

**AN ANALYSIS OF STUDENTS' ABILITY IN CONSTRUCTING
INFORMATION QUESTION OF THE EIGHTH
GRADE OF SMP 30 PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements
for the completion of Strata One (S1) Program*



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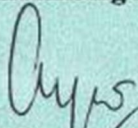
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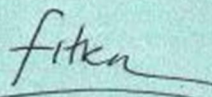
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ABSTRAK

Adila, Destiantari. 2014. *An Analysis of Students' Ability in Constructing Information Question of the Eighth Grade of SMP 30 Padang*. Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

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Kemampuan bertanya dalam belajar Bahasa Inggris adalah kemampuan yang harus dimiliki siswa. Kemampuan bertanya yang dimiliki juga harus sesuai dengan tata bahasa yang benar. Penelitian ini dimaksudkan untuk menjawab pertanyaan penelitian bagaimana kemampuan siswa membuat pertanyaan informasi. Penelitian ini digolongkan kedalam penelitian deskriptif. Data dikumpulkan dari 28 siswa kelas VIII SMP 30 Padang yang dipilih secara acak. Penelitian ini dikumpulkan dengan menggunakan instrument berupa test yang terdiri dari dua belas butir soal yang mewakili kata tanya *what, where, who, why, when, dan how*. Data dianalisis berdasarkan indikator pertanyaan informasi *question word* (kata tanya), *auxiliary verb* (kata bantu), *subject* (subjek), *main verb* (kata kerja), dan *sentence complement* (kalimat pelengkap). Dari hasil penelitian didapatkan bahwa kemampuan siswa kelas VIII SMP 30 dalam menentukan kata tanya adalah sangat bagus, kemampuan siswa dalam menentukan kata bantu adalah sangat buruk, kemampuan siswa dalam menentukan subjek adalah bagus, kemampuan siswa dalam menentukan kata kerja adalah buruk, kemampuan siswa dalam menentukan kalimat pelengkap adalah rata-rata. Dapat disimpulkan bahwa siswa memiliki kemampuan yang baik dalam menentukan kata tanya, subjek, dan kalimat pelengkap dalam membuat pertanyaan informasi, sedangkan siswa masih memiliki kemampuan yang rendah dalam menentukan kata bantu dan kata kerja dalam membuat pertanyaan informasi.

Kata Kunci: Pertanyaan, pertanyaan informasi, kata tanya

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Since English has important role in human's life, it is learned to be mastered by users of English as foreign and second language. In Indonesia where English still become a foreign language, it is taught at school such as junior and senior high school and become a compulsory subject to be learned by students. Students of junior and senior high school who want to graduate from the school should reach the standardized score of English test. So, the students are demanded to master English.

Grammar has important role in mastering English. Without knowing grammar, students get difficulty in understanding other skills such as listening, speaking, reading, and writing. Grammar is a tool to express meaning in communication. For example, if a student wants to ask *who is your English teacher?* is grammatical correct otherwise *who the English teacher your in the school?* is ungrammatical. Incorrect grammar will cause misunderstanding. So, that is why student should learn grammar.

Learning grammar in junior high school is not focused or specified but it is learned integrated in four English skills. Students' understanding about speaking, listening, reading, and writing skill are influenced by their grammar. For example students can speak and write well by understanding the tenses. They can deliver their ideas grammatically so that the other students

can understand easier. One of grammar lesson that should be learned by students is about question.

Students' ability in mastering question will influence their English ability. For example, students can answer the questions from reading text by comprehending the question. In the English class, students also should answer questions in examination and answer teacher's question in speaking or asking questions to the teacher. Another example, students can create a conversation in the classroom through understanding the questions because a conversation runs by asking questions. Understanding the function of the questions is learned in grammar. Thus, students need to know about the question and how to use it.

Based on preliminary research at SMP 30 Padang, students face some problems in mastering the questions. First, they get difficulty in making distinction of the kind of questions such as yes/no question or information question. In the information question, students have to know question words in asking questions. They are *what*, *when*, *where*, *why*, *who*, *whom*, *whose*, *which* and *how*. Some of the students still do not understand the question words. It is proved when students answer reading text question; they cannot answer the question well. For example the question is about place while they answer with time because they cannot differentiate between *where* and *when*. The students also get difficulties in answering teacher's questions because they still do not understand the function of the question words in information question. On the other hand, In yes/no question, to be such as *is*, *am*, *are* and

modal auxiliary such as *will, can, may*, etc. are used as the question word. The students are confused what kind of *to be* and modal auxiliaries are used in the question sentence. Answering for yes/no question must be *yes* or *no* as the question type but the fact show that there is mistake made by the students.

Second, constructing a question is rather difficult by the students. In constructing a question, students should know the correct grammar. They should identify what kind of question should be created based on the information that is expected to get. They also should identify the right tenses. Making information question is rather difficult than yes/no question. They have to understand yes/no question first before understanding information question. Whereas, students will get more information in class if they are able to ask in information question or respond the questions.

Most of the students did not understand the pattern of the question. In a question sentence, there should be some aspect such as question word, subject, auxiliary verb, verb, or complement where they should be arranged based on right pattern in order to be a good question sentence. The students cannot understand perhaps because of the influence of their L1 (Indonesian) with their L2 (English). There are different patterns between both languages in constructing question.

B. Identification of the Problem

Based on the background, there are some problems found in students' questions understanding. First, they get difficulty in making

distinction of the kind of questions and the question word. They are doubt whether it is yes/no question that should be answered by *yes* or *no* or it is information question that should be answered by sentence or information. Second, students have difficulties in constructing the questions.

C. Limitation of the Problem

Based on the identification above, the focus of this research is the students' difficulties in constructing question especially in information question.

D. Formulation of the Problem

Based on the limitation of the research above, the study will be conducted through a question "How is students' ability in constructing information question?"

E. Research Question

Based on the formulation of the problem above, the research questions can be formulated as "How is students' ability in constructing information question seen by the question word, auxiliary verb, subject, verb, and complement?"

F. Purpose of the Study

The purpose of the study is “to analyze students’ ability in constructing information question seen by the question word, auxiliary verb, subject, verb, and complement”.

G. Significance of the Study

There are two significances of the research. It can be seen theoretically and practically. First, this research will support the theory about questions especially information question. It also will enlarge researcher knowledge about this research. Second, this research will give information about students’ ability in constructing information question. Because of that, the teacher can help students to improve their ability in using information question. Other researcher also can find another way to improve students’ ability in constructing information question and solve students’ problem.

H. Definition of Key Term

1. Question is a sentence that is used to ask or request information.
2. Information question is kind of questions asked to get more information by using question word what, when, why, where, who, and how.
3. Question word is a word that indicates the question.
4. Constructing Information Question is creating Information question by using appropriate question indicator.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of the research is to identify the students' ability in constructing information question seen by five question indicators; question word, auxiliary verb, subject, main verb, and sentence complement. Based on the research findings, it can be concluded that first, the eighth grade students have excellent ability in determining the question word in constructing information question. Second, the students have very poor ability in determining the auxiliary verb. Third, the students have good ability in determining the subject. Fourth, the students have poor ability in determining the verb. And fifth, the students have average ability in determining the complement. So, the students have been able to construct information question in terms of determining the question word, subject, and complement, meanwhile the students still have low ability in determining the auxiliary verb and the verb.

B. Suggestion

Based on research finding, the students' ability in constructing information question still varied. There are several suggestions for students, English teacher, and next researcher related to students' ability in constructing information question.

1. For students

The students should learn more and have a lot of practice in constructing information question. They must pay more attention to the auxiliary verb and the verb in constructing information question. Furthermore, the students should be aware to the use of information question to practice spoken. Also, they are able to answer question in examination because they understand about the question.

2. For English teachers

The teachers should give more learning opportunities for students to apply the material especially in constructing information question. They should prepare various kinds of exercises for the students. Also, they can give time to the students to study more independently and to optimize the media as a source to get exercises.

3. For next researcher

Because of limited time, the writer only analyzed the students' ability and their problem in constructing information question. The next researcher will be able to continue this research in finding the different problem between the mistakes and the errors in constructing information question or finding the way to improve students' ability in constructing information question.

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