7	11	9	5.6
12	24	8.1	12	10	6.3
13	9	3.0	13	27	16.9
14	23	7.7	14	11	6.9
15	24	8.1	15	8	5.0
Total	298	100.0	Total	160	100.0

Based on the analysis, it is shown that the number of mistakes made in "Yes/No-Questions" category is more than "Wh-Questions". So, it can be concluded that "Yes/No-Questions" category is more difficult for the students.

Based on the analysis, it can be concluded that the total number of mistakes in "Yes/No-Questions" category are 298. The most mistake the students made is in number 6 (I'm studying my grammar book), the total mistakes are 26 or 8.4%. It indicates that the students feel difficult to form a question using "be (is/am/are)" as the question word, or they are difficult to form a question in progressive form. And the easiest number for them is 3, using "do/does" as the question word, with the total mistakes only 8 or 2.7% (The students in this class speak English well).

Then, for the "Wh-Questions" category, the total number of mistakes are 160. The most mistakes the students made is in number 2 (I ate lunch at 12.15), the total mistakes are 30 or 18.8%. It indicates that they are difficult in forming a question that asked about time or using "what time". And, the easiest number for them is 5, using "why" as the question word, with the total mistakes only 3 or 1.9% (I eat lunch at the cafeteria because the food is good).

Finally, for both categories, the students make more mistakes in "Yes/No-Questions" section, with the total mistakes 298 or 65.07%. While, the students only make mistakes 160 or 34.93% in "Wh-Questions" section. So, it is clear that "Yes/No-Questions" is more difficult than "Wh-Questions".

CONCLUSION

Forming a question in writing need more comprehension from the students. They have to understand the grammar and also the question word needed in the sentences. The research result that is done in MTs. Hidayatussalafiyah shows that the students still face many difficulties in forming a question.

Based on the result, the student faced more difficult in forming "Yes/No-Questions" than in "Wh-Questions" category. They made mistake for 298 or 65.07% in "Yes/No-Questions and 160 or 34.93% in "Wh-Questions" from the total mistakes they made. The most difficult question for them in "Yes/No-Questions" is to form "are you studying your grammar book?" or using "be (is/am/are) in present progressive tense". The total number of mistakes for this questions are 26 or 8.4%. And, for the "Wh-Questions", they made more mistake to form "what time did you eat lunch?" or using "what time" to ask about the time.

From this research, there are some useful hints that the researchers tries to suggest. It comes from the condition that the findings of the research might not represent the general condition of any error analysis on the use of question words. Therefore, the next similar research should be done in the higher level of high school students, or the same level of students in the other junior high schools in the other cities. These should focus on expecting various parts of questions words used or tenses in the sentences.

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