AN ERROR ANALYSIS ON WH-QUESTION FORMATION BASED ON

LITERAL COMPREHENSION

THESIS

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DARUSSALAM - BANDA ACEH

2018 M/1439 H

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

Of the Requirement for Sarjana Degree (S-1)

On Teacher Education

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Faculty of Tarbiyah and Teacher Training
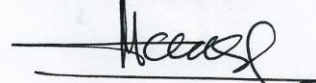
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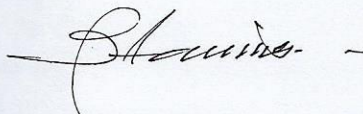Co. Supervisor,

Dr. Muhammad AR. M.Ed

It has been defended in *Sidang Munaqasyah* in front of the council of
Examiners for Workin Paper and has been accepted in Partial Fulfillment of
the Requirements for *Sarjana* Degree (S-1)
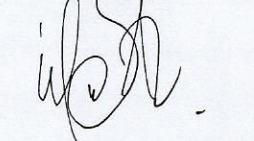on Teacher Education

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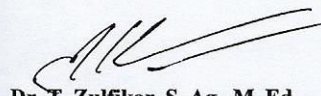
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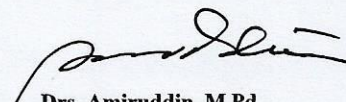
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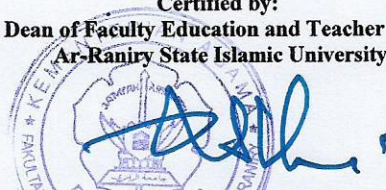
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ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, Lord of the world who has given me the blessing life to live in this world. Please and blessing be upon our prophet Muhammad SAW, his families, his companions, and his followers.

In this valuable occasion, I would like to express my gratitude and high appreciation to my literally kindest supervisors, Drs. Lutfi Aunie, M.A and Dr. Muhammad AR, M.Ed for your supervision, advice, guidance and encouragement. This thesis definitely cannot be seperated from those all.

Throughtout this study, I have been had the support from my greatful parents, my mother Cut Ainol Mardhiah and my Father Ir. Sulaiman YH, M.T may Allah bless your unpredictable journey of life. For my mother, my first education was literally succeed enough. Your attention, prayer, and love really make me patience in facing all the troubles that I found in this life. My Father, your modest demeanor taught me to achive all I want by efford and prayer. Honestly, my deepest love is never ending for both of you and I knew all my words cannot be represented your kindness at all. And deeply thank for my incredible siblings, Mirja, Derry, Suci, Novi, may Allah keep our togetherness.

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Judul Skripsi : An Error Analysis on WH-question Formation Based on Literal Comprehension

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 14 Juli 2018
Saya yang membuat surat pernyataan,

Nauratul Iqramah

ABSTRACT

Question has big role in teaching-learning activity and can be used to develop concept, build background, clarify reasoning processes, and lead students to think in higher level. Error may occur in the use of English by both native and non-native speaker specifically in constructing WH-question. Therefore, the aims of this study are to identify the most common errors and to find out the sources of errors in the form of WH-question made by the second semester of English department students of UIN Ar-Raniry. The subject of study was students' assigment sheets which are analyzed by referring to Betty S. Azar classification and Richard theory on sources of errors. The findings showed that the total number of errors is 172 errors where 66 errors of Auxilaries was found as the most common errors. Regarding the sources of errors, Richard suggests three sources of errors in students' WH-question. The major source of error was Intralingual Error in which its number 127 errors. Developmental Error and Interference Error emerged in 43 and 2 errors. Furthermore, the findings suggested that the lecturers apply appropriate techniques and strategies in teaching grammar especially WH-question in order to reduce the possible errors.

CHAPTER I

INTRODUCTION

A. Background of Study

Learning English is a necessity for some people, it cannot be separated from learning grammar. Grammar is a part of language elements that should be learned by the learners, they have to produce a sentence grammatically so that it can be delivered well. According to Greenbaum and Nelson (2002), grammar is a set of rules that allows us to combine words to our language. Learners have to apply the rules of grammar while producing a sentence.

Grammar also has to be considered while making a question in order for the learners to be able to make a question correctly. Implicitly, learners who are good in grammar could produce a good question and as the result it is easy to understand. Therefore, grammar is a crucial thing which is learned especially to produce a good question.

Question has a big role in teaching-learning activity and can be used to develop concept, build background, clarify reasoning processes, and even lead learners to think in higher level. Questions have some functions, it can be functioned to ask students' response about something that they have learned in previous learning, to remember factual information, to test students' memory and knowledge, and to dig

information deeply to teacher by the students. Therefore, by questioning, students can get information that they need from their teacher.

What has been talked above is the importance of question generally. Questions have different types of form, According to Day & Park (2005), there are five forms that comprehension questions may take to goad the students' understanding of text or test. One of the five forms question is WH-question. WH-question is also known in Bahasa Indonesia. There are some distinctions between the structure of W-H question in Bahasa and English language. There are the structures in both languages:

1. The structure of WH-question in English language:

   Question words (why, where, what, why, when, who, and how) + helping verb (auxiliary) + subject + main verb + the rest of sentence (Azar, 2003).

2. The structure of WH-question in Bahasa:

   Question words (apa, dimana, siapa, kapan, mengapa, dan bagaimana) + subject + the rest of the sentence.

Every question has a level of comprehension, especially WH-question. According to Day & Park (2005), there are six types of comprehension in the questions that can be used to help students become interactive learners. Literal comprehension is one of the six types of comprehension that could help student to understand the general information that has been mentioned. Literal comprehension refers to an

understanding of the straightforward meaning of the text, such as facts, vocabularies, dates, times, and location. In conclusion, the literal comprehension could be related to the WH-questions.

Based on the general background of this study above, there are some problems found in this study. The structures of English sentence are related to the tenses and the tenses also have relationship with the time. The application of the structure is based on the time that is described in the sentence. In fact, the structure of Bahasa Indonesia is exactly contrast to English's structure which means that it does not depend on specific time that is described in the sentence. Therefore, the learners find the structure of English more complicated than Bahasa. Furthermore, English sentence has some distinctions from Bahasa, for example, it has some elements such as auxiliary, article, and different forms of verb. While in Bahasa, there are no such structures and its verb is only one form. Both English and Bahasa have many question words. In English, one question word can be used to ask different purposes, while in Bahasa one question one has one function.

Because of the differences of both languages, English students of UIN Ar-Raniry find difficulty to form WH-questions. The students experience some difficulties such as missing auxiliary or incorrectly putting the verb in question sentence. The writer found the phenomena above when observing several friends during grammar class. Furthermore, some teachers also explained that their students constructed English WH-question as the same as Bahasa Indonesia formation, it is surely different.

Whereas, WH-question is a question form that can produce a literal comprehension that student will be able to identify the main information of the text.

A number of studies have been conducted to analyze students' errors in constructing WH-questions. First, a study entitled *"Explaining errors in Children's questions"* was conducted by Caroline F. Rowland in School of Psychology Liverpool University . In his study the writer found that the most errors in children's questions are errors of auxilary ommision (Rowland, 2006). Another previous study was conducted in Islamic University of Syarif Hidayatullah, Jakarta by the title of*"An Error Analysis of Making WH-Question"*. This previous study found that the most error that the students made in WH-questions is WH-question in simple past tense, and the causes of error that has been identified by the error of Interlingua and intralingua transfer.

The similarities of this study and previous studies are concerned in the same topic and problem. This study is almost similar with the previous study but somethings that make it distinguish from the other are the writer focuses on the literal comprehension while in the previous study, they did not specialize to the specific comprehension. Also the present study uses Betty S. Azar's classification to classify errors in students' questions and Richard's theory to identify sources of errors.

Therefore, based on the explanation and previous studies, the writer would like to conduct a research related to *"An Error Analysis on WH-Question Formation Based on Literal Comprehension".*

A. Research Questions

The background of the study has explained about the general information about question and the problem in constructing the question. Therefore this section will specialize two things of the study. The research questions of this study are as follows:

1. What is the most common error of WH-question formation made by students?

2. What are the sources of errors of WH-question formation made by students?

B. Aims of Study

Based on research questions above, the aims of this study can be stated as follow:

1. To identify the most common errors made by students in making WH-question.

2. To find out the sources of errors in the form of WH-question made by students.

C. Significance of Study

The result of this study is expected to give information to grammar lecturers of English department about learners' ability in constructing the WH-question and this study is also expected to inform the sources of errors

of making WH-question to the students and the teacher so that they can learn harder and they should not underestimate this kind of problem.

In addition, the study does not only provide such practical advantage above, but also provide theoretical benefit. Such benefit is the use of this result for future related study. Researchers in the future who would like to study the same topic as this current research could use this study as the source for it.

D. Scope of Study

The scope of the study is the learners' errors in WH-question. In order to make the study focus, there has limitation for the question words that is used in this study are: what (asking thing), where (asking place), when (asking time), why (asking reason), who (asking people as subject), whom (asking object) and how (asking condition of something). This study also focuses on the questions in the term of literal comprehension level so that students are guided to achieve the main idea of the text based on the question that they construct.

E. Terminology

a. Error Analysis

An error analysis is the study of process of determining incident, nature, causes and consequences of language errors, particularly in learning second or foreign language (James, 1998). Error analysis study can analyze some points such as finding out how well someone knows the

target language, finding out how a person learns a target language and gets information about common difficulties in the target language learning. In addition, errors analysis study is also used to analyze errors and possible source of errors that students made in constructing a question particularly a WH-question.

b. WH-Question

WH-question is question that begins with where, what, when, who, how, and why (Day & Park, 2005). The word 'what' is to ask for information about something, 'when' is to ask about the time when something happened or will happen, 'where' is to ask question about places or position, 'who' is to ask someone's identity, 'why' is to ask the reason of something, 'whom' is to ask the object, and 'how' is to ask the way in which something is done. So that this kind of question is used to elicit particular kinds of information, it is also excellent in helping student to achieve their literal understanding of the text.

CHAPTER II

LITERATURE REVIEW

A. Definition of Error Analysis

An error analysis is described on various explanation. James (1998) described an error analysis as the process of determining the incidence, nature, cause, and consequence on unsuccessful language. Additionally "error analysis consists of a set of procedures for identifying, describing, and explaining students' errors" (Elly & Barkhuzein, 2005, p. 51). Brown (2007) states that the fact that learners do make errors, and these errors can be observed, analyzed, classified, to reveal something of the system operating within the learner, led to surge of study of learner's errors, called as error analysis. Thus, an error analysis is a procedural method that can be applied in determining the deviation in language performance.

Error analysis demonstrates that students' errors were not simply because of students' native language but also they reflected some universal learning strategies in learning the target language as mentioned by Erdogan (2005). Error analysis deals with students' performance in the term of cognitive process, they make the use of recognizing and coding the input they receive from the target language. Consequently, the major focus of error analysis is on the substantiation that students' errors provide with understanding of principal process of second language acquisition.

Error analysis enables teachers to find out the sources of errors and take pedagogical prevention towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.

B. Common Errors

English as second/foreign language students' error are different from the errors produced by the native-English-speaking students. EFL/ESL students have patterns in making errors and the patterns occur commonly. These patterns differ from one students to another students depending on several factors such as first language, proficiency level, amount of time devoted to learn English, students' motivation and students' learning style (Ferris, 2002). There are several types of common errors in English language learning as mentioned by Linville (2004).

1. Subject-Verb Agreement Error

It occurs when the subject does not agree with the verb in person or number. For example *"She walk everyday"*. It must be *"She walks everyday"*.

2. Verb-Tense Error

It is caused when an incorrect time marker is used. For the example *"I was typing for my study since 6:00 am"*, instead of *"I have been typing for my study since 6:00 am"*.

3. Verb Form Error

Verb form error occurs when a verb is incorrectly formed. For the example "*I will driven the car*". It must be "*I will drive the car*".

4. Singular/Plural Noun Ending Error

It occurs when students are confused whether nouns are countable noun or uncountable noun. For example "*She has a lot of homeworks*" in place of "S*he has a lot of homework*".

5. Sentence Structure Error

This type of errors occurs because of a variety of reason, such as a word is left out, an extra word is added, word order is incorrect. One of the example is "H*er mother a teacher*" instead of *"Her mother is a teacher"*.

6. Word Form Error

It occurs when the wrong part of speech is chosen. For the example "*There are some difference types or errors*", instead of "*There are some different types of errors*".

C. Distinction between Error and Mistake

In the process of teaching and learning, it is very reasonable if students make mistakes and errors. It is cannot be separated of students in making mistakes and errors especially in learning target language. Students' errors and mistakes are part of the learning process that must be addressed wisely. Error and mistake are two different terms. People often abuse the term of error and mistake in describing students' performance in learning

target language, both in speaking and writing. Thus, it is important to distinguish between errors and mistakes to avoid the misunderstanding.

Error is a systematic deviation from what one intends to do. James (1998) defines briefly about error as an unsuccessful bit of language. Additionally, Corder (1973) classifies errors into four categories: omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of the elements. Errors cannot be self-corrected by students because they occur repeatedly. Errors occured because the students do not know what is correct until further relevant input has been provided.

Mistake is an accidental deviation from what one intends to do (Letourneau, 2001). Students makes mistake because of lack attention, carelessness, fatigue, or some other aspects, thus it cannot be self-corrected (Richards, 1992). Mistake is inconsistent deviation; students sometimes get it right but sometime they get it wrong.

There are two ways to distinguish between error and mistake, the first is to check the consistency of students' performance, if sometime they use the correct form and sometime wrong, it could be a mistake. However, if they always use it incorrectly, it could be an error. The second way to identify whether it is an error or mistake is to ask the student to cross and check their own deviant task, if they curiously find the wrong it is called as a mistake. On the other hand, if they are unable to find it, the deviation is an error (Ellis, 1997).

From the definitions above, it can be concluded that error is a systematic deviation in language performance caused by the incompetency of learners to perform the language, and it cannot be self-corrected. While a mistake is a deviation that is made accidentally caused by some aspects of performance and it can be self-corrected.

D. Types of Grammatical error

Grammar is indeed a resource for good communication. Grammatical error is a term used to describe the instance of a fault such as a misplaced modifier or inappropriate verb tense. However, errors cannot be prevented in learning process, especially in second language class or foreign language class. Error has some several categories, James (1998) proposes two descriptive classification to analyze errors. They are as follows:

1. Error in Linguistic Taxonomy

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent

is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective.

2. Error in Surface Structure Taxonomy

Error can occur because of change in surface structure in specific and systematic ways. This taxonomy proposes four categories to explain how sentence altered from the correct forms because the students change the surface structure. According to Burt, Dulay & Krashen (2001), there are four types of error that are omission, addition, misformation and misordering.

Omission is a type of errors that misses an item that must appear in well-structured in the sentence. For example "*He is play football*", it must be "*He is playing football*". *Addition* is characterized by the occurrence of an item that must not appear in a well structure sentence. There are three types of addition errors: double marking, regularization, and simple addition. Double marking is the presence of certain items which are not required in some linguistic construction, but are required in others, it can be exemplified by "*I did not broke the glass*", it must be "*I did not break the glass*". Regularization is the presence of marker that typically added to a linguistic items that do not take a marker, for example "*put*" becomes "*putted*". *Misformation* is the use of incorrect form of morpheme or structure. For the example "*Pevita lost his ring*", it should be "*Pevita lost her ring*". *Misordering* is a morpheme or a group of morpheme which are

incorrectly placed in a sentence. It can be exemplified by "*Who is your teacher English?*" It should be "*Who is your English teacher?*"

Despite the two classification of grammatical errors above, in this study the writer suggests another classification of grammatical errors based on Betty S. Azar. This classification is the one applied in this study. Azar (2007) classifies the type of grammatical errors into five categories in term of WH-questions; Question Words (*Where* does Ann live?), Helping Verb or Auxiliary (When *will* you graduate?), Subject (Where are *you* studying?) Main Verb (Who *is* Heidi?), Rest of Sentence (What happened *yesterday*?).

E. Sources of Errors

To know the sources of errors is quite important in order to identify the students' problem in writing, particularly in making WH-question. James (1998) classifies the sources of errors as interlingual errors and intralingual errors. Interlingual errors are caused by the process of transfer and borrowing from the first language to the second language. While intralingual errors are attributed to the process of some factors; *Overgeneralization* covers instances where the learner creates deviant structure on the basis of his experience of other structures in the target language. *Misanalysis* is caused when the students assume the singular possessive pronoun "its" as plural because of –s. *Incomplete rule application* is caused when students fails to use indicative word order (I knew where was he). *Exploiting redundancy* is omitting grammatical

features that do not contribute to the meaning, such as omitting the third person –s (John play tennis). *Overlooking co-occurrence restriction*, generalize the use of word which has the same meaning e.g. "quick" and "fast" are synonymous, "quick food" instead of "fast food". And last is *system simplification*, defined as substituting a single form where the target language uses more than two forms and reducing the burden of learning, like the use of "that" as a ubiquitous relative pronoun "that".

According to Brown (2007), the classification of source are classified into four categories; *Interlingual transfer* is defined whereas the students make errors as the result of transfer from the native language since they have not been familiar with language system. *Intralingual transfer,* this error is made by learners who begun to acquire parts of target language but still lack competency. *Context of learning* refers to the errors that made by students because of misleading explanation provided by teacher, faulty presentation in textbook. Students' techniques in learning second language can become a source of errors which is known as *Communication strategies*.

In the other words, Richards (1970) mentions the sources of errors into three categories. *Interference Error* points the outcome of using the first language (L1) element while speaking or writing the target language. For instance, students use the elements of first language while speaking or writing in English. Commonly, the interference errors occur because the first language and target language have different linguistic system, for an

example students say *"My father now is going to Jakarta"* instead of *"My father is going to Jakarta"*.

Intralingual Error verifies the general characteristics of learning rules in the second language acquisition. Its origin is found within the structure of English itself and through reference to the strategy by which a second language is acquired and taught. Furthermore, Richard (1970) divides the intralingual errors into some subdivisions, they are as follows: *overgeneralization error* whereas students construct a deviant structure on the basis of other structures in the target language such as *"She can cooks fried rice"* where English allows *"She can cook fried rice"*. Then, *Ignorance of rule restrictions* refer to students who employ rules to context where they are not useable, such as *"She made me to go to the park"* through extension of the pattern *"She asked/wanted me to go to the park"*. *Incomplete application of rules* occurs when students flop to use a fully developed structure, such as *"You like to drink milk?"* in place of *"Do you like to drink milk?"*.

Developmental Error which derives from faulty comprehension of distinction in the target language. Developmental error illustrates students try to build up hypotheses about the English language from their limited experience of it in the classroom or text-book. One another example comes up in the use of synonym words such as *very* and *too.* The students who have limited experience of English claim the same meaning of these two words.

After all, the writer uses Richard's theory consisting of three sources of error classification to identify students' errors in constructing WH-question.

F. Question

Question is an interrogative expression to test knowledge, questions also can be delivered by someone to ask something. In English context, there are several types of questions. Each questions requires different response and different structure construction. As mentioned by Day & Park (2005), there are five types of questions that may stimulate students in gaining an understanding. The types are; *Yes/no questions, Alternative questions, True or false questions, Multiple-choice questions, WH-questions.*

1. Types of Questions

a. Yes/No Questions

Yes/no questions are the simplest types of questions in English that can be answered with either yes or no. For example, "*Are you a student*?" This is a common form of comprehension question, but it has the drawback of allowing the students a 50% chance of guessing the correct answer.

b. **Alternative Questions**

Alternative questions are two or more yes/no questions connected with *or*: for example, "*Does this article focus on the use of questions to teach reading comprehension or to test reading comprehension?*" Similar to yes/no questions, alternative questions are subject to guessing.

c. **True or False Questions**

True or false questions are found frequently in commercially available materials, there is a potential danger in relying exclusively on them. As with yes/no questions, students have a 50% chance of guessing the correct answer. Teachers might simply accept a right answer, failing to ask why the answer is correct or the distracters (the wrong choices) are not correct. An example of a true or false question focusing on literal comprehension is: "*Is this statement true or false? The authors believe that the use of well-designed comprehension questions will help students become better readers*".

d. **Multiple-Choice Questions**

Multiple-choice questions are questions that offer a choice of several options as an answer based on other types of questions. They can be, for example, a WH-question with a choice.

e. **WH-Questions**

WH-questions are questions beginning with where, what, when, who, how, and why. They are excellent in helping students with a literal understanding of the text, with reorganizing information in the text, and

making evaluations, personal responses and predictions. They are also used as follow-ups to other questions forms, such as yes/no and alternative (Day & Park, 2005). Every WH-words has different purpose of asking and also fall under different part of speech which will affect the way they are used in sentences. They are the list of WH-words; *who* asks about a person, *what* asks about a thing and could be quality of something, *where* asks about a place, *when* asks about time, *why* asks about reason, *whom* asks about the object, *how* asks about method and quality.

Azar (2007, p. 123) states "WH-questions are questions that asks for information by using a question word; where, when, why, what, who, how". Azar (2007) points out the form to construct a well-structured WH-question in the way of putting the right position of each elements. Basically, the formula of constructing WH-questions is as follows;

Question Word + Helping Verb (Auxiliary) + Subject + Main Verb + Rest of Sentence

In Contrast, "when question word (e.g., *who* and *what*) is the subject of the question, usual question word order is not used, no form of *do* is used. It can be exemplified by *who came to dinner?* Or *what happened yesterday?*" (Azar, 2007, p. 123). Whereas the formula of this matter is as follows;

Subject + Main Verb + Rest of Sentence

After the explanation about the questions, this study only focuses on the question in the form of WH-question in order to identify the errors of the questions made by the students.

G. Purpose of Questions

Questions are definitely powerful. The main purpose of questions is getting information, asking a question will receive an answer, this answer is part of information. Thus, trying to find the right questions to ask at the right time will give knowledge. Moreover, question has a big role in learning and teaching process.

Morgan & Saxton (1991) denote that questions always involve in the learning and teaching process for several reasons; the act of asking questions helps teacher to keep students actively involved in the process of teaching and learning. While asking the questions, students have the opportunity to express their ideas and thoughts. Questioning students enables other students to hear different explanation of the material by their peers. Asking questions helps teachers to pace their lessons and moderate students' behaviour. Questioning students also helps teachers to evaluate students learning and revise their lessons as necessary.

In the classroom, teachers do not obtain new knowledge for themselves while asking the questions but to find out what the students already know. Other reasons for asking questions are stimulate recall, to

deepen understanding, to develop imagination, and to encourage problem-solving.

In the process learning and teaching, students may ask a lot of question. The questions asked by students to their teachers are often on procedural or social matters rather that to do with the subject content unless their teacher specifically encourage them to ask questions (Piaget & Inhelder, 1969). When students ask questions to their teacher, the other important reasons that should be considered is students' attention, affection, and recognition of learning.

Meanwhile, question is quite important process in achieving students understanding. It is the strongest tool at teachers ask questions as it teaches students how to think. Appropriate questions help teachers and students learn from one and another.

H. Comprehension Level

Comprehension is the understanding and interpretation of what is read. There are six types of comprehension designed to be used as a checklist for language teachers as well as materials developers. The types are as follows:

Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and

then later at the end of the text that she died in 1990. In order to answer this question, "*How old was Maria Kim when she died*?" The student has to put together two pieces of information that are from different parts of the text.

Inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

Prediction involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. For example, a comprehension question that requires the reader to give an evaluation of this article is: How will the information in this article be useful to you? In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues. Some students, because of cultural factors, may be reluctant to be critical or to disagree with the printed word. In such circumstances, the teacher might want to model possible answers to evaluation questions, making sure to include both positive and negative aspects.

Personal response takes readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is *what do you like or dislike about this story?* Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond.

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text. Literal comprehension makes students understood the basic or surface meaning of the text. An example of a literal comprehension question is *what is the main idea of the text?*

Based on the explanation, there are six types of comprehension that guided students to be interactive reader. One of the six types is literal comprehension which applied in this study as the scope and limitation, thus the questions that students construct is related to the literal comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design refers to specific procedures implicated the process of research: data collection, data analysis, and report writing (Creswell, 2012). The research design of this study is a qualitative methods and has descriptive analysis in describing the research findings. The writer believes that qualitative methods would provide the necessary data to gain the common errors and sources errors in WH-questions made by students

Qualitative research is procedural resulting in descriptive data orally and textually from people and their observable behaviour, in addition, Mackey & Gass (2005) states "the term qualitative research can be taken to refer to research that is based on descriptive data that does not make up (regular) use of statistical procedures". The writer applies descriptive analysis design in interpreting the findings of this study. Therefore, this study uses the qualitative research design.

B. Sources of Data

This study was conducted in UIN Ar-Raniry and the population of this study is the second semester of English Department student. Population is all instances of individual or situation that share certain characteristic (Mackey & Gass, 2005). Sample is a group of populations which selected

from the target population. The sample of study was one class or unit of Grammar II class of second semester of English Department students. The selection of the sample based on purposive sampling which means the sample was selected based on characteristics of a population that the writer need for the research (Mackey & Gass, 2005).

C. Research Subject

The subject of this research is students' assignment sheets recognized as document. Document consists of public and private document, including journals, letters, notes, personal writing, newspaper and others (Creswell, 2012). Students' assignment sheets of WH-question construction can be categorized as personal or private document in which the writer can be use document analysis technique to gain the data. While document analysis is a form of qualitative research whereas documents are interpreted by the researchers to provide the voice and meaning of the topic (Bowen, 2009).

D. Data Collecting Procedure

According to Creswell (2012), there are five steps in process of collecting data using qualitative research design. The five steps of data collecting are as follows:

1. The writer identified participants to be conducted and to participate in a sampling strategy. The participant that has been

determined as a subject is the second semester of English Department students of UIN Ar-Raniry because the subjects have the criteria that are predefined by the writer.

2. Gaining access to the participant by obtaining permissions. The writer needed to ask permission to the lecturer of Intermedite Grammar Class to conduct the study in her class.

3. The writer needed to consider the types of information that will give the best research question answer.

4. Designing the instruments for collecting or recording the information. In this study, the writer will be given students' midtest sheets of constructing WH-question by the lecturer. Then the sheets will be submitted as data document of the research.

5. The writer needed to manage the data collection to arise the proper result.

E. Data analysis

The writer used qualitative research in this study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. In analyzing and interpreting qualitative data, those are the steps commonly used: collect data and prepare it for data analysis, then researcher reads through the data and codes the data for descriptions and theme to be used in the research report (Creswell, 2012).

Therefore, the technique of data analysis used in this study is descriptive analysis. The data was obtained from the test that would be given by the lecturer to the English Department student in one class of Intermedite Grammar of second semester then the data would be analyzed by reading it several time and the writer would classify particular parts of data by coding them. Coding in research methodology is a shot word or phrase describing the meaning of the whole sentence, phrase or paragraph, it makes the process of interpreting data easier. The writer interpreted the result descriptively. Before interpreting result, the writer would classify the students' errors into five types as suggested by Betty S. Azar as follow:

Table 3.1. Betty S. Azar's classification of WH-question

No	Types of Errors	Examples
1	Question word	*What* does Ann live in Montreal? Where does Ann live in Montreal?
2	Helping verb	When *they* see jack? When does the see jack?
3	Subject	Where are *your* studying? Where are you studying?
4	Main verb	Who did *came* yesterday? Who did come yesterday?

5.	Rest of sentence	What time did you come *tomorrow*?
		What time did you come yesterday?

When question words (who and what) are the subject of the question, Betty S. Azar suggests the form as;

Table 3.2. Betty S. Azar's classification of WH-question

No	Types of Error	Example
1.	Subject	Who came to here yesterday? Who came to here yesterday?
2.	Main verb	Who <u>did come</u> to here yesterday? Who came to here yesterday?
3.	Rest of sentence	Who came to here <u>today?</u> Who came to here yesterday?

To find out the sources of error, the writer will uses Richard's theory as he classifies the sources of error into three categories as follow:

Table 3.3. Richard's theory on sources of errors

No	Sources of Errors	Examples
1	Interference Error	It occurs when learners use the linguistic system of bahasa while speaking or writing in

		English such as *my father now is going to Jakarta"* instead of *"my father is going to Jakarta".*
2	Intralingual Errors	1. Learner create deviant structure on the basic of other structures in the target language such as *"she can cooks rice?"* where English allows *"she can cook rice"* 2. Learners apply rules to context when they are not applicable such as *"she made me to go the park"* through extension of the pattern *"he asked/wanted me to go to the park".* 3. Learners fail to use a fully developed structure such as *"you like to drink milk?"* in place of *"do you like to drink milk?"*
3	Developmental error	It occurs when students attempt to build up hypotheses about English language from his limited experience or knowledge such as *"one day it was happened"* to indicated the past event and *"he is speaks English"* to indicate the present event

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Analysis of Errors of WH-Questions

The first analysis of this study is types of students' errors in constructing WH-questions. The classification of errors are based on Betty S. Azar then the errors were calculated. The table below describes the finding of the analysis of type's errors in WH-questions.

Table 4.1. Types of Students' Errors in Constructing WH-Questions

No	Student's Names	Question Word	Helping Verb (Auxiliary)	Subject	Main Verb	Rest of Sentence	Verb	Total
1.	KL	0	4	1	1	0	1	7
2.	CS	0	4	1	1	1	0	7
3.	EZ	1	3	1	4	0	0	9
4.	MM	0	0	0	0	0	0	0
5.	JWN	0	1	1	0	0	0	2
6.	MY	0	0	0	0	0	0	0

7.	LM	1	5	3	5	1	1	16
8.	GTS	1	9	7	4	0	0	21
9.	GB	2	8	8	5	1	0	24
10.	IA	3	6	6	2	0	1	18
11.	MF	1	0	0	3	0	0	4
12.	TWT	1	8	5	6	1	1	22
13.	KA	0	6	4	0	0	1	11
14	FT	0	2	1	0	0	0	3
15.	RNP	1	6	2	6	0	0	15
16.	RR	2	4	1	4	1	1	13
	Total	13	66	41	41	5	6	172

The table above shows the distributions of types of errors in constructing WH-question. The total of errors that students made in constructing WH-questions is 172 errors. The further description of types of error which range from the lowest number of errors to the highest number are provided throughout this section.

Verb error in the case of question word is the subject of the question, it should be distinguished from the general form (Question word + helping verb (auxiliary) + subject + main verb + rest of sentence) because of different purpose. The example of this error is "Who was visiting the Parker family yesterday afternoon?" *(See appendix table 4.18)*. The revision of the

sentence is "Who went to visit the Parker family yesterday afternoon?". The students used the general form in constructing this kind of question. Instead they must to use the particular form (Subject + main Verb + rest of sentence). The other examples of this category of error is "Who <u>did visit</u> the Parker family yesterday afternoon?" *(See appendix table 4.5)*. The number of this error is 6 of the total number.

The following type of error is *Rest of sentence* in the general category. The total number of this type is 5 errors out of 172 errors. The student often adds inappropriate word after the subject, it can be exemplified by "What time I got there <u>around</u>?" *(See appendix table 4.7)*. While he was supposed to write "What time did you get there?". Then "What she was planting <u>do in the garden</u>?" *(See appendix table 4.3)* is one of others example, the correct sentence is "What was she planting in the garden?".

Furthermore, the students made 13 errors of the total number in *Question word.* One of those errors comes because the student translated his questions from the first language to the target language. An example of this category of error is "<u>To whom</u> you went to visit yesterday afternoon?" *(See appendix table 4.11)*. The correction of this sentence is "Whom did you go to visit yesterday afternoon?". And the other reasons that students made error in this category is because they often use informal form in constructing the question, it can be exemplified by "<u>Who is</u> went to visit yesterday afternoon?" *(See appendix table 4.3)* "Who" in this matter is used in

informal form because the question word is dedicated to ask the object of person, the question word should be "whom".

Moreover, another 41 errors were made by the students in the category of Main verb. The students made errors in this category of error such as "When did you got there" *(See appendix table 4.17)*. This error is caused by students often over-generalized that the main verb should in past form to indicate the past tense question. While they were supposed to write "When did you get there" whereas "got" return to the basic verb "get". The other examples of this kind of category is "When did you went to visit the Parker family?" *(See appendix table 4.17)* The correction is "When did you go to visit the Parker family?". Some students omitted the main verb in constructing WH-question which can be exemplified by "What I did ___ to the Parker family yesterday afternoon?" *(See appendix table 4.7).* While in English must be "What did you do to the Parker family yesterday afternoon?".

The next is the error that is called *Subject.* The number of subject error that is made by students is 41 errors out of 172 errors. Mostly, the students arranged inappropriate formation of the form. For the example is "What kind she was planting in her garden?" *(See appendix table 4.12)*, the subject must come after the auxiliary element, so "she" would come after "was" whereas the correct sentence is "What was she planting in her garden?". Another example of this type is "How many balls the children were playing in the yard?" *(See appendix table 4.12).* However the

correction for such the error is "How many balls were the children playing in the yard?". They also made such an error "When did ___ was play?" *(See appendix table 4.15)*. In this such of error, the students omitted the element of subject then added the auxiliary, it should be revised as "When do they play?".

The highest number of error is *Auxiliary.* The students are mostly wrong in adding some auxiliaries in constructing WH-question. The number of auxiliary error is 66 errors out of the total number. The students reduced an auxiliary in constructing WH-question, such as "When ___ I went to visit the Parker family?" *(See appendix table 4.12)*. The correction of the sentence is by adding the auxiliary "When did you visit the Parker family?". Some students are error in making the auxiliary to the inappropriate form, for the example they made present tense auxiliary instead of past tense. The example is "How is Mr Parker's garden?" *(See appendix table 4.18)* while the correct one is "How was Mrs Parker's garden?".

B. The Analysis of Sources of Errors

The writer analyzed the sources of errors after analyzing the types of errors. The writer analyzed it based on the data, and used Richard's theory to category the source of errors into three classifications, Interference Error, Intralingual Error and Developmental Error. The findings of the analysis are shown in the following table.

Table 4.2 Sources of Errors in Constructing WH-Questions

No	Students' Names	Interference Error	Intralingual Error	Developmental Error	Total
1.	KL	1	5	1	7
2.	CS	0	6	1	7
3.	EZ	0	7	2	9
4.	MM	0	0	0	0
5.	JWN	0	2	0	2
6.	MY	0	0	0	0
7.	LM	0	12	4	16
8.	GTS	0	20	1	21
9.	GB	1	19	4	24
10.	IA	0	15	3	18
11.	MF	0	0	4	4
12.	TWT	0	17	5	22
13.	KA	0	10	1	11
14.	FT	0	3	0	3
15.	RNP	0	8	7	15
16.	RR	0	3	10	13
	Total	2	127	43	172

Based on the findings of this study the writer found that interalingual error is the highest number of sources of errors that students made in constructing WH-question. The number of this error is 127 of the total. Most of intralingual errors are found in the auxiliary errors. This error refers to the general characteristic of learning rules in the second language acquisition. The examples of these errors are as follow:

a. *"When they play?" (See appendix table 4.5).* The student omitted the word of "do" demonstrating as the auxiliary of the sentence. Whereas the general pattern of making WH-question is "Question Word + Auxiliary + Subject + Main Verb + Rest of Sentence". The correction of this question is "When do they play?".

b. *"What was she **plant** her garden?" (See appendix 4.11).* The word of "plant" must to be "planting" indicating as the past continuous. The question is supposed to be revised like this *"What was she planting in her garden?"*.

c. *"Where **is** Mr Parker?" (See appendix table 4.12).* The student used *is* which is not parallel to the past tense. It have to be revised as *"Where was Mr Parker?"*.

The second source of error is Developmental Error. It denotes the students' hypotheses about English language from their limited experience of the classroom or text-book. Based on the findings, the writer found that

are 43 errors of the 172 errors. Several examples of these errors are explained below.

a. "Who **did visit** the Parker Family yesterday afternoon?" *(See appendix table 4.5).* When the question word become a subject, the word of auxiliary of *did* is not used anymore. The correction of this question is "Who visited the Parker family yesterday afternoon?" or it also can be like this "Who went to visit the Parker family yesterday afternoon?.

b. *"**Who** is went to visit yesterday afternoon?" (See appendix table 4.3).* The student used the question word of *who* instead the question word of *whom* in order to indicate the object of question. However, the correct of question is supposed to be like this *"Whom did you go to visit yesterday afternoon?".*

c. *"When did you **got** there?" (see appendix table 4.17). Did* is indicating the past tense then the main verb of the question needs to return to the basic one as *get.* So the revision of the question is *"When did you get there?"*

The lowest number of sources of errors in constructing WH-question made by the students' is Interference Error. Based on the findings, it can be seen the number of errors is 2 out of the total errors. The Interference error refers to the result of using the elements of first language in speaking or writing second language, even making question. The two of errors are as follow:

a. "**To whom** did you went to visit yesterday afternoon?" *(see appendix table 4.11)* The student used *to* to ask the object, actually the question word of *whom* is no need to collaborate with *to.* The correction of the question is "Whom did you go to visit yesterday?"

b. "How did it **look**" *(see appendix table 4.9)*, the student tried to translate *kelihatannya* by *look,* whereas it supposed to be corrected as "How was it?"

C. Discussion

After presenting the types of error and the sources of error in constructing WH-question made by students. The writer intends to discuss the finding of how those answer the research questions proposed in the first chapter. There are two research questions that are concerned with the common types of errors and the sources of errors that students made in constructing WH-questions.

The first question is about the common types of errors that students made in constructing WH-questions. The findings of the analysis suggested that the classifications proposed by Betty S. Azar (2007) were found in students' WH-questions. There are question word, helping verb or auxiliary, subject, main verb, and the rest of sentence. The most common type of errors out of those types in constructing WH-question made by the students is auxiliary error. It was found 66 times of the total error. The students mostly performed some added auxiliary in constructing WH-question, and they

omitted the auxiliary of the question even laid the inappropriate auxiliary to the question.

The second research question is about the sources of errors that students made in constructing WH-questions. Based on the finding of the analysis, the three sources of errors that proposed by Richard (1970) were found in the students' question especially WH-question; they are Intralingual Error, Interference Error and Developmental Error. Intralingual error is the majority of source of error in which student made 127 errors of the total number. Mostly, abuse of auxiliary of the questions is considered as the cause of Intralingual Error.

The second source of error is Developmental Error. The number of error is 43 errors of the total errors. This source of error is caused by students' hypotheses about the English language from their limited experience of it in the classroom or the text-book. Most of the errors are laid in the using of informal question word of the question.

The last source of error is Interference Error. Its number is highly different from the other sources of error; it is only 2 errors of the total number. According to the finding, the students often translate their ideas from the first language into the second language.

However, it can be concluded that the most common types of errors in students' WH-questions is Auxiliary Errors. Concerning the sources of errors, the findings of analysis suggest that are three sources of errors made

by students in constructing WH-question specifically Intralingual Error,
Developmental Error and Interference Error.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research was conducted to identify the types of errors in constructing WH-question made by the students. The analysis was referred to Betty S. Azar in terms of the types of errors and Richard theory in terms of sources of errors. The findings show that the most common types of error in the students' WH-question is Auxiliary. The number of Auxiliary error is 66 out of 172 errors.

Moreover, the findings of the analysis suggest that three sources of errors are found in constructing WH-question made by the students, they are Intralingual Error, Developmental Error and Interference Error. The highest number of source of errors is the Intralingual Error in which it found 127 errors out of 172 errors. The following is Developmental Error with 43 number of errors of the total. The lowest one is Interference Error where its number is only 2 errors of the total number.

Summarily, the two research questions have been answered in this study. The findings show the most common type of errors that students made in constructing WH-question is Auxiliary. Meanwhile, the sources of errors are Intralingual Error, Developmental Error and Interference Error.

B. Suggestions

Based on the findings and discussions of this study, the writer suggests some suggestions. Firstly, the writer suggests the lecturer to make sure that the students understand the form WH-question in each sentence that they have learned, and the lecturer should apply the proper techniques and strategies in teaching English specifically in teaching WH-question. Then, the students need to be aware of the errors in order to reduce the possible errors they make. Lastly, the writer suggests to the further researchers to conduct the other aspects since this study has many limitations.

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25   *Very Excellent! Perfec*

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
     1   2   3   4   5
Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                                          6   7
was in the garage. The children were in the front yard. In other words, while Mr. Parker were
        8
fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
                                                          9   10

1. ~~When did you visit the Parker family~~ ? When did you go to visit the Parker family ?
2. ~~Who went the Parker family~~ Who went to visit the Parker family ?
3. What did you do yesterday afternoon to the Parker family ?
4. ~~When did you visit yesterday afternoon~~ Whom did you go to visit yesterday ?
5. What time did you get there ?
6. What was she planting in her garden ?
7. How was it ?
8. Where was Mr. Parker ?
9. How many balls were the children playing with in the yard ?
10. When do they play ?

II. Complete the sentences using appropriate tenses. (5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly **has been** waiting for the bus (since ten o'clock) (for thirty minutes).

2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She **has been** teaching in jakarta since last semester.

3. Years ago Maria started collecting novels. She still have many now. She **has collected** novels for years.

4. We watched a movie last week. It was the third time we did it. Until last week, we **had watched** the movie three times.

5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they **had** watched it.

III. Change the active into passive if possible. (5)

1. The Canadian people speak English and French.

2. When was she going to Jakarta?

3. My little sister will study Japanese today.

4. Riana does not give the English dictionary to Donna.

5. The earthquake has caused considerable damage.

1. English and frech are spoken by the Canadiau people.

Siti khasinah 18

2. No object.

3. Japanese will be studied by my little sister today.

4. The English dictionary is not given to Donna by Riana.
   Donna is not given the English dictionary by Riana.

LOLA MARLINDA
170203016
Kamis 07.45 - 0925

Midterm Test Intermediate Grammar
April 19, 2018

10 keep learing !

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
    1   2   3   4   5

Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                                   6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
     8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
                                          9   10

1. When did you went to visit the parker family ?
2. Who did visit the Parker family yesterday afternoon ?
3. What did I do, yesterday afternoon ?
4. Who did you went to visit yesterday afternoon ?
5. When I got there ?
6. What Mrs. parker was plant ?
7. Where was How near nor was look mrs. parker's garden ?
8. Where was mrs. parker after plan flower in the garden ?
9. How many balls the children playing ?
10. When they play ?

       10

II. Complete the sentences using appropriate tenses. (5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly has been waiting for the bus during 30 minutes since 10 o'clock

2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She has been teaching for two semester / since last semester

3. Years ago Maria started collecting, novels. She still have many now. She will be collected Donna started e: will be collecting novels for years

4. We watched a movie last week. It was the third time we did it. Until last week we still watched a movie

5. Last night, I wanted to watch Lord of the Ring, but my family refused to do so because they don't wanted to watch lord of the ring. I slept first

III. Change the active into passive if possible. (5)

1. The Canadian people speak English and French.
   English and French are spoken by the canadian people.

2. When was she going to Jakarta?
   when was she going to Jakarta ? (can't change).

3. My little sister will study Japanese today.
   Japanese will be study by my sister

4. Riana does not give the English dictionary to Donna.
   English dictionary is not given please to donna by riana

5. The earthquake has caused considerable damage.
   Considerable damage has been caused the earthquake

I. Write Information Questions according to the answers (the words or phrases that are un
and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, M
   1   2   3   4   5

Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Pa
                               6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
    8

fixing the oil in the car, the children were playing with nine balls in the yard. They play ever
                                                 9

1. When did You go to visit the parker family?
2. Who went to visit the parker family yesterday afternoon?
3. What did you do yesterday afternoon?
4. To whom you went to visit yesterday afternoon?
5. What time when you got there?
6. What was she planting in her garden?
7. How was it? planting
8. Where was Mr. Parker?
9. How many of balls were the children were playing in the yard?
10. When do they play?

Cut Sinta Ayuniar
Intermediate grammar
19 april 2018

NIM: 170203065

Midterm Test Intermediate Grammar
April 19, 2018

16 Good!

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
    1   2   3   4   5

Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                               6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
    8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
                                            9   10

1. When did you go to visit the parker family?
2. Who (yesterday afternoon) went to visit the parker family?
3. What did yo do to the parker family yesterday afternoon?
4. Whom did you go to unt yesterday afternoon?
5. What time did you get there around?
6. What did she was planting in her garden?
7. How the frower was look?
8. Where was Mr. Parker?
9. How many balls the children were playing in the yard?
10. When did they play?

.... appropriate tenses. (5)

has

Name : Juadahul Wahyuni Nikite
NIM : 1702 03045

ka
7.4

Midterm Test Intermediate Grammar
April 19, 2018

22 Erallent !

I. Write Information Questions according to the answers (the words or phrases that are underline and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs
   1   2   3   4   5

Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                               6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
   8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day
                                   9   10

1. when did you go to visit the parker family?
2. who went to visit the parker family yesterday afternoon?
3. what did you do yesterday afternoon?
4. whom did you go to visit yesterday afternoon?
5. what time did you get there around?
6. what was she planting in her garden?
7. How was it?
8. where was Mr. Parker?
9. How many balls the children were playing in the yard?
10. when do they play?

14

II. Complete the sentences using appropriate tenses. (5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly has
been waiting for 30 ms

2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She has been
teaching in Jakarta since last sem

4

3. Years ago Maria started collecting novels. She still have many now. She
collected no——————————————————for years

4. We watched a movie last week. It was the third time we did it. Until last week, we had
watched a movie the third time

5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they had
watched lord of the ring

III. Change the active into passive if possible. (5)

1. The Canadian people speak English and French.
Impossible

2. When was she going to Jakarta?
Impossible

3. My little sister will study Japanese today.
Japanese will be studied by my little sister today

4

4. Ryana does not give the English dictionary to Donna
The English dictionary is not given to Dobea by Ryana

5. The earthquake has caused considerable damage
considerable damage has been caused by the earthquake

Siti Khariah 18

GANDIS TRI SUCI
(170203155)

haritamis
Jam 7-45-9-30

Midterm Test Intermediate Grammar
April 19, 2018

7 keep learning! 9

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
　　　1　　　　2　　3　　　　　　　　　　　　　　　　　　　　5
Parker　was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
　　　　　　　　　　　　　　　　　　6　　　　　　　　　　　　　　　7
was in the garage. The children were in the front yard. In other words, while Mr. Parker were
　　　8
fixing the oil in the car, the children were playing with nine balls in the yard. They play every day
　　　　　　　　　　　　　　　　　　　　9　　　　　　　　　　　　　　　10

1　when I went to visit the parker family ?
2　who went to visit the parter family yesterday afternoon ?
3　~~where I went yesterday afternoon~~ ? what's done at the parter family yet after
4　yesterday afternoon where I went to visit ?
5　what time when I got there around mss parter was in ther yard ?
6　what kind she was planting in her garden ?
7　~~when is her garden~~ ? how it flower ?
8　where is mr parter ?
9　how many balls the children were playing in the yard while mr parker were fixing the oil ?
10　when, they play it ?
　　　do

II. Complete the sentences using appropriate tenses. (5)

1. Loly started waiting for the bus as ten o'clock. It is ten thirty now and she is still waiting. Loly ——
~~Not still waiting eventhough she to waiting so long until the bus arrive~~

2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She ——
have been teaching in yakarta until now.

3. Years ago Maria started collecting novels. She still have many now. She had been collected
~~from years ago henga~~ novels for years

4. We watched a movie last week. It was the third time we did it. Until last week, we had watched
a movie it was thirde times we did it until last week.

5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they ——
~~exhausted~~ was cooked and they got tired.

5 Loly have been waiting the bus until now　for /since

III. Change the active into passive if possible. (5)

1. The Canadian people speak English and French
English and french is spoken by the canadian people

2. When was she going to Jakarta?
When was she (being) to jakarta ?

3. My little sister will study Japanese today
Japanese will be studied by my little sister today ✓

4. Riana does not give the English dictionary to Donna
~~the~~ the English dictionary is not given by riana to donna

5. The earthquake has caused considerable damage
considerable damage has been caused by the earthquake ✓

Midterm Test Intermediate Grammar
April 19, 2018

I. *Write Information Questions according to the answers (the words or phra*
and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around
    1   2   3   4

Parker was in the yard. She was planting flower in her garden. It was very be
                                      6   7

was in the garage. The children were in the front yard. In other words, while M
    8

fixing the oil in the car, the children were playing with nine balls in the yard. T
                                                  9

1. When did you go to visit the Parker Family?
2. Who went to visit the Parker Family yesterday af
3. What did you do yesterday afternoon?
4. Whom did you go to visit yesterday afternoon?
5. What time did you get there?
6. What was she planting in her garden?
7. How was her garden? / How was it?
8. Where was Mr. Parker?
9. How many balls were the children playing with in t
10. When do they play? / When do the children play?

II. *Complete the sentences using appropriate tenses. (5)*

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is
   been waiting for the bus since ten o'clock.

2. Satrya started teaching in Jakarta last semester. She's still teaching this sem
   teaching in Jakarta since last semester

Name : Karlina.

Nim : 170203036

Midterm Test Intermediate Grammar
April 19, 2018

|| keep learning!

III.3

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
1   2   3   4   5

Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                                                      6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
        8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day
                                                                                  9   10

1. When did you go to visit the Parker Family ?
2. Who did went to visit the Parker Family yesterday afternoon ?
3. What did you do yesterday afternoon ?
4. whom did you go to visit yesterday afternoon ?
5. What time you did you get account there ?
6. What was she Planting in her garden ?
7. How was it look ?
8. Where was Mr. Parker ?
9. How many the children did playing ball in the yard ?
10. When to do they play ?

Midterm Test Intermediate Grammar
April 19, 2018

5 *keep learning!*

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

<u>Yesterday afternoon</u> <u>I</u> <u>went to visit</u> <u>the Parker family</u>. When I got there around <u>two o'clock</u>, Mrs.
　　　 1　　　 2　　 3　　　　　 4　　　　　　　　　　　　　　　 5

Parker　was in the yard. She was planting <u>flower</u> in her garden. It was very <u>beautiful</u>. Mr. Parker
　　　　　　　　　　　　　　　 6　　　　　　　　　　　　　 7

was <u>in the garage</u>. The children were in the front yard. In other words, while Mr. Parker were
　　　 8

fixing the oil in the car, the children were playing with <u>nine</u> balls in the yard. They play <u>every day</u>.
　　　　　　　　　　　　　　　　　　　9　　　　　　　　　　　　　　　　　　10

1. when did you ~~went~~ gone to visited the⁹ Parker family?
2. who ~~went~~ to visited Parker family?
3. what did you do yesterday afternoon the Parker family?
4. Where did you ~~went~~ gone to visited yesterday afternoon?
5. what did ~~time~~ you got there around?
6. what did she was in the garden?
7. ~~but what~~ How did was plant flower?
8. where did was Mr. Parker?
9. How many balls was playing in the yard?
10. When did was play?

II. Complete the sentences using appropriate tenses. (5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly —
   Loly was started waiting for the bus at ten o'clock and had ~~being~~ been ten
   is still waiting.
2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She was star
   in Jakarta last semester, and had ~~being~~ been still teaching this semester
3. Years ago Maria started collecting novels. She still have many now. She —was started co
   and had ~~being~~ been still have many now
                for years.
4. We watched a movie last week. It was the third time we did it. Until last week, we —
   movie last night, and had been the third time were did until las
5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they —
   Have ever watch

keep learning!

Midterm Test Intermediate Grammar
April 19, 2018

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
was in the garage. The children were in the front yard. In other words, while Mr. Parker were
fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.

1. When went do to visit the Parker family?
2. Who went to visit the parker family yesterday afternoon?
3. What went do to the parker family yesterday aftern
4. Who is went to visit yesterday afternoon?
5. when got around got there?
6. What she was planting in the garden?
7. why she planting flower in her garden?
8. How where was Mr. Parker?
9. How many balls their children were playing in the y
10. When they do to play?

tenses. (5)   still waiting.

Name = Riska Nurmaya puteri
Nim = 170203069
Mk = Grammar

19/09.2018.

9:30 - 11:15

Midterm Test Intermediate Grammar
April 19, 2018

9 keep learning !

(9)

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
    1   2   3   4   sekitar   5

Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
         taman   6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
      garasi   8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
           9   9   10

1. When did you went to visit the Parker family ?
2. Who (Yesterday afternoon) went to visit the parker Family ? ( )
3. What did you (Yesterday afternoon) to the Parker family ?
4. Where to Yesterday afternoon you went to visit ?
5. What time you got there ?
6. What did she was Planting in her garden ?
7. how did it was ? (or whow did Flower that ?)
8. Where was Mr. Parker ?
9. How many balls the Children (Were) Playing in the yard ?
10. When they they play ?
          do

Ⓗ

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
     1   2   3   4   5

Parker was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                                          6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
    8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
                                                     9   10

1. When did I go to visit the Parker family ?
2. Who did go to visit the Parker family yesterday afternoon?
3. What did I do with in the Parker Family yesterday afternoon ?
4. where did I go to visit yesterday afternoon ?
5. when did I get there / What time I got there?
6. what was she planting in her garden ?
7. How was it ?
8. Who was in the garage ?
9. How many balls the children were playing in the yard?
10. How many day they play ?
        after do

II. Co...... ....ing appropriate tenses (5)

Midterm Test Intermediate Grammar
April 19, 2018

4 keep learning!

3

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
　　　　1　　　　2　　3　　　　　4　　　　　　　　　　　　　　　5

Parker　was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
　　　　　　　　　　　　　　　　　　6　　　　　　　　　　　　　7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
　　　8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
　　　　　　　　　　　　　　　　　　　　　　　　9　　　　　　　　　　　　　　　10

1. When I ~~when~~ *went* to visit the Parker family?
2. Who want to visit the Parker family yesterday afternoon?
3. What I did to the parker family yesterday afternoon?
4. Who want I visit yesterday afternoon?
5. What time I got there around?
6. What does she was planting in her garden?
7. How look Mrs Parker's flower in her garden?
8. Where was Mr. Parker?
9. How many ball the children were playing in the yard?
10. When the children play with nine balls in the yard?
　　　　do

II. Complete the sentences using appropriate tenses.(5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly ---- waiting for the bus for half an hour.

2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She *is teaching* in Jakarta for two semester

3. Years ago Maria started collecting novels. She still have many now. She *is sta collecting* many novels since years ago. ----for years.

4. We watched a movie last week. It was the third time we did it. Until last week, we *have watched* a movie third time.

5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they *refuse* me to watch th Lord of the Ring last night.

III. Change the active into passive if possible. (5)

1. The Canadian people speak English and French. English and French *have* spoken by the Canadian people.

2. When was she going to Jakarta? When Jakarta join was join by her? / When was the Jakarta join by her?

3. My little sister will study Japanese today. Today My little sister go to japanese for study.

4. Riana does not give the English dictionary to Donna. English dictionary does not given by Riana to Donna is

5. The earthquake has caused considerable damage. Considerable damage has cause by the earthquake been

Midterm Test Intermediate Grammar
April 19, 2018

21 very good!

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
      1   2   3   4   5

Parker   was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                                         6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
       8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
                                                      9   10

1. When did you wea to visit the Parker family?
2. Who went to visit the Parker family yesterday afternoon?
3. what did you do yesterday afternoon in the Parker family?
4. where did you ~~went~~ went to visit yesterday afternoon?
5. When did you got there?
6. what was she planting in her garden?
7. How was it?
8. where was Mr. Parker?
9. How many balls were the children playing in the yard?
10. when do ~~&~~ they play?

13

II. Complete the sentences using appropriate tenses. (5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly has been started waiting for the bus since ten o'clock

2. Safiya started teaching in Jakarta last semester She's still teaching this semester. She has been started teaching in jakarta since last semester

3. Years ago Maria started collecting novels. She still have many now. She has started ~~teaching~~ collecting novels in jakarta --------for years.

4. We watched a movie last week. It was the third time we did it. Until last week, we had watched a movie for third time last week

5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they did not to watch lord of the ring.

3

III. Change the active into passive if possible. (5)

1. The Canadian people speak English and French.
   English and french are spoken by the canadian people.

2. When was she going to Jakarta?

3. My little sister will study Japanese today.
   Japanese will be studied by my little sister, today.

4. Riana does not give the English dictionary to Donna.
   The english dictionary is not given by Riana to donna.

5. The earthquake has caused considerable damage.
   Considerable damage has been caused by The earthquake.

Siti khasinah 18

Midterm Test Intermediate Grammar
April 19, 2018

21 very Good!.

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
　　　　　1　　　2　　3　　　　　　　　4　　　　　　　　　　　　5

Parker　was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
　　　　　　　　　　　　　　　　6　　　　　　　　　　　　　7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
　　　8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
　　　　　　　　　　　　　　　　　　　　　　　　9　　　　　　　　　　　　　　　　　10

1. when did you went go to visit the Parker family?
2. who went to visit the Parker family yesterday afternoon?
3. what did you do yesterday afternoon at the Parker family?
4. whom did you go to visit yesterday afternoon?
5. what time did you get there?
6. what was she was planting in her garden?
7. How was it?
8. where it was Mr. Parker?
9. How many balls the children were playing in the yard?
10. How often does they play?

II. Complete the sentences using appropriate tenses. (5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly has been waiting for the bus since ten o'clock / loly had been waiting for the bus

2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She has been teaching in Jakarta since last semester.

3. Years ago Maria started collecting novels. She still have many now. She has been collecting novels for years.

4. We watched a movie last week. It was the third time we did it. Until last week, we had watched a movie. 3 times

5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they have ever watched it. had watched it.

III. Change the active into passive if possible. (5)

1. The Canadian people speak English and French.
   English and French are spoken by Canadian People.

2. When was she going to Jakarta?
   Impossible.

3. My little sister will study Japanese today.
   Japanse will be studied by my little sister today.

4. Riana does not give the English dictionary to Donna.
   the English dictionary does not given to Donna by Riana

5. The earthquake has caused considerable damage.
   Considerable damage has been caused the earthquake.

Midterm Test Intermediate Grammar
April 19, 2018

15 Good!.

I. Write Information Questions according to the answers (the words or phrases that are underlined and numbered) (15)

Yesterday afternoon I went to visit the Parker family. When I got there around two o'clock, Mrs.
    1   2 2   3   4   5

Parker   was in the yard. She was planting flower in her garden. It was very beautiful. Mr. Parker
                               6   7

was in the garage. The children were in the front yard. In other words, while Mr. Parker were
    8

fixing the oil in the car, the children were playing with nine balls in the yard. They play every day.
                                                9   10

1. When did you visit the parker family?
2. Who was visiting the parker family Yesterday afternoon?
3. What did you do yesterday afternoon?
4. Whom did I visited in Yesterday afternoon?
5. What time I arrive at the parker family?
6. What was mrs parker planting in his yard, when I come?
7. How was mrs parker's garden?
8. Where was mrs parker when The children were in the front Yard?
9. How many ball which are played by the children in the yard?
10. When the children play the ball?

II. Complete the sentences using appropriate tenses.(5)

1. Loly started waiting for the bus at ten o'clock. It is ten thirty now and she is still waiting. Loly -----
Loly has been waiting for the bus since ten o'clock

2. Safiya started teaching in Jakarta last semester. She's still teaching this semester. She -------------
She has been teaching In Jakarta since last Semester.

3. Years ago Maria started collecting novels. She still have many now. She ------------------------
(She has been collecting the novels for years) ----------------for years.

4. We watched a movie last week. It was the third time we did it. Until last week, we --------------
(we had watched the movie for the third times) three

5. Last night, I wanted to watch *Lord of the Ring*, but my family refused to do so because they --------
(my family refused me to watch Lord of the ring last night)

III. Change the active into passive if possible.(5)

1. The Canadian people speak English and French. (English and french are spoken by The canadian people)

2. When was she going to Jakarta?

3. My little sister will study Japanese today. (Japanese Today will be studied by my little sister Today)

4. Riana does not give the English dictionary to Donna. (The English dictionary does not given by Riana to Donna) is not given by Riana
(The English dictionary is not given by Riana to Donna)

5. The earthquake has caused considerable damage.
(considerable damage has been caused by The earthquake)

Siti khasinah 18

Table 4.3. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1.When [2] [3] went[4] to visit the parker family ?	2) Auxiliary 3) Subject 4) Verb	2) Intralingual Error 2) Intralingual Error 3) Developmental Error	1.when did you go to visit the parker family?
2.who went to visit the parker family yesterday afternoon ?	2) Auxiliary 3) Subject 4) Verb	2) Intralingual Error 2) Intralingual Error 2) Intralingual Error	2.who went to visit the parker family? 3.what did you do yesterday afternoon to the parker family?
3.what is[2] [3] went[4] do to the parker family yesterday afternoon?	1) Question Word 2) Auxiliary 3) Subject	3) Developmental Error 2) Intralingual Error	4.whom did you go to visit yesterday afternoon?
4.who[1] is[2] [3] went[4] to visit yesterday afternoon ?	4) Verb 2) Auxiliary 3) Subject	2) Intralingual Error 3) Developmental Error	5.what time did you get there? 6.what was she planting in her garden?
5. When [2] [3] around got[4] there?	4) Verb 2) Auxiliary	2) Intralingual Error 2) Intralingual Error	7.how was it? 8.where was Mr.Parker?
6.what she[2] was[3] planting do[5] in the garden?	3) Subject 5) Rest of Sentence	2) Intralingual Error 2) Intralingual Error	9.how many balls were the children playing with in the yard?
7.why[1] she[2] [3] planting flower in her garden ?	1) Question Word 2) Auxiliary 3) Subject	2) Intralingual Error 2) Intralingual Error 1) Inteference Error	10.when do they play?
8.where was mister parker ?	2) Auxiliary 3) Subject	2) Intralingual Error 2) Intralingual Error	
9.how many balls children[2] were[3]			

playing in the yard ?	2) Auxiliary	2) Intralingual Error	
	3) Subject	2) Intralingual Error	
10.when they⁽²⁾ do⁽³⁾ to play⁽⁴⁾ ?	4) Verb	2) Intralingual Error	
		2)Intralingual Error	
		3) Developmental Error	

Table 4.4. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. when (2) I(3) go to visit the parker family?	2) Auxiliary 3) Subject	2) Intralingual Error 2) Intralingual Error	1.when did you go to visit the parker family?
2. who did go(7) to visit the Parker family yesterday afternoon?	7) Verb 2) Auxiliary 3) Subject	3) Developmental Error 2) Intralingual Error 2) Intralingual Error	2.who went to visit the parker family? 3.what did you do yesterday afternoon to the parker family?
3. what (2) I(3) (4) in the Parker family yesterday afternoon?	4) Verb 1) Question Word 2) Auxiliary	2) Intralingual Error 3) Developmental Error 2) Intralingual Error	4.whom did you go to visit yesterday afternoon?
4. where(1) (2) I(3) go to visit yesterday afternoon?	3) Subject 2) Auxiliary	2) Intralingual Error 2) Intralingual Error	5.what time did you get there? 6.what was she planting in her garden?
5. what time (2) I(3) got(4) there?	3) Subject 4) Verb	2) Intralingual Error 2) Intralingual Error	7.how was it?
6. what was she planting in her garden?	1) Question Word 3) Subject	2) Intralingual Error 2) Intralingual Error	8.where was Mr.Parker?
7. how was it?	2) Auxiliary	2) Intralingual Error	9.how many balls were the children playing with in the yard?
8. who(1) was (3) in the garage?	3) Subject 1) Question Word	2) Intralingual Error 2) Intralingual Error	10.when do they play?
9. how many balls the children(2) were(3) playing in the yard?	2) Auxiliary	3) Developmental Error 2) Intralingual Error	
10. how many day(1) (2) they play?			

Table 4.5. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. When [2] [3] went[4] to visit the parker family? 2. who did visit[7] the parker family yesterday afternoon? 3. what did I do yesterday afternoon? 4. who[1] did [3] went[4] to visit yesterday afternoon? 5. when I got there? 6. what Mrs.Parker[2] was[3] plant [5]? 7. how was look[4] mrs. Parker garden? 8. where was mrs parker after plan flower in the garden? 9. how many balls [2] the children playing?	2) Auxiliary 3) Subject 4) Verb 7) Verb 1) Question Word 3) Subject 4) Verb 2) Auxiliary 3) Subject 4) Verb 2) Auxiliary 4) Verb 5) Rest of Sentence 4) Verb 2) Auxiliary 2) Auxiliary	2) Intralingual Error 2) Intralingual Error 3) Development Error 3) Development Error 3) Development Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 3) Development Error 2) Intralingual Error 2) Intralingual Error	1.when did you go to visit the parker family? 2.who went to visit the parker family? 3.what did you do yesterday afternoon to the parker family? 4.whom did you go to visit yesterday afternoon? 5.what time did you get there? 6.what was she planting in her garden? 7.how was it? 8.where was Mr.Parker? 9.how many balls were the children playing with in the yard? 10.when do they play?

10. when[2] they play?			

Table 4.6. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. when did you go to visit the parker family ? 2. who went to visit the parker family yesterday afternoon ? 3. what did you do yesterday afternoon >? 4. whom did you go to visit yesterday afternoon ? 5. what time did he get there around ? 6. what was she planting in her garden ? 7. how was it ? 8. where was Mr.Parker? 9. how many balls the children[2] were[3] playing in the yard? 10. when do they play ?	2) Auxiliary 3) Subject	2) Intralingual Error 2) Intralingual Error	9.how many balls were the children playing with in the yard?

Table 4.7. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. when [2] I[3] want[4] to visit the parker family? 2. who want to visit[7] the parker family yesterday afternoon? 3. what [2] I[3] did [4] to the parker family yesterday afternoon? 4. who[1] want[2] I[3] visit[4] yesterday afternoon? 5. what time [2] I[3] got[4] there around[5]? 6. what does[2] she was[4] planting in her garden ? 7. how [2] look[4] Mrs Parker flower in her garden? 8. where was Mr.Parker? 9. how many ball the children[2] were[3] playing in the yard?	2) Auxiliary 3) Subject 4) Verb 7) Verb 2) Auxiliary 3) Subject 4) Verb 1) Question Word 2) Auxiliary 3) Subject 4) Verb 2) Auxiliary 3) Subject 4) Verb 5) Rest of Sentence 2) Auxiliary 4) Verb 2) Auxiliary 4) Verb 2) Auxiliary 3) Subject	2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 3) Development Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 3) Development Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 3) Development Error 2) Intralingual Error 3) Development Error	1.when did you go to visit the parker family? 2.who went to visit the parker family? 3.what did you do yesterday afternoon to the parker family? 4.whom did you go to visit yesterday afternoon? 5.what time did you get there? 6.what was she planting in her garden? 7.how was it? 8.where was Mr.Parker? 9.how many balls were the children playing with in the yard? 10.when do they play?

10 .when [2] the children play with nine balls in the yard?	2) Auxiliary	3) Development Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error	

Table 4.8. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. When did you went[4] to visit the parker family?	4) Verb	3) Developmental Error	1.when did you go to visit the parker family?
	4) Verb	2) Intralingual Error	
2. Who yesterday afternoon went visit to the parker family?	1) Question Word	3) Developmental Error	2.who went to visit the parker family?
	2) Auxiliary	2) Intralingual Error	3.what did you do yesterday afternoon to the parker family?
3. What did you [4] yesterday afternoon to the parker family?	3) Subject	2) Intralingual Error	
	4) Verb	3) Developmental Error	4.whom did you go to visit yesterday afternoon?
	2) Auxiliary	2) Intralingual Error	
4. Where to yesterday afternoon you went to visit?	4) Verb	3) Developmental Error	5.what time did you get there?
	2) Auxiliary	3) Developmental Error	6.what was she planting in her garden?
5. What [2] time you got[4] there?	4) Verb	2) Intralingual Error	
	2) Auxiliary	3) Developmental Error	7.how was it?
6. What did[2] she was planting[4] in her garden?	4) Verb	2) Intralingual Error	8.where was Mr.Parker?
	2) Auxiliary	2) Intralingual Error	
7. How did[2] it was[4]? (or how did flower that?)	3) Subject	2) Intralingual Error	9.how many balls were the children playing with in the yard?
	2) Auxiliary	2) Intralingual Error	
8. Where was Mr.Parker?		3) Developmental Error	10.when do they play?
9. How many balls the children[2] were[3] playing in the yard?			

10 . When [2] they play?			

Table 4.9. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. When did you go to visit the parker family ?	7) Verb	3) Developmental Error	1.when did you go to visit the parker family?
2. Who did go(7) to visit the parker family yesterday afternoon ?	2) Auxiliary	2) Intralingual Error	2.who went to visit the parker family?
3. What did you do yesterday afternoon ?	2) Auxiliary	2) Intralingual Error	3.what did you do yesterday afternoon to the parker family?
4. Whom did you go to visit yesterday afternoon ?	4) Verb	2) Intralingual Error	4.whom did you go to visit yesterday afternoon?
5. What time did you go there?	2) Auxiliary	1) Inteference Error	5.what time did you get there?
6. What did(2) she planting in her garden ?	2) Auxiliary	2) Intralingual Error	6.what was she planting in her garden?
7. How did(2) it look(4) ?	3) Subject	2) Intralingual Error	7.how was it?
8. Where did(2) mr. parker?		2) Intralingual Error	8.where was Mr.Parker?
9. How many the children(2) did(3) playing ball in the yard?			9.how many balls were the children playing with in the yard?
10. When do they play?			10.when do they play?

Table 4.10. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. when did you go to visit the parker family ? 2. who (yesterday afternoon) went to visit the parker family ? 3. what did you do to the parker family yesterday afternoon ? 4. whom did you go to visit yesterday afternoon ? 5. what time did you get there ? 6. what did[2] she planting in her garden? 7. how did[2] the flower was look[5]? 8. where was Mr.Parker? 9. how many balls the children[2] were[3] playing in the yard ?	2) Auxiliary 4) Verb 2) Auxiliary 5) Rest of Sentence 2) Auxiliary 3) Subject 2) Auxiliary	2) Intralingual Error 3) Developmental Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error	6.what was she planting in her garden? 7.how was it? 9.how many balls were the children playing with in the yard? 10.when do they play?

10 .when did[2] they play?			

Table 4.11. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. when did you went[4] to visit the parker family? 2. who went to visit the parker family yesterday afternoon? 3. what did you do yesterday afternoon? 4. To whom [2] you went [4] to visit yesterday afternoon? 5. What time [2] you got[4] there? 6. What was she plant[4] in her garden? 7. How was it? 8. Where was Mr.Parker? 9. How many balls did the children[2] were[3] playing in the yard? 10 .When do they play?	4) Verb 1) Question Word 2) Auxiliary 4) Verb 2) Auxliary 4) Verb 4) Verb 2) Auxiliary 3) Subject	3) Developmental Error 3) Developmental Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error 2) Intralingual Error	1.when did you go to visit the parker family? 2.who went to visit the parker family? 3.what did you do yesterday afternoon to the parker family? 4.whom did you go to visit yesterday afternoon? 5.what time did you get there? 6.what was she planting in her garden? 7.how was it? 8.where was Mr.Parker? 9.how many balls were the children playing with in the yard? 10.when do they play?

Table 4.12. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1 When (2) I(3) went(4) to visit parker family?	2) Auxiliary	2) Intralingual Error	1.when did you go to visit the parker family?
	3) Subject	2) Intralingual Error	
2 Who went to visit the parker family yesterday afternoon?	4) Verb	2) Intralingual Error	2.who went to visit the parker family?
	2) Auxiliary	2) Intralingual Error	
	3) Subject	2) Intralingual Error	3.what did you do yesterday afternoon to the parker family?
3. What (2) I(3) done at the parker family yesterday afternoon?	4) Verb	2) Intralingual Error	
	1) Question Word	3) Developmental Error	4.whom did you go to visit yesterday afternoon?
	2) Auxiliary	2) Intralingual Error	
4. Yesterday afternoon where(1) (2) I(3) went(4) to visit?	3) Subject		
	4) Verb	2) Intralingual Error	5.what time did you get there?
	2) Auxiliary	2) Intralingual Error	
5. What time (2) I(3) got(4) there?	3) Subject	2) Intralingual Error	6.what was she planting in her garden?
	4) Verb	2) Intralingual Error	
6. What kind she(2) was(3) planting in her garden?	2) Auxiliary	2) Intralingual Error	7.how was it?
	3) Subject	2) Intralingual Error	8.where was Mr.Parker?
7. How (2) it flower(3)?	2) Auxiliary	2) Intralingual Error	
	3) Subject	2) Intralingual Error	9.how many balls were the children playing with in the yard?
8. Where is(2) mr.parker?	2) Auxiliary	2) Intralingual Error	
9. How many balls the children(2) were(3) playing in the yard while	2) Auxiliary	2) Intralingual Error	10.when do they play?
	3) Subject	2) Intralingual Error	
	2) Auxiliary	2) Intralingual Error	
		2) Intralingual Error	

Mr.Parker fixing the oil? 10. When [2] they play it?			

Table 4.13. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1.when did you go to visit the parker family?			
2.who went to visit the parker family yesterday afternoon?			
3.what did you do yesterday afternoon ?			
4.who did you go to visit yesterday afternoon?			
5.what time did you get there?			
6.what was she planting in her garden ?			
7.how was her garden ? / how was it ?			
8.where was mr.parker?			
9.how many balls were the children playing with in the yard?			

10.when do they play ? / when do the children play ?			

Table 4.14. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1.when did you go to visit the parker family?			
2.who went to visit the parker family?			
3.what did you do yesterday afternoon to the parker family?			
4.whom did you go to visit yesterday afternoon?			
5.what time did you get there?			
6.what was she planting in her garden?			
7.how was it?			
8.where was Mr.Parker?			
9.how many balls were the children playing with in the yard?			
10.when do they play?			

Table 4.15. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. When did you gone[(4)] to visited the parker family ? 2. Who to visited[(7)] parker family ? 3. What did you gone tp visited yesterday afternoon ? 4. Where[(1)] did you gone[(4)] to visited yesterday afternoon ? 5. What[(1)] did time you got[(4)] there around[(5)] ? 6. What did[(2)] she was[(4)] in the garden ? 7. How did[(2)] was plant[(4)] flower ? 8. Where did[(2)] was mister parker? 9. How many balls is[(2)] was[(2) (3)] playing in the yard?	4) Verb 7) Verb 1) Question Word 4) Verb 1) Question Word 4) Verb 5) Rest of Sentence 2) Auxiliary 4) Verb 2) Auxiliary 2) Auxiliary 2) Auxiliary 3) Subject 2) Auxiliary 3) Subject	3) Developmental Error 3) Developmental Error 3) Developmental Error 3) Developmental Error 2) Intralingual Error 3) Developmental Error 2) Developmental Error 2) Intralingual Error 3) Developmental Error 3) Developmental Error 3) Developmental Error 3) Developmental Error 2) Intralingual Error 3) Developmental Error 2) Intralingual Error	1.when did you go to visit the parker family? 2.who went to visit the parker family? 3.what did you do yesterday afternoon to the parker family? 4.whom did you go to visit yesterday afternoon? 5.what time did you get there? 6.what was she planting in her garden? 7.how was it? 8.where was Mr.Parker? 9.how many balls were the children playing with in the yard? 10.when do they play?

10. When did[2] was[3] play?			

Table 4.16. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. When did you go to visit the Parker family ?	2) Auxiliary	2) Intralingual Error	9.how many balls were the children playing with in the yard?
2. Who when to visit the Parker family yesterday afternoon?	3) Subject	2) Intralingual Error	
	2) Auxiliary	2) Intralingual Error	10.when do they play?
3. What did you do yesterday afternoon at the Parker family?			
4. Whom did you go to visit yesterday afternoon?			
5. What time did you go there?			
6. What was she planting in her garden?			
7. How was it?			
8. Where was Mr.Parker?			
9. How many balls the children[(2)] were[(3)] playing in the yard?			
10. How often does[(2)] they play?			

Table 4.17. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. When did you went[4] to visit the Parker family? 2. Who went to visit the Parker family yesterday afternoon? 3. What did you do yesterday afternoon in the Parker family? 4. Where[1] did you went[4] to visit yesterday afternoon? 5. When did you got[4] there? 6. What was she planting in her garden? 7. How was it? 8. Where was Mr.Parker? 9. How many balls were the children playing in the yard? 10. When do they play?	4) Verb 1) Question Word 4) Verb 4) Verb	3) Developmental Error 3) Developmental Error 3) Developmental Error 3) Developmental Error	1.when did you go to visit the parker family? 2.who went to visit the parker family? 3.what did you do yesterday afternoon to the parker family? 4.whom did you go to visit yesterday afternoon? 5.what time did you get there? 6.what was she planting in her garden? 7.how was it? 8.where was Mr.Parker? 9.how many balls were the children playing with in the yard? 10.when do they play?

Table 4.18. The Description of The Students' Errors

Student's Questions	Types of Grammatical Errors	Sources of Errors	Revision Version
1. When did I[3] visit the parker family ?	3) Subject	2) Intralingual Error	1.when did you go to visit the parker family?
	7) Verb	3) Developmental Error	
2. Who was visiting[7] the parker family yesterday afternoon?	3) Subject	2) Intralingual Error	2.who went to visit the parker family?
	2) Auxiliary	2) Intralingual Error	3.what did you do yesterday afternoon to the parker family?
3. What did I[3] do yesterday afternoon?	3) Subject	2) Intralingual Error	
	2) Auxiliry	2) Intralingual Error	
	3) Subject	2) Intralingual Error	4.whom did you go to visit yesterday afternoon?
4. Whom [2] I[3] visited[4] in yesterday afternoon?	2) Auxiliary	2) Intralingual Error	
	2) Auxiliary	2) Intralingual Error	
	2) Auxiliary	2) Intralingual Error	5.what time did you get there?
5. What time [2] I[3] arrive at the Parker family?	2) Auxiliary	2) Intralingual Error	
	2) Auxiliary		6.what was she planting in her garden?
6. What was mrs Parke planting in his yard when I come?			
			7.how was it?
7. How is[2] mrs.parker's garden?			8.where was Mr.Parker?
8. Where is[2] mrs parker when the children in the front yard?			9.how many balls were the children playing with in the yard?
			10.when do they play?

9. How many ball which are[2] played by the children in the yard? 10. When [2] the children play the ball?			

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-562/UN.08/FTK/KP.07.6/01/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Drs.Luthfi Aunie, MA   Sebagai Pembimbing Pertama
2. Dr. Muhammad AR, M.Ed   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Nauratul Iqramah**
NIM : **140203248**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **An Error Analysis on WH-Question Formation Based on Literal Comprehension**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Januari 2018
An. Rektor
Dekan,

Mujiburrahman

Tembusan

Nomor : B- 7168 /Un.08/FTK.I/ TL.00/07/2018   12 Juli 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
             Menyusun Skripsi

Kepada Yth.

Di -
        Tempat

Dekan   Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry   Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Nauratul Iqramah
N I M	:	140 203 248
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. Jeurat Timoh No. 01, Pango Raya Banda Aceh

Untuk mengumpulkan data pada:

Kelas Intermediate Grammar, Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Error Analysis on WH-Question Formation Based on Literal Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

                                                             An. Dekan,
                                                             Wakil Dekan Bidang Akademik,
                                                             dan Kelembagaan,

                                                             Sri Suyanta

Kode: 598

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

SURAT KETERANGAN
No: B-221/Un.08/KJ.PBI/TL.00/07/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-7168/Un.08/FTK.I/TL.00/07/2018 tanggal 12 Juli 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawa ini:

Nama	: Nauratul Jqramah
NIM	: 140 203 248
Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

An Error Analysis on WH-Question Formation Based on Literal Comprehension

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Juli 2018
Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

AUTOBIOGRAPHY

1. Name : Nauratul Iqramah
2. Place / Date of Birth : Lhokseumawe, April 29th 1996
3. Religion : Islam
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    b. Mother : Cut Ainal Mardhiah
    c. Occupation : Civil Servant
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12. Education Background
    a. Elementary School : SDN 2 Banda Sakti Lhokseumawe (2002-2008)
    b. Junior High School : MTsS Ulumuddin (2008-2011)
    c. Senior High School : MAS Ulumuddin (2011-2014)
    d. University : UIN Ar-Raniry (2014-2018)

Banda Aceh, July 24th, 2018

Nauratul Iqramah