

**ERRORS MADE BY THE SECOND SEMESTER STUDENTS OF
THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC
UNIVERSITY SURABAYA IN CONSTRUCTING WH-QUESTIONS**

A THESIS

**In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree
in English Language Teaching**



By:

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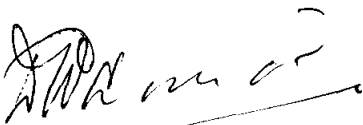
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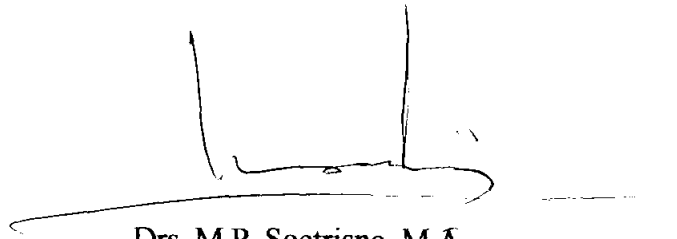


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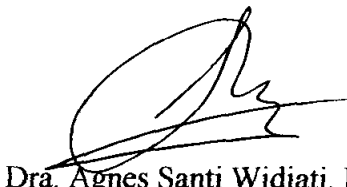
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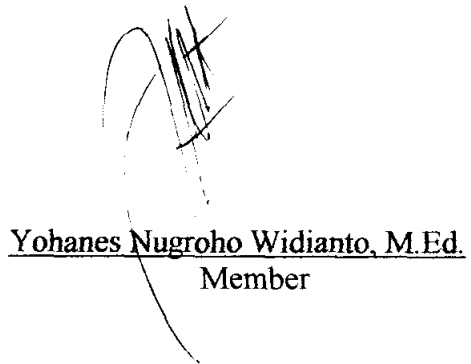
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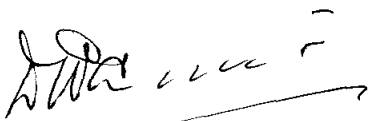
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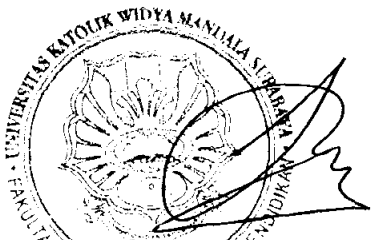


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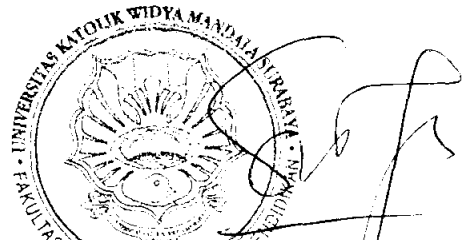


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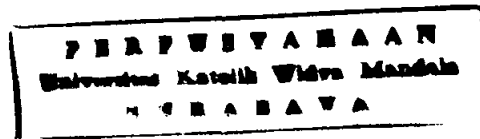


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ABSTRACT

Elizabeth, Yunita. 2004. **Errors Made by the Second Semester Students of the English Department of Widya Mandala Catholic University Surabaya in Constructing Wh-Questions**. Thesis. Program Studi Pendidikan Bahasa dan Seni. Jurusan Pendidikan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya. Advisors: Dr. D. Wagiman Adisutrisno, M.A. and Dra. Ruruh Mindari, M.Pd.

Key Words : Errors and Wh-questions.

Since English is a language for communication, Indonesian government applies the Functional syllabus in order to prepare the learners to be able to communicate in real situation. Nevertheless, the functional syllabus focusing on fluency may lead to the less attention on grammatical rules (Alexander in Dobson, 1988:33). This may cause the students to make grammatical errors especially in constructing questions.

Based on this reality, the writer is interested in determining the kinds of error, which are made by the learners in constructing questions, especially in wh-questions.

As the object of her study, the errors are analyzed based on three major theories, namely Contrastive Analysis, Error Analysis and Inter Language and one minor theory, the comparison between the English and Indonesian information question patterns.

In this case study, the writer uses Content Analysis as the research method and Cross-sectional design since she uses a large group of subjects at one point in time. The subject of her study is the second semester students of the English Department of Widya Mandala Catholic University Surabaya academic year of 2003-2004 with the Translation type as the test instrument.

In analyzing the data, the writer uses the Surface Strategy Taxonomy, which show the cognitive processes that underline the learner's construction in studying another language. Misuse, Omission and Addition are found on the students' works.

The result shows that most students make errors in *Tense and Tense Rules*. It indicates that they have not mastered the tense and the rules of it. They are still confused in deciding the types of tense and the tense rules when they are faced in translating Indonesian information questions into English information questions. Furthermore, the writer also acknowledges that most students find difficulties in constructing wh-questions in present and past perfect tenses. It is concluded from the numbers of students who score correctly on each item on Table 4.4.

However, the internal and external factors of the process of learning a foreign language are administered as one of erroneous causes. Besides, the transfer of training and strategies of second language learning should be paid attention by the teachers. One of ways that the teachers can do to minimize the erroneous is by drilling the students in using wh-questions both in spoken and written language.