

## PATTERNS OF WH-QUESTION IN ENGLISH USED BY EFL STUDENTS

Gitit I.P. Wacana

**Abstract:** The aims of this research are: (1) To describe how the teacher teach the students about WH question, and; (2) To find out how far the students have competence to product WH question in English at the SMPN Satu Atap Uelincu. This research was a qualitative. Data were collected from observation and interview. The sources of data were students and English teacher. The findings show that EFL students at the SMP Negeri Satu Atap Uelincu have a good competence to use the pattern of WH question in English.

**Keywords:** *patterns, WH questions*

WH questions are English component that are integrated through writing and speaking. The speakers normally use the WH questions to interact with one another in everyday life. The questions are used to ask the ideas, suggestion, condition or situation toward someone. However, in English as shown the WH question such as “who”, “whom” and “what” are generally in different usage it means the use of WH question in English have a specific pattern to indicate how the speaker’s purpose in transferring ideas through several questions. Consequently, everyone who wants to get a good response by asking WH questions must use the correct patterns to avoid of misunderstanding the objectives.

This study intends to describe the ability of EFL students in SMPN SATAP Uelincu in using the correct patterns of WH questions in English.

### Reviews of Related Researches

The first related study was conducts by Didipu (2008) with the topic using English irregular verbs by the SMPN 2 Poso. She concludes that: the students wrong in constuction the sentences in using irregular verbs, it caused influences L2, the teacher did not master the material and less of media used by teacher English because most of tool in language laboratory which damaged it can influence in teaching and learning process.

The second related study conducts by Fitriani (2011), Describing the ability of students at SMPN 2 Ampana in making singular and plural noun. She concudes that the ability of the students at SMPN 2 Ampana in making singular and plural noun in English sentences was set up tha range of fair. It can be seen by the mean of their scores, that is 65, it means the ability of the second years students of SMPN 2 Ampana in making singular and plural noun in English sentences was fair. In linking with the result of questionaries, the writer found that the

students felt easy in making or understanding singular and plural noun in English sentence.

The third related study conduct by Bando (2007) : Ability in using English to be by the students of SMP Kristen GKST Poso. She concludes that the teacher provide the students with motivation before presenting the materials. In this stage, the teacher motivated the students by giving them some questions related to the subject materials.

The writer resume the research because of the lack of observations of teacher using existing facilities at the school. The teachers should be master the material and more of media used by the English teacher. The English teachers should be motivated and overcome the students who have made much errors to used the pattern of WH- Question in English.

While the ability of SMPN 2 Ampana in making singular and plural nouns in English sentence was fair. Students felt easy in making or understanding singular and plural nouns in English sentence same with how the students felt easy in making or using the WH- Question in interrogative sentence. Studying structure is one of the problems for students who study English. Sometimes the feel difficult in other materials and are bored learning it, but in other hand, structure is an important element mastering English language. In addition, stucture is the main capital and important to be taught nowadays, so teachers must try to find other alternative techniques of teaching English to make students interested in English lesson.

### WH question

Givon (1990: 793) explains that “WH question are used typically when the speaker and hearer share the knowledge of a proposition” it is presupposed or back grounded, but the speaker does not know one element in the proposition. That missing element may then be considered the focus of the WH question. It can be the subject, object, verb, predicated, adverb, indirect object, time, place, manner, reason, etc.

in principle, any role of nominal, oblique or adverbial, specified by the grammar may be placed under WH question. A WH question is an open question, meaning that it can have any number of answer. It asks about some missing information the speaker needs. This corresponds to the different sentence elements, such as the verb, objects, manner, place, time, purpose, etc. question about the subject have a special form (see the next section). A question element needs to precede the subject in order to form this question. Some rules of WH patterns are described briefly in the following paragraphs.

To form a WH question in English, add a WH question word before the corresponding yes/no question. However, we must pay attention that when an auxiliary verb (including modals) is used, the main verb is not inflected (no s or ed ending), meaning that either the base form or past participle is used. The verb to be uses a different WH question pattern.

A WH subjects question is an open question, meaning that it can have any number of answers. It asks about missing information the speaker needs about the subjects of the sentences (performer of the action). A question element needs to precede the subject in order to form this question. The "question element" is formed according to the following rule. The rules of this is to form a subject WH question in English, replace the subject with a question word, using who (for people) or what (for non-people). The word order is that of a positive sentence. We must pay attention that there is no auxiliary verb in WH question in the presents simple and past simple tenses. The question word simply replaces the subject. Furthermore, in the presents tense, the verb is always in the third person singular, using the appropriated verb form.

For tag questions, the speaker makes a statement, but is not completely certain of the truth, so he or she uses a tag question to verify the previous statement. Sentences using tag question should have the main clause separated from the tag by a comma. The sentence will always end with a question mark. Michael (1995: 79) explains the rulers of tag question as follows:

1. Use the same auxiliary verb as in the main clause. If there is no auxiliary, use do, or did.
2. If the main clause is negative, the tag is affirmative : if the main clause is affirmative, the tag is negative.
3. Don't change the tense.
4. Use the same subject in the main clause and the tag. The tag must always contain the subject form of the pronoun.

5. Negative forms are usually contracted (n't). if they are not, they follow the order auxiliary + subject + not : - He saw this yesterday, did he not?

### Common Errors in WH Questions Patterns

The researcher has noted some commons errors made by the students to produce the patterns of WH question in English as follows:

*Why you come late?* Instead of *why did you come late?*

*What you ready to go?* Instead of *have you ready to go?*

*What you know he?* Instead of *do you know him?*

*For who you give the book?* Instead of *to whom do you give the book?*

*With who you stay?* Instead of *with whom do you study?*

*Who book is it?* Instead of *whose book is it?*

*How many money you have?* Instead of *How much money do you have?.*

### Method

This research was a descriptive qualitative, since the data were described descriptively. The data were gathered during teaching process, where students were required to write 20 WH questions. The subjects consisted of 7 female and 7 male students of academic year 2011/2012. The process of data collection is as follows:

1. Practice. To explain about WH- Question the teacher using lecturing method. The preparation stage lectures, including: organize content that will be talked. The teacher introduce the pattern of WH- Question through oral explanation: give exercise and students answer the exercise.
2. Using media. The teacher drew something on the whiteboard and asked the students make sentence by using " whose" and the answer " whose?" based in the picture.
3. Reading text. The teacher gave the students short story and ask the students completed the sentence by using QW.

### Findings and Discussion

#### Findings

The teaching of patterns of WH question to the students of SMPN Satu Atap Uelincu cannot be separated from the teaching of other element of English subject materials. It means that the process of teaching and learning should be connected with the materials given in the classroom.

The technique used in teaching and learning English specifically for pattern of WH question can be described as follows:

1. The teacher introduces the formula of pattern WH question and mentioned kinds of WH question in difference level of them
2. For class VII about how to use “whose” in the sentences because this is easy for them to understand the formula.
3. For class VIII about the use of “ how” in the sentences.
4. For class IX about all kinds of WH- Question.

It means that the teacher gives explanation to students in the classroom. It is conducted for several times in order to have the same understanding about the material. Beside that, the teacher also give formula to conduct the research in order to make it easier.

1. The teacher uses exercise techniques to make sentences using the formula pattern of WH question.
2. In this step, the teacher gives exercise to students in the form of sentences. Such exercises can be explained below.
3. The teacher gives tasks to the students. The teacher asks the students to answer some kinds of question.
4. The activities were as follows:
  - a. Asked to make sentences using “whose” in accordance with the positive sentence.
  - b. Ask a question using “whose” and the answer “whose” ? based in the picture and the word given.
  - c. Complete the sentences below by using the existing formula
  - d. Make the questions fit the table below
  - e. Complete the sentences by using QW.

The students’ competence in doing the task is measured by analyzing the score when it is given test. It can be shown below.

**Table 1. Students’ Scores in Test 1**

No	Initial	Score
1	IT	70
2	KB	70
3	SP	75
4	SP	80
5	SAL	75
6	SST	70
7	YK	60
8	YCL	60
9	YL	70
10	ACK	70
11	GPS	65
12	JDT	65
13	KL	65
14	PSK	75
Total		970

The table above shows the first test result of the student when they are given the test

by the teacher. There are 14 students in the class given tasks by the teacher.

**Table 2. Students’ Score in Test 2**

No	Initial	Score
1	IT	73
2	KB	70
3	SP	80
4	SP	85
5	SAL	80
6	SST	70
7	YK	60
8	YCL	60
9	YL	70
10	ACK	70
11	GPS	80
12	JDT	80
13	KL	70
14	PSK	80
Total		1030

The table above shows the second result of test done by students. There are also 14 students who are given the test by the teacher.

**Table 3. Students’ Score in Test 3**

No	Initial	Score
1	IT	73
2	KB	70
3	SP	80
4	SP	85
5	SAL	80
6	SST	70
7	YK	60
8	YCL	60
9	YL	70
10	ACK	70
11	GPS	80
12	JDT	80
13	KL	70
14	PSK	80
Total		1030

The table above shows that the third test result of the students done by the teacher. Mean score of the students is 73,6. Higher than the KKM of the school, 73,6 is higher than 65. As mention previously, the research is done during the teaching and learning process.

**Discussions**

Based on the percentage the writer concludes that there were one student score ninety, five student’s scored eighty, six students scored seventy, and two students scored sixty, or there were two students who have scored in below of the criterion minimum target/KKM as required on “Kurikulum Tingkat Satuan Pendidikan’ (KTSP)

The datas collected during the research were analyzed into the qualitative through the percentage of students’ marks of English as the tests result. Those results achieved by the students were describe the percentage of their competence to use the pattern of WH question

in English. Question. To know how far the processing of data analysis it can be seen through the discussions as follows :

Based on the percentage the writer concludes that there were one student score ninety, five student's scored eighty, six students scored seventy; and two students scored sixty, or there were two students who have scored in below of the criterion minimum target/KKM as required on "Kurikulum Tingkat Satuan Pendidikan" (KTSP). It means the percentage of the students who have pass achieved the criterion minimum target as suggested by the curriculum were 85,7 %. This means there were twelve of fourteen students who have competence to produce the pattern of WH question in English. The rest were only two or 14,3 % students who have made much errors in to produce the pattern of WH question in order words their scored in below of the criterion minimum target curriculum. Moreover, the students' average marks from the tests result as follows :

### Conclusions

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### About the Author

**Gitit I. P. Wacana** is a lecturer at English Education Department of Sintuwu Maroso University, Poso. He earned his Master Degree from Hasanuddin University. His research interests are Applied Linguistics and Classroom Teaching. He can be contacted at gititwacana@gmail.com.

Based on the data finding and discussing of the data analysis, the researcher can be concluded as follows :

1. Mostly of students at the SMP Negeri SATAP Uelincu have a good competence to produce the pattern of WH question in English. It is shown through their mark shown in the research.
2. Twelve students who have competence to produce the pattern of WH question in English. Only two students who do not in order words they have made much errors in to produce the patterns of WH question in English. The average of students' marks from the tests result was 73,6. This means in whole collective they have the competence to master the pattern of with question in English.