

**AN ERROR ANALYSIS OF WH-QUESTION FORMATION BY THE
ELEVENTH STUDENTS IN SMK BM TELADAN
ACADEMIC YEAR 2017/2018**

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For the Degree of Sarjana Pendidikan (S.Pd.)
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By

EKA RAMADHANI HARAHAH

1302050073



**THE FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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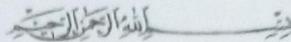


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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



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Nama : Eka Ramadhani Harahap
NPM : 1302050073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Error Analysis of WH-Question Formation by the Eleventh Students in SMK BM Teladan Academic Year 2017/2018

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PANITIA PELAKSANA

Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd.

Dra. Hj. Syamsuurnita, M.Pd

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
2. Erlindawaty, S.Pd, M.Pd
3. Fatimah Sari Siregar, S.Pd, M.Hum

1

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2



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.unsu.ac.id> E-mail: fkip@unsu.ac.id

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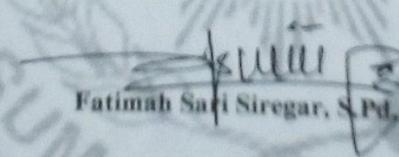
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Nama Lengkap : Eka Ramadhani Harahap
N.P.M : 1302050073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Error Analysis of WH-Question Formation by The Eleventh Students' in SMK BM Teladan Academic Year 2017/2018

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Fatimah Sari Siregar, S.Pd, M.Hum

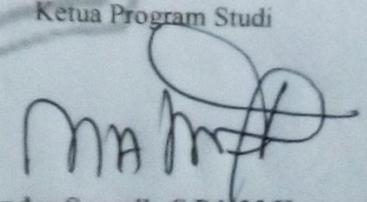
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Ketua Program Studi




Dr. Elfrianto Nasution, S.Pd., M.Pd.


Mandra Saragih, S.Pd, M.Hum



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : Eka Ramadhani Harahap
NPM : 1302050073
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Error Analysis of WH-Question Formation by The Eleventh Students in SMK BM Teladan Academic Year 2017/2018

Tanggal	Hasil Bimbingan Skripsi	Tanda Tangan
13/3/2018	Chapter I : Introduction	[Signature]
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Medan, Maret 2018

Diketahui oleh:
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Fatimah Sari Siregar, S.Pd., M.Hum.

SURAT PERNYATAAN



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Nama Lengkap : Eka Ramadhani Harahap
N.P.M : 1302050073
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Error Analysis WH-Question Formation by the Eleventh Students' in SMK BM Teladan Academic Year 2017/2018

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Yang membuat pernyataan,



Eka Ramadhani Harahap

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Harahap , Eka Ramadhani. 1302050073: An Error Analysis of WH-Question Formation by the Eleventh Students in SMK BM Teladan Academic Year 2017/2018. English Departement of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2018.

The objective of the study is to investigate the distributions of errors in line with the problem the objectives are made by the students' errors in WH-Question Formation, and to elaborate dominant of the errors made by the students in WH-Question. This research was conducted at SMK BM Teladan Medan. This research was carried out to first years students at 2017/2018 academic years. The location was chosen because of the term of time and fund, and also the same research there had never been conducted. This school is chosen because the researcher finds many students make erros in WH-Questions, so based on the researcher's experience in teaching training practice, the researcher tries to find out the real problem faced by the students in order to find the solution to help them. The researcher found the types of error made by students and the most dominant types of error made by students based on students' answer the test. The found show that the total of error made by students in SMK BM Teladan Medan was 140 errors. The types of errors and percentage were the addition 1 or around 0,25%, error of omission was 131 or around 32,75%, and error of misformation was 8 or 2,0%. The most dominant types of error Omission was 131 or 32,75%.

Key Words: Error, Error Analysis, WH-Question Formation.

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Assalamu'alaikum wr. wb.

Firstly, in the name of Allah SWT the Most Almighty and the Most Merciful, all of praise be to Allah for the health and ability given to her in finishing this thesis. Secondly, peace be upon to Prophet Muhammad SAW who had brought human beings from the darkness to the brightness in our life.

Thirdly, the writer would like to dedicate her best gratitude and deep appreciation to her beloved parents Sugianto Harahap and Junartik for their moral and material supports before, during and after the academic years at Muhammadiyah University of North Sumatra.

In writing this study that entitled “An Error Analysis of WH-Question Formation by the Eleventh Students in SMK BM Teladan Academic Year 2017/2018“, the writer experienced so many difficulties and problems but she did not end her efforts to make it better, and it is impossible to finish without much help from the others.

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The writer realizes that her study is still far from being perfect. So, the writer expects suggestions and comments from all of the readers or other writers who want to learn about this study.

Finally, the writer hopes that her study will be useful for the readers, especially the students of English Department who want to do a similar research and also for the writer herself. May Allah the Almighty bless all of us.

Wassalamu'alaikum wr. wb.

Medan, March 2018

The Researcher,

Eka Ramadhani Hrp
NPM: 1302050073

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language that should be learned by anybody. But, English as a foreign language is difficult to learn, such as grammar, vocabulary, pronunciation. In learning English as a foreign language, it is logically and acceptable that students often make many mistakes or errors. It is natural because English not their native language. It could not deny that there are significant differences between English and Indonesia language. The two languages are different in structure, sounds and vocabulary. These differences make the students feel difficult to understand the foreign language in their learning process.

Asking and answering question is a habitual activity in human beings life. We can get information about something by asking questions using WH-Questions.

The definition of WH-Question is proposed by several experts. Among them are (Azar,2013:128) that WH-question or an informative question is a question that ask for information by using question words; *what, where, who, when, why,* and *how*. Moreover, (Frank,2012:91) supported that interrogative questions are such questions begin with either interrogative adverb (*why, when, where, how*), or with interrogative pronouns (*who-whom* for object, *whose* for possessive, *what and which*). They are sometimes called “content of replay”. They do not query the truth of the statement, but they ask for details about part of it.

The researcher concludes from the explanation above that the terms of WH-Question covers all questions beginning with question words; *what, where, when, why, who, and how*.

WH question technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Moreover, WH question can motivate the students to write and share their idea.

Based on the reasons above, the writer chooses the study on title “**An Error Analysis of Wh-Question Formation by the Eleventh Students in SMK BM Teladan Academic Year 2017/2018**”.

B. Identification of the Problem

The problems of this study were identified as follows:

1. The types of students error in WH-Question formation.
2. The most dominant error of students in W-h Question Formation.

C. Scope and Limitation

The scope of this research was about the students' errors in WH-Question but the limitation was only related to the question words; *what, where, when, why, who, and how*.

D. Formulation of the Problem

1. What are the types of students' error in WH-Question formation?
2. How is the procedure of students' error analysis in WH-Question formation?
3. What are the most dominant error of students in WH-Question Formation?

E. Objectives of the Study

The objectives of this research were stated as follows:

1. To find out of students types error inWH-Question Formation.
2. To find out the procedure of students' error analysis in WH-Question formation.
3. To find out the most dominant error of students in W-h Question Formation.

F. Significance of the Study

The finding of the study was explored to give theoretical and practical significance. Theoretically, the significane of the study was described below:

1. Theoretically

The writer hope this research can be used as references for the other writer who wants to conduct research about error in WH-Question.

2. Practically

- a. For teacher, it can be used as knowledge especially to tell the teacher how to teach WH-Question formation.
- b. For students, it can be used as knowledge especially to tell the the students how to anwere WH-Question formation.

- c. For other researcher, this study can help next to other researchers when they are going to write other research.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Error Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it (Douglas,1980). The technique has been applied in the study of mathematics and logic, though analysis as a formal concept is a real recent development. From the definition above, analysis is part the methodology of the psycholinguistics investigation of language learning or the application of linguistic theory to the data of erroneous utterances produced by a learner in order to get more knowledge. Analysis describe ideas to examine the relationship between idea. Analysis will consider the data in enough depth and with the enough clarity. It will make the reader convince about it. Even one who disagrees with the writer's conclusion, but the analysis should be made well.

They are types of analysis objectives, they are:

- a. Identification or classification of the element of communication
- b. Making explicit the relationship of connection has exist among these elements.
- c. Recognizing the organizational principle that hold the communication together as a hole.

Error is normal and making error is unavoidable during the learning process. It will always occur although best effort has been done. Errors made by the students do not mean a failure or inadequacy but they can be viewed as important evidence of strategies or procedure employed by the student in learning a second language. They are also significant to the teacher and to the student himself. In language teaching and testing, error analysis is a technique of measuring progress and of devising teaching methods by recording and classifying the mistakes made by students, meanwhile in linguistics, error analysis is the observation of errors in the speech process as a means of understanding the phonological and semantic components of language, interactional processes, and speakers' discourse strategies.

Human learning is fundamentally a process that involves the making mistake (Douglass,1980). Mistakes, miscalculation, and erroneous simple from an important aspect of learning virtually any skill or acquiring information. When you learn to swim by jumping into the water and flailing arms and legs until you discover that there is a combination of moments a structured pattern that success in keeping you a float and propelling you through the water. The first mistake of learning to swim are giant ones, gradually diminishing as you learns from making those mistakes. Because of the mistake, itobtais feedback from the environment and with that feedback to make news attempts which successively more closely approximate desired goals.

Error analysis is an activity to reveal errors found in writing and speaking. Error analysis is the process to observe, analyze, and classify the deviations of the

rules of the second language and then to reveal the system operated by learner (Brown,1980:166). It seems this concept is the one propose error analysis is a technique for identifying, classifying, and systematical interpreting the unacceptable form produced by someone learning a foreign language, using any of the principles and procedures by linguistics (Crystall,1987).

Error analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the errors learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors (James,1988). The teachers need to views students' errors positive and should not regard them as the learners' failure to grasp the rules and structures but view the errors as process of learning.

Error analysis is the study of errors made by the second and foreign language learners (Richards,1985). The error produced in the acquisition of english as a second language divided into four categories (Richards,1971).

1. Overgeneralization

Overgeneralization cover instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

2. Incomplete application of rules

It involves a failure to fully develop a structure.

3. False concepts hypothesized

It arises when the learners do not fully comprehend a distinction in the target language.

4. Ignorance of rule restriction

It involves the application of rules to contexts where they do not apply.

The definition above clarify that error analysis is an activity to identify, classify, and interpret or describe the errors are made by someone in writing and it is carried out to obtain information on common difficulties faced by someone in writing English sentences.

2. Understanding of Error Analysis

To get clear understanding about error, several opinions have been given by some linguists that should be observed among others. An error as noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of learner (Brown,1980). The flawed side of learner speech of writing (Dulay,1982). It means that there is something wrong in norm of language performance. An error as a form or structure that a native speaker deems unacceptable because of it's in appropriate use.

From these opinion about errors, it can be concluded that errors are something that the students do in their learning by using unacceptable and inappropriate forms of the grammar of the target language and the competence of a second language. Errors have played an important role in the study of language acquisition and in examining a second or a foreign language acquisition. Errors are also associated with the strategies that people employ to communicate in a language.

2.1 Types of Errors

Since English is foreign language, So many students make the errors, especially in using gerund. They still cannot recognize the using gerund.

2.1.1. Errors of Addition

It is a sentence where an element is omitted, and it should not presented. Students not only omit elements, which they regard as redundant, but they also add redundant elements. Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Example:-Thank you for the invitation, but i cannotcomes right mow (-s as committed)

2.1.2. Errors of Omission

It is a sentence where some elements should be presented. Omission errors are characterized by the absence of an item that must appear in well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others. Example:-the bad situation come if the naughty boy is invited. (-will as addition) .

2.1.3. Errors of Misformation

This Type error is characterized by the use of the wrongfrom of the morpheme or structure. This error has three sub categorized, namely: regularization, Arch-from and alternating.

a. Regularization

A regular market is use in place of an irregular one.

b. Arch-Forms

The selection one of number of a class of form to represent others in class is often made by learners. The form chosen by the learners is called as arch-forms. In the production of certain complex sentence, the use of infinitive as an arch-form for the other complement type (e.g. gerund and that clauses) has also been observed.

c. Alternating forms

As the learner's vocabulary and grammar grow, those of arch-form often give way to the apparently fairly free alternation of various members of a class with each other.

Omission was usually occurred because of the lack of the learners' knowledge in the changing of past participle or in constructing sentences according to its tense form.

2.2 Differences Between Error and Mistake

When we learn about error, it cannot be separated from learning about mistake. Error and mistake are different, but some people still misunderstand about the both. To make clear the distance of error and mistake, refer to mistake as a performance error that is a failure to utilize a known system correct by the native speakers; result from memory mistakes, physical condition, such as tiredness and psychological condition, such as strong emotion. Mistake is also characterized as unsystematic deviation or inconsistent deviation. In this case the learner has been taught from the language, sometimes the students get it right but sometimes he makes a mistake and uses the wrong form.

Error and mistake are not the same. But most the people still misunderstand about the definition of both. Error is caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses or memory, confusion, slip, of tongue and so on . Another way to differentiate between error and mistake is, if the learners can correct themselves, it is probably mistake, but if they cannot, it is an error. In other word, it means that if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected why not the one intended, it called as mistake. In addition, if the learner is unable or in anyway disinclined to make the correction, we assumed that the form the learner used was the one intended, it called an error.

Mistake divided into three broad categories : slips (that mistakes which students can correct themselves once the mistake has been pointed out to them). 'error' (mistakes which they cannot correct themselves and which therefore need explanation), and 'attempts' (that is when a student tries to say something but does not yet know the correct way of saying it (Harmer,2000). Like an error, a mistake is also a deviation of the norms of the language but is not systematic. A mistake is an inconsistent deviation that is sometimes the learner but sometimes wrong. Mistake is made by learner when writing or speaking, is caused by lack of attention, fatigue, carelessness, or other aspects (Richards,1985:).

From explanation above, it can be concluded that error is systematic and the students selves cannot correct, because it reflects the students' competence in

the target language. In contrast, a mistake is an error that students can selves correct, because it is only the result of the students' performance.

2.3 Causes of Error

Learning a foreign language is of course different from learning one mother tongue. The students that are learning foreign language can make errors in foreign language. Errors are sign of learning failure and, as such, not to be willingly tolerated. So, the teacher must analyze what kinds of causes of errors that happen to students. According to Corder, there are three major causes of error, which he labels „Transfer Error“ (Mother-tongue Interference), „Analogical Error“ (Over-generalization), The cause of error made by students can be due to the interference from the native language in learning second language of foreign language. We could not avoid interference because interferenceit self is the adverse effect of feature of knowledge and acquisition of using another language.

As teacher, sometimes we can give the error to the students because of our interference in speaking or utterance. Without knowing the mistake, the students just followed what we have said before and memorize the wrong one.

So, the researcher get the assumption as the teacher we can give them the bad interference in using something specially in writing phonetic transcription.

This type of error has no relationship with the learner native language background. The cause of the error type made by students are following :

a. Overgeneralization

It is generally involves the creation of one deviant structure in place of learners reducing their linguistic burden. Over-generalization is the use of previously available strategies in new situation. Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

b. False concept hypothesis and ignorance of correct

The errors are caused by the lack of knowledge of correct English pattern teaching and inadequate practice.

2.3.1. Interlingual Error

Interlingual error caused by the interference of the learner's mother tongue. Interlingual error are errors accounted for the language transfer came that teacher believes that the cause of error are carelessness on the part of the students and the other believe that error are caused by their first language interference or translation the first language. Interlingual interference is called as interlingual as the systematic linguistic behavior of the learners of second or other language.

2.3.2. Intralingual Error

Intralingual error is an error, which resulted from faulty or partial learning of the target language rather than from language item upon another. The errors do not reflect features of the mother tongue, but result from learning it self. Students seem to make inductive generalization about the target language system on the basis of the data to which they are exposed. They will tend to over generalize and produce incorrect form by analogy. A student extends the use of grammatical rule

of a linguistic item beyond its accepted uses generally by making the word or structure follow a more regular pattern.

2.3.3. Context of Learning

A third major cause of error though overlaps both types of transfer, is the context of learning. Context of learning is defined as the situation in which something is learned or understood, a situation that can impact how something is learned or what is taught.

2.3.4. Communication Strategies

Communication strategies actually include processes of interlingual and intralingual transfer and the context of learning as a learner tries to get a message across to a hearer or reader. Causes of error divided into four areas; those are overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

2.3.5. Carelessness

The common errors that the learners made are carelessness. It will influence the learners in learning the foreign language. The cause of error come from the learner background and custom. To avoid the carelessness the learners have to learn and read some book specially in material grammar.

From the explanation above, there are some major causes of error that usually happen to students according to Corder, Brown, and Richard namely: Overgeneralization, false concept hypothesized, Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication Strategies, and carelessness.

2.4 Error Encouraged by Teaching Material

Error can appear to be induced by teaching process itself and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded, and presented with meticulous care, there should never be any error. Corder said “it is however, not easy to identify such error except in conjunction with a close study of the material and teaching technique to which the learner has been exposed. This is probably why so little is known about them” (Hubbard,1983) . It is easy to accept this in the early stages of language learning controls applied in the shape of substitution tables, conversation exercises of mechanical nature and guided sentence patterns, but more difficult at later stages. Another expert discuss the sources of error is classifies causes of error into two types that is first language interference and translation. The two types of causes off error will be discussed briefly below:

a. First Language

Learning language (a mother tongue or a foreign language) is a matter of formation. When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called first language interference.

b. Translation

It is one of the causes of error. This happens because a students translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

2.5 Goal of Error Analysis

The most practical use of the analysis of the error is the teachers. It is designing pedagogical material and strategies. Studying students' errors serves two major purposes:

- a. It provides data from which inferences about nature of language learning process can be made.
- b. It indicates to teachers and curriculum developers, which part of the target language students have most difficulty producing correctly and which error types detract most from a student's ability to communicate effectively. The theoretical aspect of error analysis is part of the methodology of investigating that the language learning process.

2.6 Procedure of Error Analysis

In the language teaching, either a native language or a second language teaching, study about students' errors is very important. There are some procedures in error analysis namely:

- a. Identification of errors
- b. Description of errors
- c. Explanation of errors
- d. Evaluation of errors
- e. Preventing/correction of errors.

The first step in the process of analysis is recognition or identification of errors. In this step, teachers recognize the students' errors from the task given by

the teachers. The second step is the describing error. It begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the student. The third step is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' error happen. The fourth step is evaluation of errors.

In this step, the teacher gives evaluation from the task done by the students depends on the task that teacher will give to the students. Finally, the last step in the process of analysis is correction of errors where the teacher checks from the task done by the students. And then the teacher gives the correct answer from the errors has been done by the students.

3. WH-Question

a. Definition

Asking and answering question is a habitual activity in human beings life. We can get information about something by asking questions using WH-Questions.

The definition of WH-Question is proposed by several experts. Among them are (Azar,2013) that WH-question or an informative question is a question that ask for information by using question words; *what, where, who, when, why,* and *how*. Moreover, supported that interrogative questions are such questions begin with either interrogative adverb (*why, when, where, how*), or with interrogative pronouns (*who-whom* for object, *whose* for possessive, *what and*

which). They are sometimes called “content of replay”. They do not query the truth of the statement, but they ask for details about part of it. This theory is used because this describes about WH-Questions.

The researcher concludes from the explanation above that the terms of WH-Question covers all questions beginning with question words; *what, where, when, why, who, and how*.

3.1. The Function of WH-Question

As we know that *wh question* is a question beginning with *what, where, who, when, why, and how* the example :

a. Who, whom, and What

The Example of Who, Whom, and What

Table 2.1

Question	Answer
Who came?	Someone came.
Whom did you see?	I saw someone.
What happened?	Something happened.
What did you see?	I saw something.

From those examples *who* and *what* are used as the subject of a question so no form of “**do**” is used. *whom* and *what* are used as the object in a question so the form of “**do**” is used.

- 1) *Whom* is used in formal English. *Who* is usually used instead of *whom*. The object of *who* is *whom*. *Whom* is obligatory used if the question begins with preposition.

*To whom did you
send this postcard?*

With whom were you

talking?

- 2) *What* + the form of “do” is used to ask questions about activities (am doing, will do, are going to do, did, etc)

What does Bob do every morning? He

goes to school. What did you do

yesterday? I played volleyball.

- 3) *What kind of* asks for information about specific types in a specific kind) in general category.

What kind of fruit did you buy? I bought apples.

- 4) *What time* usually asks specifically for time on o'clock. *What time did Ann come? At six.*

b. Whose and Which

The pattern of *whose* and *which* are different from the other WH words :

Table 2.2
The Pattern of Whose and Which

Question word	Noun	Auxiliary	Subject	Rest of sentence
Whose	book	did	you	borrow?
Which	dress	do	you	bike?

- 1) Whose ask about possession.

Whose father does John see?

- 2) Which is used when the speaker wants someone to make a choice, or when the speaker is offering alternative: this one or that one, these or those?

I have two books. Which book do you want?

- 3) Which can be used either singular or plural nouns.

Which earrings are you going buy? These earrings or those earrings.

c. How

How means “in what way” that *How* is used to:

- 1) Ask about means (ways) of transportation.

How did you get there?

I got there by taxi.

- 2) *How* is often used with adjective (old, big) and adverb (well, quickly). How well does she speak English? She speaks English very well.

How old is your sister? My sister is ten years old.

- 3) How often asks about frequency.

How often do you go shopping? Once a week.

- 4) Other way of asking how often is replaced by how many times.

How many times do you eat a day? Three times

- 5) How far asks for information about distance.

How far do you live from campus?

Four blocks

- 6) How long asks for information about length of time.

How long did you study last night? Two hours

d. *When, Where, Why*

When will the meeting take place? (It'll take place) on Tuesday.
Where did you put the book? (I put the book) on the table.
Why did she go to the store? (She Went)to get a bottle of milk.

G. Previous Research

In this research, the researcher consider previous research to support this thesis. Ahmad TaufikHidayah. On this journal entitled: Error Analysis on The Use of The Simple Present Tense and The simple past tense in Writing And the researcher consider previous to support this skripsi. Dahliana. On this skripsi entitled: AnError Analysis on the Students' Achievement in Writing PhoneticTranscription. Theresult of the study show that the error analysis method is an effective way to trace and identify the students' error especially with respect to the errors on the use of simple present tense and the simple past tense. The findings of the research indicate that errors from the element of Omission due to regulaziations are the most frequently made errors by the students.

C. Conceptual Framework

English as the first foreign language in Indonesia, functions as a tool to enter the modern technology and science development in our education. Therefore the students are except to have at least passive knowledge of English conversation whether both in learning process and daily activities. In fact, their ability is still

low especially in WH-Question. Language learning should be presented communicatively in the class room.

For the students, the motivation to learn and the opportunity to learn are important thing to enhance their ability. Here the teacher must care about the students' mistakes in WH-Question, especially in descriptive. So in this occasion, the researcher try to identify the errors are made by students in WH-QuestionEnglish. The researcher tries to find out what types of errors, what the kinds of errors and what the dominant errors made by students in WH-Question.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMK BM Teladan Medan. This research was carried out to first years students at 2017/2018 academic years. The location was chosen because of the term of time and fund, and also the same research there had never been conducted. This school is chosen because the researcher finds many students make erros in WH-Questions, so based on the researcher's experience in teaching training practice, the researcher tries to find out the real problem faced by the students in order to find the solution to help them.

B. Population and Sample

1. Population

The population of this research was eleventh students of SMK BM Teladan. There are 40 students in eleventh class so the population of students are 40 students.

2. Sample

Sample is total sampling technique was used in this research By total sampling, all population has an equal chance of being selected. The entire process of sampling was done in a single step with each subject selected improve dependently of the other members of the students.

Table 3.1
Population and Sample of the Research

No	Class	Population	Sample
1	XI-A	20	20
2	XI-B	20	20
	Total	40	40

C. Research Design

This study was conducted by using descriptive qualitative design, because of this study was identified and analyzed WH-Question formation in students test the answer WH-Question formation English word. Descriptive qualitative method is a method of the research that makes the description of event or occurrence, so that this method has intention to accumulate the basic.

D. Source of Data

The source of data was derived from students' test. The descriptive qualitative method was used to gather and analyze the data. WH-Question formation in students' test was analyzed by researcher the question was taken from *Get along with English for vocational school grade XI elementary level book*.

E. Technique of Collecting Data

To collect the data of the research, the researcher used some steps:

1. Giving a student test
2. Collecting the students answer
3. Identifying error WH-Question made by Students
4. Types Wh-Question made by students

5. Procedure Wh-Question made by students

6. Dominant Wh-question made by students

F. Technique of Analyzing Data

After collecting all the data in the students test, the data was analyzed by following procedures in analyzing the data, the students answer was read identify every sentence in the student answer WH-Question formation.

The steps are follows:

1. Errors made by Students in using Wh-Question
2. Classifying WH-Questions student answer
3. Finding out the most dominant WH-Question formation in student answer.

The researcher used the following formula :

$$N = \frac{X}{Y} \times 100\%$$

Note:

N = Percentage number of error

X = Amount of WH-Question

Y = Amount of all WH-Question

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

All of the respondents in this research were 40 students of SMK BM Teladan Medan, Class XI. The tests were given to know the students' ability in answering WH-Question formation. The source of data was derived from students' test. The descriptive qualitative method was used to gather and analyze the data. WH-Question formation in students test was analyzed by researcher and the problem that discuss in this discourse about the type and the dominant using the students in WH-Question formation. So researcher test to know what the causes WH-Question formation.

B. Data Analysis

After collecting data from the students answer sheet, then this research was analyzed to describe the error and want to know the dominant from the students answer and the table is used to know the dominant from students were used to know where dominant wrong the students in answering WH Question. After the data was analyzed, it was found that there what type error made by students and know the dominant incorrect from the student answer.

1. Data Analysis

1. The students number 1 was AD

A. Identification Of Error

From 10 question, she did 3 mistakes in identifying WH-question, that were question number 3,4, 5.

B. Description Of Error

AD wrote why in question number 3, when in question number 4, and what in question number 5.

C. Explanation Of Error

Types of error in question number 3, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, AD used *carelessness*

E. Correction Of Error

Question number 3,4,5 it should be answered : number 3 who, number 4 and 5 how.

2. The students number 2 was AN

A. Identification Of Error

From 10 question, she did 3 mistakes in identifying WH-question, that were question number 3,4,5.

B. Description Of Error

AN wrote why in question number 3, whery in question number 4, and what in question number 5.

C. Explanation Of Error

Types of error in question number 3, 5 was *omission* because she did carelessness in answering questions, Question number 4 was *misformation* because she wrote whe for when.

D. Evaluation Of Error

Based on the cause of errors, AN used *carelessness*.

H. Correction Of Error

Question number 3,4,5 it should be answered : number 3 who, number 4 and 5 how.

3. The students number 3 was AF

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 4 and 5.

B. Description Of Error

AF wrote what in question number 4 And 5.

C. Explanation Of Error

Types of error in question number 4 and 5, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, AF used *carelessness*.

E. Correction Of Error

Question number 4 and 5 it should be answered :number 4 and 5 how.

4. The students number 4 was AP

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 4 and 5.

B. Description Of Error

AP wrote what in question number 4 And 5 .

C. Explanation Of Error

Types of error in question number 4 and 5, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, AP used *Carelessness*

E. Correction Of Error

Question number 4 and 5 it should be answered : number 4 and 5 how.

5. The students number 5 was CH

A. Identification Of Error

From 10 question, she did 4 mistakes in identifying WH-question, that were question number 2,3,4,5.

B. Description Of Error

CH wrote what in question number 2 and 5, why in question number 3, when in question number 4.

C. Explanation Of Error

Types of error in question number 2, 3, 5 was *omission* because she did carelessness in answering questions, Question number 4 and was *misformation* because she wrote whfor when.

D. Evaluation Of Error

Based on the cause of errors, CH used *intralingual* that was *carelessness*.

E. Correction Of Error

Question number 2,3,4,5 it should be answered : number 2 when, number 3 who, number 4 and 5 how.

6. The students number 6 was DF

A. Identification Of Error

From 10 question, she did 1 mistakes in identifying WH-question, that were question number 4.

B. Description Of Error

DF was wrotewhy in question number 4.

C. Explanation Of Error

Types of error in question number 4, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, DF used *Carelessness*.

E. Correction Of Error

Question number 4 it should be answered : number 4 how.

7. The students number 7 was ED

A. Identification Of Error

From 10 question, she did 5 mistakes in identifying WH-question, that were question number 1,2,4,8,9.

B. Description Of Error

ED wrote when in question number 1, what in question number 2 , 4 who in question number 8, why is was number 9.

C. Explanation Of Error

Types of error in question number 1,2,4,8,9 *omission* because she did carelessness in answering question.

D. Evaluation Of Error

Based on the cause of errors, ED used *carelessness*.

E. Correction Of Error

Question number 1,2,4, 8,9 it should be answered : number 1 what, number 2 when, number 4 and 9 how, number 8 why.

8. The students number 8 was FA

A. Identification Of Error

From 10 question, she did 7 mistakes in identifying wh-question, that were question number 3,4,5,6,7,8,9.

B. Description Of Error

FA wrote how in question number 3, what in question number 4, why in question number 5 and 9, who in question number 6 and 7, where in question number 8.

C. Explanation Of Error

Types of error in question number 3,4, 5,6, 7,9 was *omission* because she did negligence in answering question, Question number 8 was *misformation* because she wrote wheiefor where.

D. Evaluation Of Error

Based on the cause of errors, FA used *carelessness*.

E. Correction Of Error

Question number 3,4,5,6,7,8,9 it should be answered : number 3who
number 4, 5, 9 how,number 6 what, number 7 where, number 8 why.

9. The students number 9 was FA

A. Identification Of Error

From 10 question, she did 3 mistakes in identifying WH-question, that were question number 2,4,5.

B. Description Of Error

FA wrotwhy in question number 2, whenin question number 4, whatin question number 5.

C. Explanation Of Error

Types of error in question number 2, 4, 5 was *omission* because she did carelessness in answering question.

D. Evaluation Of Error

Based on the cause of errors, FA used *carelessness*.

E. Correction Of Error

Question number 2,4,5 it should be answered : number 2 when and number 4 and 5 how.

10. The students number 10 was HA

A. Identification Of Error

From 10 question, she did 8 mistakes in identifying WH-question, that were question number 2,4,5,6,7,8,9,10.

B. Description Of Error

HA wrote what in question number 2, 4, 10, whoin in question number 5, where in question number 6, when in question number 7, were in question number 8, is in question 9.

C. Explanation Of Error

Types of error in question number 2,4,5,6,7, 9, 10 was *omission* because she did carelessness in answering question, Question number 8, was *misformation* because she wrote were for where.

D. Evaluation Of Error

Based on the cause of errors, HA used *communication strategies* that was *carelessness*.

E. Correction Of Error

Question number 2,4,5,6,7,8,9,10 it should be answered : number 2 when, number 4,5, 9 how, number 6 what, number 7 where, number 8 why, number 10 who.

11. The students number 11 was JS

A. Identification Of Error

From 10 question, she did 9 mistakes in identifying WH-question, that were question number 1,2,3,4,5,6,7,8,9.

B. Description Of Error

JS wrote where in question number 1, 5, how in question number 2 and 6, what in question number 3,4, 8, 9, and when in question number 7.

C. Explanation Of Error

Types of error in question number 2,4,5,6,7, 8, 10 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, JS used *carelessness*.

E. Correction Of Errors

Question number 1,2,3,5,6,7,8,9 it should be answered :number 1 what, number 2 when, number 3 who, number 4, 5, 9, how, number 6 what, number 7 where, number 8 why.

12. The students number 12 was KA

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 4 and 5.

B. Description Of Error

AF wrote what in question number 4 And 5.

C. Explanation Of Error

Types of error in question number 4 and 5, was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, AF used *carelessness*.

E. Correction Of Error

Question number 4 and 5 it should be answered : number 4 and 5 how.

13. The students number 13 was MR

A. Identification Of Error

From 10 question, she did 5 mistakes in identifying WH-question, that were question number 1,3,4,6,7.

B. Description Of Error

MR wrote how in question number 1, what in question number 3, 7, and wherein question number 4, 6.

C. Explanation Of Error

Types of error in question number 1,3, 4,7 was *omission* because she did carelessness in answering questions, questions number 6 was *misformation* because she wrote whene for where.

D. Evaluation Of Error

Based on the cause of errors, MR used *carelessness that was intralingual*.

E. Correction Of Error

Question number 1,3,4,6,7 it should be answered : number 1 what, number 3 who, number 4 how, number 6 what, and number 7 where.

14. The students number 14 was NP

A. Identification Of Error

From 10 question, she did 3 mistakes in identifying WH-question, that were question number 3,4,5.

B. Description Of Error

NP wrote which in question number 3, when in question number 4, what in question number 5.

C. Explanation Of Error

Types of error in question number 3, 4, 5 was *omission* because she did she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, NP used *carelessness*.

E. Correction Of Error

Question number 3,4,5 it should be answered : number 3 who and number 4, 5 how.

15. The students number 15 was PN

A. Identification Of Error

From 10 question, she did 6 mistakes in identifying WH-question, that were question number 3,4,5,7,8,9.

B. Description Of Error

PN wrote where in question number 3, when in question number 4, which in question number 5, 7, 9.

C. Explanation Of Error

Types of error in question number 3, 4, 5, 7, 8, 9 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, PN used *carelessness*.

E. Correction Of Error

Question number 3,4,5,7,8,9 it should be answered :number 3 who, number 4, 5, 9 how, number 6 what, number 7 where, number 8 why.

16. The students number 16 was RW

A. Identification Of Error

From 10 question, she did 6 mistakes in identifying WH-question, that were question number 3,4,5,7,8,9.

B. Description Of Error

RW wrote where in question number 3, 8, when in question number 4, which in question number 5, 7, 9.

C. Explanation Of Error

Types of error in question number 3, 4, 5, 6, 7, 8,9 was *omission* because she because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, RW used *carelessness*.

E. Correction Of Error

Question number 3,4,5,7,8,9 it should be answered :number 3 who, number 4, 5, 9 how, number 6 what, number 7 where, number 8 why.

17. The students number 17 was RF

A. Identification Of Error

From 10 question, she did 3 mistakes in identifying WH-question, that were question number 1,5,6.

B. Description Of Error

RFwrotewhy in question number 1,what in question number 5, 6.

C. Explanation Of Error

Types of error in question number 1, was *omission* because she did negligence in answering question, and Question number 5, 6 was *misformation* because she wrote wat for what.

D. Evaluation Of Error

Based on the cause of errors, RF used *carelessnes*.

E. Correction Of Errors

Question number 1,5,6 it should be answered : number 1, 6 what, number 5how.

18. The students number 18 was RA

A. Identification Of Error

From 10 question, she did 5 mistakes in identifying WH-question, that were question number 1,5,6,7,8.

B. Description Of Error

RAwrotewhy in question number 1,7,whatin question number 5, 8, wherein question number 6.

C. Explanation Of Error

Types of error in question number 1, 5, 6, 7, 8 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, RA used *carelessness*.

E. Correction Of Error

Question number 1,5,6,7, 8it should be answered : number 1, 6 what number 5 how, number 7 where, Number 8 why.

19. The students number 19 was SO

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

SO wrotewhy in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, SO used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

20. The students number 20 was SS

A. Identification Of Error

From 10 question, she did 5 mistakes in identifying WH-question, that were question number 1,5,6,7,8.

B. Description Of Error

SS wrote why in question number 1, 5,7,what in question number 5 wherein question number 6,how in question number 8.

C. Explanation Of Error

Types of error in question number 1, 5, 6, 7, 8 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, SS used *carelessness*.

E. Correction Of Error

Question number 1,5,6,7,8it should be answered : number 1, 6 what number 5 how, number 7 where, Number 8 why.

21. The students number 21 was WS

A. Identification Of Error

From 10 question, she did 6 mistakes in identifying WH-question, that were question number 1,5,6,7,8,9.

B. Description Of Error

WS wrote who in question number 1, what in question number 5, 9wherein question number 6, how in question number 8.

C. Explanation Of Error

Types of error in question number 1 was *misformation* because she wrote whose for where, 5, 6, 7, 8, 9 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, WS used *intralingual* that was *carelessness*.

E. Correction Of Error

Question number 1,5,6,7,8,9 it should be answered : number 1, 6 what, number 5, 9how, number 7 where, Number 8 why.

22. The students number 22 was ZR

A. Identification Of Error

From 10 question, she did 1 mistakes in identifying WH-question, that were question number 5.

B. Description Of Error

DF wrote what in question number 5.

C. Explanation Of Error

Types of error in question number 5, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, ZR used *Carelessness*.

E. Correction Of Error

Question number 5 it should be answered : number 5 how.

23. The students number 23 was AL

A. Identification Of Error

From 10 question, she did 7 mistakes in identifying WH-question, that were question number 2,4,5,6,7,8,9.

B. Description Of Error

AL wrote how in question number 2, 7, where in question number 4 and 8, what in question number 5, Why in question number 6 and 9.

C. Explanation Of Error

Types of error in question number 2, 4, 5, 6, 7, 8, 9 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, AL used *communication*.

E. Correction Of Error

Question number 2,4,5,6,7,8,9 it should be answered : number 2 when, number 4, 5, how , number what number 6, where, number 8 why.

24. The students number 24 was AP

A. Identification Of Error

From 10 question, she did 3 mistakes in identifying WH-question, that were question number 1,5,10.

B. Description Of Error

AP wrote why in question number 1, 10, what in question number 5.

C. Explanation Of Error

Types of error in question number 1, 5, 10 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, AP used *carelessness*.

E. Correction Of Error

Question number 1,5,10 it should be answered : number 1 what , number 5 how , number 10 who.

25. The students number 25 was AD

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

AD wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, AD used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

26. The students number 26 was LN

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

LN wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, LN used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

27. The students number 27 was MA

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

MA wrote why in question number 1 and what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5, was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, MA used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

28. The students number 28 was PM

A. Identification Of Error

From 10 question, she did 4 mistakes in identifying WH-question, that were question number 1,5,6,7.

B. Description Of Error

PM wrote why in question number 1,7,what in question number 5 where in question number 6.

C. Explanation Of Error

Types of error in question number 1, 5, 6, 7 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, PM used *carelessness*.

E. Correction Of Error

Question number 1,5,6,7 it should be answered : number 1 and 6 what number 5 how, number 7 where.

29. The students number 29 was PL

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

PL wrote why in question number 1 and what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5, was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, PL used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

30. The students number 30 was RS

A. Identification Of Error

From 10 question, she did 1 mistakes in identifying WH-question, that were question number 5.

B. Description Of Error

RS wrote what in question number 5.

C. Explanation Of Error

Types of error in question number 5 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, RS used *Carelessness*.

E. Correction Of Error

Question number 5 it should be answered : number 5 how.

31. The students number 31 was RA

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

RA wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors RA used *carelessness*.

E. Correction Of Errors

Question number 1 and 5 it should be answered : number 1 what, number 5how.

32. The students number 32 was RW

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

RW wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors RW used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

33. The students number 33 was RA

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

RA wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors RA used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

34. The students number 34 was RP

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

RP wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors RP used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

35. The students number 35 was SH

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

SH wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors SH used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

36. The students number 36 was SR

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

SR wrote why in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5 was *omission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors SR used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

37. The students number 8 was TS

A. Identification Of Error

From 10 question, she did 5 mistakes in identifying WH-question, that were question number 1,2,5,6,7.

B. Description Of Error

TSwrotewhy in question number 1, howin question number 2, 7, when in question number 5, and wherein question number 6.

C. Explanation Of Error

Types of error in question number1, 2, 5, 6, 7 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, TS used *carelessness*.

E. Correction Of Error

Question number 1,2,5,6,7 it should be answered :number 1, 6 what, number 2 when, number 5 how, number 7 where.

38. The students number 38 was WM

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying WH-question, that were question number 1 and 5.

B. Description Of Error

WM wrotewhy in question number 1, what in question number 5.

C. Explanation Of Error

Types of error in question number 1 and 5 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors WM used *carelessness*.

E. Correction Of Error

Question number 1 and 5 it should be answered : number 1 what, number 5 how.

39. The students number 39 was YU

A. Identification Of Error

From 10 question, she did 5 mistakes in identifying WH-question, that were question number 4,5,6,7,8.

B. Description Of Error

YUwrotewhat in question number 4, 5, what in question number 6,8, how is was number 7.

C. Explanation Of Error

Types of error in question number 4, 5, 6, 7, 8 was *ommission* because she did negligence in answering questions.

D. Evaluation Of Error

Based on the cause of errors, YU used *carelessness*.

E. Correction Of Error

Question number 4,5,6,7,8it should be answered : number 4 and 5 how, number 6 what, number 7 where, and number 8 why.

40. The students number 40 was PL

A. Identification Of Error

From 10 question, she did 2 mistakes in identifying wh-question, that were question number 4 and 5.

B. Description Of Error

PLwrotewhat in question number 4 And 5 .

C. Explanation Of Error

Types of error in question number 4 and 5 was *omission* because she did carelessness in answering questions.

D. Evaluation Of Error

Based on the cause of errors, PL used *carelessness*.

E. Correction Of Errors

Question number 4 and 5 it should be answered :number 4 and 5 how.

The students' types of error analysis it can be concluded that the most dominant error made by the students' was the error of Omission was 131 or 32,75% that we can see table of students' types of error analysis. It means that so many students that made error of Omission in answering WH-Question formation (can be seen in appendix 3). the percentage of error occurrences by using formula as follows:

$$N = \frac{X}{Y} \times 100\%$$

Note:

N = Percentage number of error

X = Amount of WH-Question

Y = Amount of all WH-Question

I. Research Findings

After analyzing all of the data obtained in the students' answer she the finding are follows:

1. The types of students' error in WH-Question formation were Addition, Omission, and Misformation.
2. The procedure of students' error analysis in WH-Question formation were Identification of error, Description of error, Explanation of error, Evaluation of error and Correction of error.
3. The most dominant error of student's in WH-Question formation were omission was 131 or 32,75%. It means that students' made error of omission answering WH-Question formation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The types of students' error in WH-Question formation were Addition 1 or 0,25%, Omission 131 or 32,75%, and Misformation 8 or 2,0%.
2. The procedure of students' error analysis in WH-Question formation were Identification of error, Descriptive of error, Explanation of error, Evaluation of error and Correction of error.
3. The most dominant error of students' in WH-Question formation were Omission was 131 or 32,75%. It means that students' made error of omission answering WH-Question formation.

B. Suggestions

1. To writer and other readers must enrich the knowledge about the mistakes that possibly occur when the students of SMK BM Teladan Medan in answering WH-Question formation.
2. English teacher should find effective method in teaching the students and motivating them to learn the material effectively.

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