

**ERRORS IN USING WH-QUESTIONS MADE BY THE FIRST  
SEMESTER STUDENTS OF THE ACADEMIC YEAR OF 1996/1997  
OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA  
UNIVERSITY SURABAYA**

**A THESIS**

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



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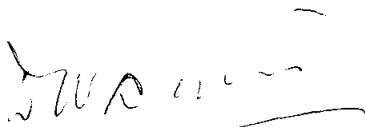
# APPROVAL SHEET

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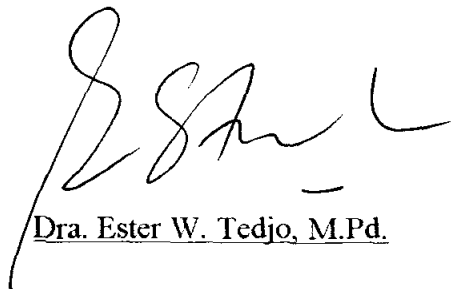
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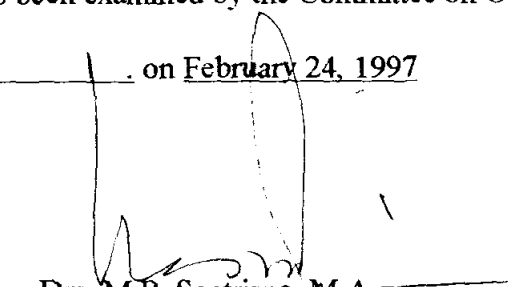
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## ABSTRACT

Lindawati, Tatang, Errors In Using Wh- Questions Made by the First Semester Students of the Academic Year of 1996/1997 of the English Department of Widya Mandala University Surabaya, S-1 Thesis, The English Department of Widya Mandala Catholic University, Surabaya, 1997.

Language plays an important role in human lives as it is especially used as a means of communication among people. The English language, for example, as an international language has been learnt by the Indonesian students for relatively a long time, but still the first semester students of the English department of Widya Mandala University Surabaya may get difficulty in constructing wh- questions because of the influence of their native language, Indonesian.

To know whether the students' wh- questions is interfered by Indonesian, the writer carried out the study entitled 'Errors In Using Wh- Questions Made by the First Semester Students of the Academic Year of 1996/1997 of the English Department of Widya Mandala University Surabaya.

The test was held on Wednesday, September 18, 1996. The subject was the first semester students class I-C (25 students) and class I-D (26 students). The instrument that is used is 75 items translation test, and they had to do it in 90 minutes. Having got the students' worksheets, the writer put the errors in a rank from the most to the fewest occurrences. It was found out that the error type mostly made by the students is errors of auxiliary verb (62.6%), the second is errors of verb form (16.4%), the third is errors of word order (12%), the fourth is errors of wh- word (8.1%), and the last is errors of pronoun (0.9%).

Some of these error types are divided into some sub-error types. Errors of auxiliary verb are divided into four sub-error types: omission of auxiliary verb (47%), misuses of auxiliary verb (42.2%), addition at auxiliary verb (7.4%), and double auxiliary verb (3.4%). Errors of word order are divided into three sub-error types: misplacement of auxiliary verb (61%), misplacement of noun (31.2%), and misplacement of pronoun (7.8%). Errors of pronoun are divided into five sub-error types: misuses of subjective personal pronoun (54.5%), misuses of objective personal pronoun (22.7%), misuses of possessive pronoun (9.1%), omission of objective personal pronoun (9.1%), and omission of subjective personal pronoun (4.6%).

Based on the results, the writer the writer tries to make some interpretation as follows: most of the students have not mastered the usage of auxiliary verb because error of this type take the biggest part. The students cannot apply the correct verb form in the wh- questions. Besides that they cannot give the right word order in the wh- questions, they still get confused in using the right wh-words. While in the using of appropriate pronoun, still some of the students cannot use correct him, since they are students of the first semester of the English Department.

At the end of this study the writer concludes that the students still get a lot of difficulties in making wh- questions formed in Simple Present and Past Tense; therefore the writer hopes that this study can be used as a feedback for the lecturers

of the first semester students of the English Department of Widya Mandala University Surabaya so that they will be able to find and give better teaching material and techniques to their students. Hence the difficulties in making wh-questions can be reduced. The writer also hopes there will be other studies dealing with wh- questions, by using better and more sophisticated instruments to get better results.