AN ERROR ANALYSIS ON WH-QUESTION FORMATION MADE BY THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT UNIVERSITY OF MUHAMMADIYAH MALANG

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ABSTRACT

Wh-question is a kind of interrogative sentence that used for a variety of communicative purposes. For English Department students, the most important in using Wh-question is in learning process such as understanding classroom instructions, asking some questions, having discussions. On the other hand, the students often get difficulty in employing it and then they make error. Based on the consideration above, it is important to analyze the types of error and the most dominant type of error made by the third semester students of English Department University of Muhammadiyah Malang in employing Wh-question formation. This study used a descriptive quantitative and qualitative research design because it was aimed at describing the types of error and determining the most dominant type of error. The population of this study was the third semester students and 50 students from H and J class were taken as sample using cluster random sampling. The data of this study were students’ error in employing Wh-question formation that they were collected from the result of Wh question test in the written form.

Based on the result analysis, it was found that the number of error made by 50 students in employing Wh-question formation were 388. In addition, the writer found that there were four types of error in employing it. There were 85 errors (21.90%) of omission; this error could occur because the students missed an item that must appear in Wh-question formation, 91 errors (23.45%) of addition; it could occur because the student added an item which must not appear in Wh-question formation, 125 errors (32.21%) of misformation; it could happen because the students used the wrong form of morpheme or structure in Wh-question formation, and 87 errors (22.42%) of misordering; it included error of misordering because the students put incorrect placement of a morpheme in Wh-question formation. Based on the percentage of each type of error made by the students, it showed that the most dominant type of error was misformation.