



**AN ANALYSIS ON THE STUDENTS' ABILITY IN PLACING  
WH-QUESTION AT GRADE VII MTS N SIPIROK**

**A THESIS**

*Submitted to the state institute for Islamic studies Padangsidempuan  
As partial of Requirement for the Degree of Islamic Education Scholar (S.Pd.I)  
In English*

**Written By:**

**EVA WAHYUNI SIREGAR  
Reg. No. 09 340 0038**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND PEDAGOGY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
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**2014**

Term : Thesis  
a.n. **Eva Wahyuni Siregar**  
Appendix : 6 (six) Exemplar

Padangsidimpuan, May 27<sup>th</sup> 2014  
To :  
**Dean Faculty of Tarbiyah and Pedagogy**  
In\_  
Padangsidimpuan

*Assalamu'alaikum Wr.Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to *Eva Wahyuni Siregar* entitle "**AN ANALYSIS ON THE STUDENTS' ABILITY IN MAKING WH-QUESTIONS AT GRADE VII MTS N SIPIROK**". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for degree of Sarjana Pendidikan Islam (S.Pd.i), in English Education Department, Tarbiyah and Education Faculty in IAIN Padangsidimpuan.

Therefore, we hope that could be to defend her thesis in Munaqosah. That's of all and thanks you for the attention.

*Wassalamu'alaikum Wr.Wb.*

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## DECLARATION LETTER OF WRITING OWN THESIS

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Study Program : Tadris Bahasa Inggris (TBI – 2)  
The title of thesis : **AN ANAYSIS ON THE STUDENTS' ABILITY IN  
PLACING WH-QUESTIONS AT GRADE VII  
MTS N SIPIROK**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidempuan, 27 May 2014  
Declaration Maker,



**EVA WAHYUNI SIREGAR**  
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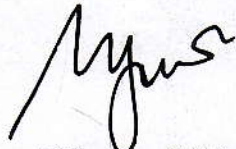
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Time : 08.15 - 12.15 AM  
Result/Mark : 75, 50  
IPK : 3,10  
Predicate : Very good



**MINISTRY OF RELIGION  
STATE INSTITUTE OF ISLAMIC STUDIES  
PADANGSIDIMPUAN  
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**LEGALIZATION**

The theses with title : AN ANALYSIS ON THE STUDENTS' ABILITY IN PLACING  
WH-QUESTIONS AT GRADE VII MTSN SIPIROK

Written by : EVA WAHYUNI SIREGAR

Reg. No. : 09 340 0038

Had been accepted as a partial fulfillment of the requirement for the degree of  
Islamic Educational Scholar (S.Pd.I)

Padangsidempuan, 30 June 2014



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## ACNOWLEDGEMENT



### **In the nama of Allah, the benificent and the merciful**

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title “An Analysis on Students’ Ability in Making WH-Questions at grade VII MTS N Sipirok”. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, I has found various difficulties. Fortunately , many people help me to finish my thesis. May be whitout supported, help, pray this thesis would not be as it is now.

Iwould like to express my especially thanks to Eka Sustri Harida, M.Pd, as the first advisor and Yusni Sinaga,S.Pd., M.Hum, as the second advisor who has given me advice, suggestion, comments and help me in writing this thesis.

The researcher would like to express his thanks to:

1. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Education Department.
2. Headmaster, English teacher and also students of Madrasah Tsanawiyah Negeri Sipirok especially to the VII grade who helped me to completed my research.

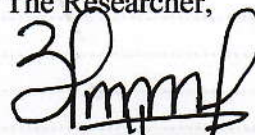


3. My beloved parent, Darman Siregar and Rosmainar Harahap; my young brother Sarwedi Siregar, Iwan Kusnadi Siregar, and Donni Ramadhan Siregar, and the last my loved sister, Erviana Siregar, for their praying, loving and supporting.
4. My beloved friends, Pontas Hasibuan, Linda Herawani, Wafa Af'aliyah, Nurul Fadilah, Fitry morbeini, Desi Handayani Siregar, Masrona Nasution, Juna lubis, Nelvi Simamora, and especially to my friends in dormitory and All of my friends that I can't mention one by one, for their support, and suggestion .

I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Padangsidempuan, 27 May 2014

The Researcher,



**EVA WAHYUNI SIREGAR**

**Reg. No. 09. 340 0038**

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**The Title : AN ANALYSIS ON THE STUDENTS' ABILITY IN PLACING WH-QUESTION AT GRADE VII MTS N SIPIROK**

### **ABSTRACT**

The aims of this research are to know the students' ability in placing WH-question in MTS N Sipirok, to know difficulties that faced by students in placing WH-question in MTS N Sipirok, to know the efforts done by the teachers to solve the students' difficulties in learning WH-question in MTS N Sipirok.

The research was done in MTS N Sipirok. The source of data was the second year students, English teacher and Administration in MTS N Sipirok. The kind was qualitative research combines with quantitative approach by using descriptive method. The instrument of data collection was interview and test.

After the research, it was known that the students' ability in placing WH-question in MTS N Sipirok can be categorized in to low category (weak), mean score 38.33. The students' difficulties in placing WH-question were poor vocabulary, the lack of mastering grammar, lack of the knowledge to understand the using about WH-question. The efforts done by English teacher to overcome the students' difficulties were repeat lesson, gave explanation, exercised and motivated.

## **Appendix I**

### **OBSERVATION GUIDANCE**

1. Location of MTS Negeri Sapirok.
2. Facilities of MTS Negeri Sapirok.



## **Appendix II**

### **THE LIST OF INTERVIEW**

#### **A. Interview For English Teacher**

1. How is students' ability in placing WH-question?
2. What kinds of method that you applicants to teach WH-question?
3. How the students learning result in placing of WH-question?
4. What are the students' difficulties in learn about WH-question?
5. How to solve the students' difficulties in placing WH-question?

#### **B. Interview For Students**

1. Is it difficult to learn WH-question?
2. Which one is difficult?
3. Do you know kinds of WH-question?
4. Mention kinds of WH-question?
5. Do you know the using of WH-question?
6. What are the difficulties to learn WH-question?

### Appendix III

Nama :

Kelas :

#### Cross the best answer (x) a, b, c, or d!

1. ....is your name?  
a. How      b. when      c. what      d. why
2. ....did he know when you were coming?  
a. What      b. when      c. where      d. how
3. ....will Mikail come?  
a. When      b. what      c. where      d. who
4. ....you broke my book?  
a. What      b. why      c. when      d. who
5. ....can I find a dictionary?  
a. Where      b. who      c. how      d. why
6. ....does he study?  
a. What      b. who      c. where      d. how
7. ....made Sofyan angry?  
a. What      b. who      c. who      d. when
8. ....did came to your house?  
a. Who      b. how      c. why      d. when

9. ....did they arrive?  
a. Who      b. where      c. why      d. when
10. ....did she leave early?  
a. Why      b. what      c. when      d. how
11. ....do you live?  
a. What      b. where      c. who      d. when
12. ....do you go to school?  
a. Where      b. what      c. when      d. how
13. ....kind of three is that?  
a. What      b. when      c. who      d. where
14. ....is over there?  
a. Who      b. why      c. when      d. how
15. ....did you get up?  
a. What      b. where      c. who      d. when
16. ....you open the door?  
a. Where      b. what      c. how      d. why
17. ....are you meet your parents?  
a. Who      b. what      c. how      d. where
18. ....did he drive?  
a. What      b. how      c. when      d. why
19. ....did Rahman talk about?



- a. What      b. how      c. when      d. who
20. ....did you speaking to?
- a. What      b. when      c. how      d. who
21. ....did happen to Him?
- a. what      b. who      c. where      d. when
22. ....did you fail in exam?
- a. Why      b. when      c. where      d. who
23. ....are you now?
- a. Who      b. where      c. why      d. how
24. ....did she cook?
- a. whom      b. which      c. where      d. how
25. ....pen do you want?
- a. How      b. Where      c. Why      d. which
26. ....ate my cake?
- a. Who      b. what      c. when      d. where
27. .... did you go to Sapirok?
- a. Where      b. who      c. why      d. when
28. ....did you love me?
- a. Who      b. when      c. how      d. why
29. .... is your hand phone?
- a. How      b. who      c. where      d. what
30. ....table did you want?

- a. How      b. which      c. where      d. who
31. ....apple did you like?
- a. When      b. which      c. how      d. where
32. ....is that old man?
- a. How      b. where      c. who      d. what
33. ....Yusuf go to Medan?
- a. Why      b. when      c. where      d. how
34. ....you kill the bird?
- a. Who      b. where      c. why      d. when
35. ....color did you like?
- a. Which      b. when      c. who      d. how
36. ....did you come?
- a. What      b. where      c. why      d. how
37. ....did Marihot buy?
- a. Why      b. who      c. how      d. what
38. ....is coming to your house?
- a. When      b. who      c. where      d. how
39. ....did Mansyur and Marwan arrive in Bunga Bondar?
- a. Where      b. why      c. when      d. who
40. ....book did you?
- a. How      b. which      c. when      d. why
41. ....did you see?

- a. Whom    b. where    c. what    d. why
42. ....did you talk?
- a. Where    b. why    c. whom    d. how
43. ....did Rahman say?
- a. What    b. whom    c. which    d. where
44. ....did you promise?
- a. What    b. whom    c. which    d. whose
45. ....did you talk last night?
- a. Whom    b. why    c. which    d. whose
46. ....book did you borrow?
- a. Whose    b. when    c. why    d. whom
47. ....book is this?
- a. Whose    b. why    c. where    d. how
48. ....basketball is this?
- a. Whose    b. when    c. why    d. where
49. ....money did you ask?
- a. Whose    b. which    c. whom    d. why
50. ....pens are those?
- a. Whose    b. where    c. which    d. how



## Appendix IV

### KEY ANSWER

1. C	11. B	21. A	31. B	41. A
2. D	12. D	22. A	32. C	42. C
3. A	13. A	23. B	33. B	43. B
4. B	14. A	24. D	34. C	44. B
5. A	15. D	25. D	35. A	45. A
6. D	16. D	26. A	36. D	46. A
7. A	17. D	27. D	37. D	47. A
8. A	18. B	28. D	38. B	48. A
9. D	19. A	29. C	39. C	49. A
10. A	20. D	30. C	40. B	50. A

## Appendix V

The description score of the students' ability in placing WH-question at grade VII  
MTS N Sipirok.

1. Question Number 1: WH-Question "What"  
..... is your name?

No	The Alternative Answer	F	%
1	How	0	0%
2	When	0	0%
<b>3</b>	<b>What</b>	<b>30</b>	<b>100%</b>
4	Why	0	0%
	Total		100%

2. Question Number 2: WH-Question "How"  
.....did He know when you were coming?

No	The Alternative Answer	F	%
1	What	5	17%
2	When	4	13%
3	Where	7	23%
<b>4</b>	<b>How</b>	<b>14</b>	<b>47%</b>
	Total		100%

3. Question Number 3: WH-Question "When"  
.....will Mikail come?

No	The Alternative Answer	F	%
<b>1</b>	<b>When</b>	<b>14</b>	<b>47%</b>
2	What	5	17%

3	Where	6	19%
4	Who	5	17%
	Total		100%

4. Question Number 4: WH-Question “Why”  
.....you broke my book?

No	The Alternative Answer	F	%
1	What	2	7%
<b>2</b>	<b>Why</b>	<b>21</b>	<b>67%</b>
3	When	2	7%
4	Who	5	17%
	Total		100%

5. Question Number 5: WH-Question “Where”  
.....can I find dictionary?

No	The Alternative Answer	F	%
<b>1</b>	<b>Where</b>	<b>10</b>	<b>33%</b>
2	Who	3	10%
3	How	2	7%
4	Why	15	50%
	Total		100%

6. Question Number 6: WH-Question “how”  
.....does he study?

No	The Alternative Answer	F	%
1	What	17	57%
2	Who	2	7%
3	Where	10	33%



<b>4</b>	<b>how</b>	<b>1</b>	<b>3%</b>
	total		100%

7. Question Number 7: WH-Question “what”  
.....made Sifyan angry?

No	The Alternative Answer	F	%
<b>1</b>	<b>What</b>	<b>9</b>	<b>30%</b>
2	Who	12	40%
3	Who	5	17%
4	When	4	13%
	Total		100%

8. Question Number 8: WH-Question “who”  
.....did come to your house?

No	The Alternative Answer	F	%
<b>1</b>	<b>Who</b>	<b>8</b>	<b>27%</b>
2	How	17	57%
3	Why	2	7%
4	when	3	10%
	total		100%

9. Question Number 9: WH-Question “when”  
.....did they arrive?

No	The Alternative Answer	F	%
----	------------------------	---	---

1	Who	5	17%
2	Where	7	23%
3	Why	5	17%
<b>4</b>	<b>when</b>	<b>13</b>	<b>43%</b>
	total		100%

10. Question Number 10: WH-Question “why”  
.....**did she leave early?**

No	The Alternative Answer	F	%
<b>1</b>	<b>Why</b>	<b>8</b>	<b>27%</b>
2	What	9	30%
3	When	11	37%
4	how	2	7%
	total		100%

11. Question Number 11: WH-Question “where”  
.....**do you live?**

No	The Alternative Answer	F	%
1	What	4	13%
<b>2</b>	<b>Where</b>	<b>18</b>	<b>60%</b>
3	Who	5	17%
4	when	3	10%
	total		100%

12. Question Number 12: WH-Question “how”

.....do you go to school?

No	The Alternative Answer	F	%
1	Where	2	7%
2	What	18	60%
3	When	4	13%
<b>4</b>	<b>How</b>	<b>6</b>	<b>20%</b>
	total		100%

13. Question Number 13: WH-Question “what”

.....kind of three is that?

No	The Alternative Answer	F	%
<b>1</b>	<b>What</b>	<b>19</b>	<b>63%</b>
2	When	2	7%
3	Who	4	13%
4	where	5	17%
	total		100%

14. Question Number 14: WH-Question “who”

.....is over there?

No	The Alternative Answer	F	%
<b>1</b>	<b>Who</b>	<b>4</b>	<b>13%</b>
2	Why	11	37%
3	When	7	23%
4	how	8	27%

	total		100%
--	-------	--	------

15. Question Number 15: WH-Question “when”  
.....did you get up?

No	The Alternative Answer	F	%
1	What	3	10%
2	Where	5	17%
3	Who	6	20%
<b>4</b>	<b>When</b>	<b>16</b>	<b>53%</b>
	Total		100%

16. Question Number 16: WH-Question “why”  
.....you open the door?

No	The Alternative Answer	F	%
1	Where	3	10%
2	What	8	27%
3	How	4	13%
<b>4</b>	<b>Why</b>	<b>15</b>	<b>50%</b>
	Total		100%

17. Question Number 17: WH-Question “where”  
.....are you meet your parents?

No	The Alternative Answer	F	%
1	Who	2	7%

2	What	15	50%
3	How	3	10%
<b>4</b>	<b>Where</b>	<b>10</b>	<b>33%</b>
	Total		100%

18. Question Number 18: WH-Question “how”  
.....did he drive?

No	The Alternative Answer	F	%
1	What	4	13%
<b>2</b>	<b>How</b>	<b>9</b>	<b>30%</b>
3	When	9	30%
4	Why	8	27%
	Total		100%

19. Question Number 19: WH-Question “what”  
.....did Rahman talk about?

No	The Alternative Answer	F	%
<b>1</b>	<b>What</b>	<b>11</b>	<b>37%</b>
2	How	3	10%
3	When	10	33%
4	Who	6	20%
	Total		100%

20. Question Number 20: WH-Question “who”  
.....did you speaking to?



No	The Alternative Answer	F	%
1	What	3	10%
2	When	17	57%
3	how	6	20%
<b>4</b>	<b>Who</b>	<b>4</b>	<b>13%</b>
	Total		100%

21. Question Number 21: WH-Question “what”  
.....did happen to him?

No	The Alternative Answer	F	%
<b>1</b>	<b>What</b>	<b>16</b>	<b>53%</b>
2	Who	4	13%
3	Where	8	27%
4	When	2	7%
	Total		100%

22. Question Number 22: WH-Question “why”  
.....did you fail in exam?

No	The Alternative Answer	F	%
<b>1</b>	<b>Why</b>	<b>10</b>	<b>33%</b>
2	When	15	50%
3	Where	3	10%
4	Who	2	7%
	Total		100%

23. Question Number 23: WH-Question “where”  
 .....are you now?

No	The Alternative Answer	F	%
1	Who	8	27%
<b>2</b>	<b>Where</b>	<b>7</b>	<b>23%</b>
3	Why	11	37%
4	how	4	13%
	Total		100%

24. Question Number 24: WH-Question “how”  
 .....did she cook?

No	The Alternative Answer	F	%
1	Whom	5	17%
2	Which	8	27%
3	Where	5	17%
<b>4</b>	<b>how</b>	<b>12</b>	<b>40%</b>
	Total		100%

25. Question Number 25: WH-Question “which”  
 .....pen do you want?

No	The Alternative Answer	F	%
1	How	4	13%
2	Where	12	40%
3	Why	5	17%
<b>4</b>	<b>which</b>	<b>9</b>	<b>30%</b>

	Total		100%
--	-------	--	------

26. Question Number 26: WH-Question “who”  
.....ate my cake?

No	The Alternative Answer	F	%
<b>1</b>	<b>Who</b>	<b>14</b>	<b>47%</b>
2	What	3	10%
3	When	7	23%
4	where	6	20%
	Total		100%

27. Question Number 27: WH-Question “when”  
.....did you go to sipirok?

No	The Alternative Answer	F	%
1	Where	1	3%
2	Who	4	13%
3	Why	2	7%
<b>4</b>	<b>when</b>	<b>23</b>	<b>77%</b>
	Total		100%

28. Question Number 28: WH-Question “why”  
.....did you love me?

No	The Alternative Answer	F	%
1	Who	3	10%

2	When	11	37%
3	How	2	7%
<b>4</b>	<b>why</b>	<b>14</b>	<b>47%</b>
	Total		100%

29. Question Number 29: WH-Question “where”  
.....is your hand phone?

No	The Alternative Answer	F	%
1	How	8	27%
2	Who	11	37%
<b>3</b>	<b>Where</b>	<b>2</b>	<b>7%</b>
4	What	9	30%
	Total		100%

30. Question Number 30: WH-Question “which”  
.....table did you want?

No	The Alternative Answer	F	%
1	How	12	40%
<b>2</b>	<b>Which</b>	<b>6</b>	<b>20%</b>
3	Where	8	27%
4	Who	4	13%
	Total		100%

31. Question Number 31: WH-Question “which”  
.....apple did you like?

No	The Alternative Answer	F	%
1	When	9	30%
<b>2</b>	<b>Which</b>	<b>7</b>	<b>23%</b>
3	How	5	17%
4	Where	9	30%
	Total		100%

32. Question Number 32: WH-Question “who”  
.....is that old man?

No	The Alternative Answer	F	%
1	How	5	17%
2	Where	3	10%
<b>3</b>	<b>Who</b>	<b>14</b>	<b>47%</b>
4	What	8	27%
	Total		100%

33. Question Number 33: WH-Question “when”  
.....Yusuf go to Medan?

No	The Alternative Answer	F	%
1	Why	0	0%
<b>2</b>	<b>When</b>	<b>28</b>	<b>93%</b>
3	Where	2	7%
4	how	0	0%
	Total		100%



34. Question Number 34: WH-Question “why”  
 .....kill the bird?

No	The Alternative Answer	F	%
1	Who	7	23%
2	Where	6	20%
<b>3</b>	<b>Why</b>	<b>14</b>	<b>47%</b>
4	when	3	10%
	Total		100%

35. Question Number 35: WH-Question “which”  
 .....color did you like?

No	The Alternative Answer	F	%
<b>1</b>	<b>Which</b>	<b>17</b>	<b>57%</b>
2	When	3	10%
3	Who	5	17%
4	how	5	17%
	Total		100%

36. Question Number 36: WH-Question “how”  
 .....did you come?

No	The Alternative Answer	F	%
1	What	8	27%
2	Where	10	33%
3	Why	8	27%
<b>4</b>	<b>how</b>	<b>4</b>	<b>13%</b>
	Total		100%

37. Question Number 37: WH-Question “when”  
 .....did Marwah buy?

No	The Alternative Answer	F	%
1	Why	9	30%
2	Who	9	30%
3	How	4	13%
<b>4</b>	<b>what</b>	<b>8</b>	<b>27%</b>
	Total		100%

38. Question Number 38: WH-Question “who”  
 .....is coming to your house?

No	The Alternative Answer	F	%
1	When	6	20%
<b>2</b>	<b>Who</b>	<b>11</b>	<b>37%</b>
3	Where	4	13%
4	how	9	30%
	Total		100%

39. Question Number 39: WH-Question “when”  
 .....did Mansur and Marwah arrive in Bunga Bondar?

No	The Alternative Answer	F	%
1	Where	6	20%
2	Why	4	13%
<b>3</b>	<b>When</b>	<b>15</b>	<b>50%</b>
4	who	5	17%

	Total		100%
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40. Question Number 40: WH-Question “which”  
.....**book did you?**

No	The Alternative Answer	F	%
1	How	7	23%
<b>2</b>	<b>Which</b>	<b>14</b>	<b>47%</b>
3	When	2	7%
4	Why	7	23%
	Total		100%

41. Question Number 41: WH-Question “whom”  
.....**did you see?**

No	The Alternative Answer	F	%
<b>1</b>	<b>Whom</b>	<b>3</b>	<b>10%</b>
2	Where	4	13%
3	What	14	47%
4	Why	9	30%
	Total		100%

42. Question Number 42: WH-Question “whom”  
.....**did you talk?**

No	The Alternative Answer	F	%
1	Where	10	33%

2	Why	7	23%
<b>3</b>	<b>Whom</b>	<b>4</b>	<b>13%</b>
4	how	9	30%
	Total		100%

43. Question Number 43: WH-Question “whom”  
.....**did Rahman say?**

No	The Alternative Answer	F	%
1	What	10	33%
<b>2</b>	<b>Whom</b>	<b>4</b>	<b>13%</b>
3	Which	10	33%
4	where	6	20%
	Total		100%

44. Question Number 44: WH-Question “whom”  
.....**did you promise?**

No	The Alternative Answer	F	%
1	What	9	30%
<b>2</b>	<b>Whom</b>	<b>8</b>	<b>27%</b>
3	Which	3	10%
4	whose	10	33%
	Total		100%

45. Question Number 45: WH-Question “whom”  
.....**did you talk last night?**

No	The Alternative Answer	F	%
<b>1</b>	<b>Whom</b>	<b>4</b>	<b>13%</b>
2	Why	6	20%
3	Which	9	30%
4	whose	11	37%
	Total		100%

46. Question Number 46: WH-Question “whose”  
.....did you borrow?

No	The Alternative Answer	F	%
<b>1</b>	<b>Whose</b>	<b>9</b>	<b>30%</b>
2	When	5	17%
3	Why	7	23%
4	whom	9	30%
	Total		100%

47. Question Number 47: WH-Question “whose”  
.....book is this?

No	The Alternative Answer	F	%
<b>1</b>	<b>Whose</b>	<b>12</b>	<b>40%</b>
2	Why	6	20%
3	Where	8	27%
4	how	4	13%
	Total		100%

48. Question Number 48: WH-Question “whose”  
 .....basketball is this?

No	The Alternative Answer	F	%
<b>1</b>	<b>Whose</b>	<b>11</b>	<b>37%</b>
2	When	6	20%
3	Why	7	23%
4	Where	6	20%
	Total		100%

49. Question Number 49: WH-Question “whose”  
 .....money did you ask?

No	The Alternative Answer	F	%
<b>1</b>	<b>Whose</b>	<b>7</b>	<b>23%</b>
2	Which	8	27%
3	Whom	10	33%
4	Why	5	17%
	Total		100%

50. Question Number 50: WH-Question “whose”  
 .....pens are those?

No	The Alternative Answer	F	%
<b>1</b>	<b>Whose</b>	<b>11</b>	<b>37%</b>
2	Where	10	33%
3	Which	4	13%
4	How	5	17%
	Total		100%







## **CURRICULUM VITAE**

### **A. Identity**

Name : Eva Wahyuni Siregar  
Place and birthday : Morang 12 March 1991  
Sex : Female  
Religion : Moslem  
Address : Morang village, Jln. Gunung Tua- Padangsidimpuan, in  
Batang Onang Sub District, North Sumatra.

### **B. Parents**

Father : Darman Siregar  
Mother : Rosmainar Harahap

### **C. Background of Education**

1. Elementary School at SD Negeri No. 142923 Npasiboncak, 2003
2. Junior High School at SMP Negeri 6 Panompuan, 2006
3. Senior High School at SMK Negeri 1 Sipirok, 2009
4. Students of English Section at State Institute for Islamic Studies (IAIN)  
Padangsidimpuan, 2009-2014.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Language is a tool of communication between speakers and listeners. It is used as a medium mastering of common knowledge. Every language can be used for establishing social relationship and conveying information in communication. Nowadays, language learning is important for human social development. Language is needed to share feelings, expresses emotions, and ideas. There are many languages on the world. It has different variation such as; Indonesian uses by Indonesian, Arabic uses by Arabian, English uses by England, and the others. Knowing about language is very important in this situation. It determines one to successful to communicating with other to acquire a lot of information. In other words information can be acquired through language.

In fact, English as one of the languages has been used as international language among of the other international languages as Prance language, Malay language, Arabic language, Spanish language, Indies language, and mandarin language. As an international language, it is used as a medium of communication in forum international meeting, as well as writing scientific books. Therefore, English mastery is one most possibly in lack of information in form of what in the world or all in development of knowledge and science.

Since English is very important in this globalization era, it has determined by the Department of education and culture to be one of the obligatory subjects taught at schools. English has been thought since at primary school up to university level. It is purposed to make students be able to use English in daily communication. In learning English, there are four basic skills that must be mastered. The four basic skills are listening, speaking, writing, and reading. Writing is one of four basic skills that, so important to be mastered by the students because through the writing process, the students can express their feelings or ideas, perceptions, and point of views. In every language not just English that must be mastered the structure and the grammar of the language. But all languages in the world, mistake in the structure and grammar, it can make misunderstanding to the sentence.

Based on the basic skills above, when Allah wants to say something, He does it by language. Language is the sign of His greatness, It can be seen in surah Ar- Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّوِينِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ



Meaning: “and among His signs are the creation of the heavens and the earth, and the difference of your languages and color of your skin. Verily in that are indeed signs for men of sound knowledge”.<sup>1</sup>

In Al-Qur’an explanation browsing knowledge is obligation muslim people in learning English too. So, the people do not use wrong language and must use to decent language.

Based on the researcher’s experience when did Teaching Practice Program in MTS N Sipirok, the researcher saw that there were many students who got difficulties in placing questions, even though they have been studying English for seventh years. Some of the students made some mistakes in placing questions, especially forming WH-questions. The students told to the researcher that they do not know the meaning, the function and the in placing of WH-question.

Considering the above reasons, researcher is interested to conduct the research to reach the ability of the students’ in placing WH-Question. The researcher would like to answer these research problems by a research entitled: **An Analyzing the Students’ Ability in Placing WH-Questions at VII Grade MTS N Sipirok.**

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<sup>1</sup> Muhammad Taqi- Ud-Din Al- Hilali & Muhammad Muksin Khan, *The Noble Qur’an English Translation of the Holy Qur’an* (Madinah,K.S.A: King Fahd Complex, 1419), p.542.



## **B. Focus of the Problem**

Based on the syllabus of MTS N Sipirok in VII grade, they were learned about WH-questions, so that in this research focus to reach the ability of the students in placing WH-questions. There are nine main kinds of WH-questions. The nine main kinds of WH-question are what, where, when, who, whom, whose, which, why, and how. In this research focused to describe the nine main kinds WH-question and their function clearly at grade VII MTS N Sipirok in second semester the academic years 2013/2014.

## **C. The Formulation of Problem**

Based on the background of the problem above, the researcher formulated the research problems as follow:

1. How is students' ability in placing WH-question at the VII grade in MTS N Sipirok?
2. What are the students' difficulties in placing WH-question at the VII grade in MTS N Sipirok?
3. What are the efforts done by the teachers to solve the students' difficulties in learning WH-question at VII grade in MTS N Sipirok?

## **D. The Aims of the Researchs**

The aims of the research are:

1. To know the students' ability in placing WH-question at VII grade MTS N Sipirok.

2. To know the students' difficulties in placing WH-question at VII grade MTS N Sipirok.
3. To know the efforts done by the teachers to solve the students' difficulties in learning WH-question at VII grade in MTS N Sipirok

#### **E. The Significances of the Research**

The significant of the research in two parts, it is theoretical and practical.

1. Theoretical is parts they are:
  - a. As the information to the researchers, so that made study material also increased quality of education later.
  - b. As input to headmaster to motivate teachers, so that more professionalism in improving the field of them.
  - c. As guidance and information to university students which is following lecturing.
2. Practical in parts they are for the reference, this is significance to be read and as literature for any research.

#### **F. Definition of Key Terms**

To avoid the vagueness and misunderstanding between the researcher and the reader the terminologies as follows:

1. Analysis

Analysis is examine a thing in order to learn what is made up, (gram) split up (a sentence) into its grammatical parts, and it also a study of examines

in order to learn about.<sup>2</sup> In Indonesian Dictionary stated that; “Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya”.<sup>3</sup> (Analysis is the investigation of an event to find out the real situation). So, in this research examination and investigated the students’ ability to find out the real situation at MTS N Sipirok.

## 2. Student

Student is a person who study started from kindergarten (TK), elementary school (SD), Junior high school (SMA), and University. According to Hornby state that students is a person who studying at college or University.<sup>4</sup> Based on the definition above, the researcher concluded that student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process. Here students are who learn and live together in MTS N Sipirok.

## 3. Ability

Ability is a state of being able to make a correlation response or to perform a certain task. It is referred that ability is ones capability of doing something and that of making a certain response physical mental. It is certainly not easy to present English to Indonesian students whose language learning.<sup>5</sup> So, Ability is

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<sup>2</sup>A.S.Hornby. *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press 2000), p.41.

<sup>3</sup> Tim Penyusun Kamus Pusat pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustakaa, 2001), p.43.

<sup>4</sup> A.S. Hornby, *Op. Cit*, p. 429.

<sup>5</sup> A.S, Hornby *Ibid*.

a power, capacity or mental to do something. Especially ability in four skills in English, they are; Speaking, Listening, Reading, and Writing. Here, the researcher wants to analyze the students' writing ability in placing WH-question at grade VII MTS N Sipirok.

#### 4. Placing

Placing is particular position, point or area, particular city, town, building etc and also role importance of something in a particular situation.<sup>6</sup>

#### 5. WH-question

WH-question is a question that asks for information by using a question word as what, when, why, who, whom, whose, which, where, and how.<sup>7</sup>

#### 6. MTS N Sipirok is one of a junior high school in Sipirok as the location of this research.

So, the researcher concluded analysis is examination and investigation a thing to find out the real situation. Students are who learn and live together. Ability is a power, capacity or mental to do something. So, the terminologies the researcher wanted to find out the real situation of the students' ability in placing WH-question at VII grade MTS N Sipirok.

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<sup>6</sup> Macmillan, *Websters's New World College Dictionary* (USA :Lexi-comp, inc, Hudson, ohio, 1995), p.816 .

<sup>7</sup> Betty schrapfer, *Fundamentals of English Grammar, Second Edition* (New Jersey: USA, 1941), p.128 .

## **G. Outline of the Thesis**

To facilitated of discussion in this research. The researcher made a systematic discussion of the following:

The first chapter is an introduction that consist background of the problem, the focus of the problem, the formulation of the research, the aim of the research, the significances of the research, the definition of the key term and outline of the thesis.

The second chapter is a theoretical description which consists of the theoretical review, definition of question, kinds of question, definition of WH-questions, the using of WH- question and review of related finding.

The third chapter is the methodology of the research consists of the research methodology, design of the research, time and place of the research, source of data, instrument of collecting data, technique of data analysis and technique of the data trustworthiness.

The fourth chapter is the result of the research, findings, general finding, specific findings, the description of students' ability in placing WH-question, the students' difficulties in placing WH-question, the teacher's efforts to overcome students' difficulties in learning WH-question, discussion and the threats of the research. The last chapter is the conclusions and suggestions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Review

##### 1. Definition of Question

In researcher's opinion, questions is a sentence that asks for information. According to Merriam Webster "Question is a sentence, phrase, or word that asks for information or is used to test someone's knowledge".<sup>1</sup> In Oxford dictionary also stated "Question is a sentence, phrase, etc that asks for information, matter that needs to be discussed or dealt with".<sup>2</sup> Question is the sentences that ask for information.<sup>3</sup>

Follow the example of questions below:

Ex: Who invited you?

What did happen?

What am I going to do without you?

When would you be coming down?

What do you really think?

Where does she live?

Where is the mosque?

How was your examination?

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<sup>1</sup> Merriam-Webster, *Dictionary Question* (<http://dictionary.Reference.com/Question>, Access Monday 5<sup>th</sup> January 2014, 16:00 WIB).

<sup>2</sup> Hornby. *Oxford Advanced Learner's Dictionary* (New York:Oxford university press,2000), p. 689.

<sup>3</sup> Jonathan Crowther, *Oxford Advanced Learner's Dictionary* (USA: Oxford University Press, 1995), p.952.

## 2. Kinds of Question

Question is the sentences that ask for information. There are three main kinds of question. First, yes no question, the second question tag and the third WH-question.<sup>4</sup> In this case the researcher description kinds of question.

- a. Questions which can be answered by 'yes' or 'no' are called 'yes/no'-questions.

Ex: Can I help you? Yes

Are you planning to go pilgrimage to Mecca soon? No

Are you interested in reading Qur'an? Yes, I love it.

Does he live in Pijorkoling? No he doesn't

- b. Question –Tag is a common practice in conversation to make a statement and ask for confirmation.<sup>5</sup>

Ex: Eva can swim well, can't she?

You are busy, are you?

Your mother cooks well, doesn't she?

Sukron doesn't work hard, does he?

- c. The other main kind of question begins with a 'WH'-word such as what, where, or when. When ask a question of this type, the answer cannot be yes or no.

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<sup>4</sup> Surawan Martinus, *Sukses Menyelesaikan TOEFL Structure* (Yogyakarta: Indonesia Tera, 2008), p. 83.

<sup>5</sup> Wren & Martin, *High School English Grammar & Composition* (NP: Prasada Rao, 1990), p. 377

Ex: Who is he? A man called Muhammad Iqbal

Where is she now? He's at school.

This kind of question is called a 'WH'-question. When 'WH'-words are used as pronouns or adverbs at the beginning of a 'WH' question, they are called interrogative pronouns or interrogative adverbs.

Based on the explanation above, the researcher concluded that: First, Yes-No questions are questions that need yes and no answers. The second, Tag-question is a question asked for confirmation that something is true by making a statement in the declarative mood, then adding an expression. The last, WH-questions are questions asked for information to specify an answer, as asked to specify a particular person, thing, place, reason, method, or amount.

Based on the main kinds of questions above, the researcher focuses on making WH-questions, the researcher tries to explain them.

### **3. Definition of WH-Question**

In this case, the researcher discussed about the definition of WH-question. In the researcher's opinion, WH-question is the sentence that asks for information with a specific answer, such as a specific answer, particular person, time, method, and reasons. According to Roberth Krohn that "WH-question is a word used to ask about something to get information and can not be simply answered with yes or no".<sup>6</sup> It is also a question that is formed by using WH, such as why,

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<sup>6</sup> Roberth Krohn, *English Sentence Structure* (Indonesia: Binapura, 1970), p.30.



who, whom, whose, which, what, when, where, and how, these questions need answer that explains what being asked.

According to Betty Schramper Azar that “ WH-question or an information question is a question that asks for information by using a question words.”<sup>7</sup> Marcella Frank states that “Question words are question that elicit specific information as a person, place, time, etc”.<sup>8</sup> Further, Hornby states that “Question words are sentence with by word-order, use of interrogative words as what, who, whom, whose, which, where, when, why, how, or intonation, request information, an answer, etc ask a lot of subject: put a question to somebody mark noun the mark (?)”.<sup>9</sup>

Based on the definition above, the researcher agrees to Betty Schramper Azar, because, their definition is clearest than other. The researcher concluded that WH-question is a question that asks for elicit specific information as a person, place, time, etc and the question that are formed by using WH, such as why, who, whom, whose, which, what, where, when, and how so that answer not yes or no.

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<sup>7</sup> Betti Schramper Azar, *Understanding and Using English Grammar; third Edition* (Washington: Longman, 2006), p.A8.

<sup>8</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New jersey: New York University, 1972), p.88.

<sup>9</sup> Hornby. *Op.cit*, p.687.

#### 4. Kinds of WH-question

WH- question are a set of pronouns, adverbs, and determiners which all, with the exception of 'how' begin with 'WH'. Here is a list of main kind of WH-question.

Table 1: List main kinds of WH-questions.<sup>10</sup>

How	where	who
What	whose	Why
When	whom	Which

#### 5. The Using of WH-Questions

There are nine main kinds of WH-question as what, where, when, who, whom, whose, which, why and how. WH-question is used for different function as follows:

##### a. What

The word of what is one of the main kinds of question from the nine main kinds of WH-questions, in between where, when, who, whom, whose, which, why and how. WH-question what is used in a question to find out about the thing.<sup>11</sup> What is general interrogative is used for thing.<sup>12</sup>

<sup>10</sup> Collins Cobuild. *English Grammar* (London: Harper Collins, 1990), p.199.

<sup>11</sup> Betty Schramper azar & Stacy, *Basic English Grammar* (Longman: Pearson, 2006), p.257.

<sup>12</sup> Thomson & Martinet, *A Practical Englishgrammar* (London: Oxfort University Press, 1985), p.72.

Table 2

Using of WH- Question What.<sup>13</sup>

WH- Questions	Questions	Answer	Explanation
WHAT	What did make you angry?  What was wrong?	His attitude.  Incident.	<b>What</b> is used as the subject of a question. It refers to thing.
	What did Fitri buy?  What did he talk about?  About what did he talk? (formal)	A book. His  Experience	<b>What</b> is also used as an object
	What kind of shoes did he buy?	Sandals.	<b>What kind of</b> asks about the particular variety or type of something
	What did you do last night?	I studied.	<b>What + a form of do</b> used to ask question about activities.
	What city did you visit?	Medan and Pekanbaru	<b>What</b> may accompany a noun
	What is weather like?	Hot and humid.	<b>What + be like</b> asks for a general description of qualities.
	What does Eva look like?	She's tall and has dark hair.	<b>What + look like</b> asks for a physical description.

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<sup>13</sup> Cobulins Cobuild, *Op Cit*, p. 199-200 .

### b. Who

The word of who is one of the main kinds of question from the nine main kinds of WH-questions, in between what, where, when, whom, whose, which, why and how. WH-question who is used to ask questions about a person's identity.<sup>14</sup> Who is used informal standard English. It is used in conversation and notes and letters to friends and relatives.

Table 3

Using of WH- question who.<sup>15</sup>

WH-Questions	Questions	Answer	Explanation
WHO	Who did came to visit you?	Fatimah and Rani	<b>Who</b> is used as the subject of a question. It refers to people.
	Who is coming to dinner tonight?	Rudi, Imam, and Ali.	<b>Who</b> is usually follow by a singular verb even if the speaker is asking about more than one person.

### c. Whom

WH-question whom is also used to person's identity. In English WH-question whom used in formal questions.<sup>16</sup> Whom is formal standards English

<sup>14</sup> *Ibid*, p. 200.

<sup>15</sup> Betty Schramper azar, *Op Cit*, p. A9.

<sup>16</sup> Collins Cobuild, *Op. Cit*, p. 200.

and it is used in speeches and formal writing, such as paper which students write in college.<sup>17</sup>

**Table 4**

**Using of WH-Question whom.**<sup>18</sup>

WH-Question	Question	Answer	Explanation
WHOM	Who (m) should I talk to?  To whom should I talk? (formal)	The lecture	<b>Whom</b> is used as the object of a verb or preposition. In everyday spoken English, <b>whom</b> is rarely uses; <b>who</b> uses instead. <b>Whom</b> is used only in formal questions. Note: <b>whom</b> , not who, is use if preceded by a preposition.

**d. Whose**

The word of whose is also kind of WH-question, WH-question whose is used to ask about possession.

**Table 5**

**Using of WH- Question Whose.**<sup>19</sup>

WH-Question	Question	Answer	Explanation
WHOSE	Whose book did you borrow? Whose money did you ask?	Iwan's  Rahman's	<b>Whose</b> asks questions about possession

<sup>17</sup>Roberth Krohn, *Op. Cit*, p. 31.

<sup>18</sup> Betty Schramper azar, *Op Cit*, p. A9.

<sup>19</sup> Betty Schramper azar, Third Edition, *Op Cit*, p. A9.

**e. Which**

The word of which also kind of WH-question, WH-question which is used when the speakers want someone to make a choice, when the speaker is offering alternatives: this one or that one; these or those.<sup>20</sup>

**Table 6**

**Using of WH- Question Which.**<sup>21</sup>

<b>WH-Question</b>	<b>Question</b>	<b>Answer</b>	<b>Explanation</b>
WHICH	I have two pens. Which pen do you want?  Which one do you want?  Which do you want? Which book should I buy?	The blue pen  That one	Which is used instead of what when a question concerns choosing from a definite, known quantity or group
	Which countries did he visit?  What countries did he visit?  Which class are you in?  What class are you in?	Medan and Bandung This class	In some cases, there is little difference in meaning between which and what when they accompany a noun.

<sup>20</sup> Betty Schramper azar,, Second Edition, *Op Cit*, p.139.

<sup>21</sup> Betty Schramper azar, Third Edition, *Op. Cit*, p. A10.

### f. Why

The word of why is also kind of WH-question, WH-question why is used to find out about the reason.<sup>22</sup> Why can also be used to introduce a defining clause it usually follows a reason or the reason.<sup>23</sup>

Table 7

Using of WH- Question Why.<sup>24</sup>

WH-Questions	Questions	Answer	Explanations
WHY	Why did he leave early?  Why aren't you coming with us?	Because he's ill.  I'm tired.	<b>Why</b> is used to ask questions about reason.

### g. When

From the kind of WH-questions, the word of when is also belonged in WH-question kinds. WH-question when is used to ask about the time.<sup>25</sup> It is also used to know when the event happened.

<sup>22</sup> Thomson & Martinet. *Op Cit.*, p. 73.

<sup>23</sup> Elame Walker & steve Elsworth, *Grammar Practice For Intermediate Students* (England: Longman.2000), p.126.

<sup>24</sup> Betty Schramper azar, *Op Cit.*, p. A9.

<sup>25</sup> Thomson & Martinet. *Op Cit.*, p. 74.

Table 8

Using of WH- Question When<sup>26</sup>

WH- Questions	Questions	Answer	Explanation
WHEN	When did they arrive?	Yesterday.	<b>When</b> is used to ask questions about time
	When will you come?	Next Monday.	

**h. Where**

And then, the word of where is also kind of WH-question, WH-question where is used to ask about the place.<sup>27</sup> Where is generally not used with other where is he at? Are often preposition than from (where do you came from?). Although where are you going to? And where is he at? Are often heard, such usage is regarded as non-standard.<sup>28</sup>

Table 9

Using of WH- Question Where.<sup>29</sup>

WH- Questions	Questions	Answer	Explanation
WHERE	Where is she?	At home.	<b>Where</b> is used to ask questions about place.
	Where can I find a pen?	In that bag.	

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<sup>26</sup> *Ibid*, p. 73.

<sup>27</sup> *Ibid*, p. 74.

<sup>28</sup> Marcella Frank, *Op Cit.*, p. 91.

<sup>29</sup> Betty Schramper azar, *Op Cit.*, p. A10.



### i. How

Finally, the word of how is kind of WH-question. WH-question how is use to ask about the manner.<sup>30</sup> It is invariably an adverb and it's also a degree modifier in adjective structure and an adjunct in clause structure.

Table 10

Using of WH- Question How.<sup>31</sup>

WH-Questions	Questions	Answer	Explanation
HOW	How does he drive?	Carefully.	<b>How</b> generally asks about manner.
	How much money does is cost?	Ten thousand rupiah.	<b>How</b> is used with much and many.
	How old are you?	Twenty two.	<b>How</b> is also used with adjectives and adverbs.
	How long has he been here?	30 miles an hour.	<b>How</b> long asks about length of time
	How often do you write home?	Every week.	<b>How</b> often asks about frequency.
	How far is it to Angkola sipirok from here?	20 miles	<b>How</b> far asks about distance.

<sup>30</sup> Thomson & Martinet. *Op Cit.*, p. 74.

<sup>31</sup> Betty Schramper azar, *Op Cit.*, p. A10.

From the explanation above the researcher concluded the indicator of this research to know the students' ability in placing WH-questions are what, where, when, who, whom, whose, which, why and how at grade VII MTS N Sipirok.

#### **d. Review of Related Findings**

This research is not as beginner in this title but there are the researcher had researched before which relevant with title below: First, Lisferawati Ritonga in Universitas Muhammadiyah Tapanuli Selatan (UMTS) 2011 with the researchers': *The Ability of the Eight Grade Students' of SMP Negeri 3 Padangsidempuan in Making WH-question*. The result of her researched is good. It can be seen through the average score is 72.5.<sup>32</sup>

Second, Wiwid Ananing Reny in Fakultas Sastra Universitas Muhammadiyah Bandung (UMB) 2006 with the researcher': *Using WH-questions Technique to Improve the Second Year Students' Abilities in Generating Ideas of Writing Recount in MTS Surya Buana Malang*. Most of the students of class VII MTS Surya Buana performance poorly in their writing.<sup>33</sup>

Based on the research above, there are relationship and different between this title and Lisferawati Ritonga's and Wiwid Ananing's script. The first relation researchers mentioned above research about the Ability of the Eight Grade Students' of SMP Negeri 3 Padangsidempuan in Mastering WH-question. The second relations

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<sup>32</sup> Lisferawati Ritonga, "*The ability of the Seventh Grade Students' of SMP Negeri 1 Padangsidempuan in Mastering WH-questions*" (Padangsidempuan: UMTS,2011).

<sup>33</sup> Wiwid Ananing Reny, "*Using WH-questions Technique to Improve the Second Year Students' Abilities in Generating Ideas of Writing Recount in MTS Surya Buana Malang*" (Bandung: UNB, 2008).

researchers mentioned above research about the Using WH-questions Technique to Improve the Second Year Students' Abilities in Generating Ideas of Writing Recount. The different with the first researcher did research in the eight grade students of SMP Negeri 1 Padangsidempuan on 2011 and the second researcher did research in the seventh of MTS Surya Buana Bandung on 2008. In this research the researcher did a research about an analysis on the students' ability in placing WH-question at grade VII MTS N Sipirok on 2014.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Design of the Research

This research is used the qualitative research. Gay and Airasian stated that: “qualitative approach is base on the collection data and analysis of non numerical data such as observations, interview, and other more discursive sources of information.”<sup>1</sup> Qualitative research sometimes combine with qualitative research (e.g. observation) and quantitative (ex. test score) data in studies, resulting in the need for statistical analysis”. In this research qualitative research and quantitative research combine to result in the need for statistical analysis test.

Based on the method, this research used descriptive method. Gay and Airasian said that “descriptive method is useful for investigating a variety of educational problem the issues and it is used to determine and describe the way thing”.<sup>2</sup> Saiful Azwar, stated that: “Penelitian deskriptif yaitu menganalisis dan menyanyikan fakta secara sistematis sehingga dapat lebih mudah untuk dipahami dan disimpulkan”.<sup>3</sup> It means descriptive research means to analyze and give the fact with systematically, so more easier to be know and concluded.

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<sup>1</sup> L.R. Gay & Peter Airasian, *Educational Research: for Analysis and Application*, (USA: Prentice Hall, Incorporate, 2009), p.9.

<sup>2</sup> *Ibid.*,p. 275.

<sup>3</sup> Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004), p.6.

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how the students' ability in placing WH-question (what, where, when, who, whom, whose, which, why and how) at the grade VIII MTSN Sipirok.

### **B. Time and Place of the Research**

#### 1. Time of the research

This research held on September 9<sup>th</sup> 2013 up to may 26<sup>th</sup> 2014.

#### 2. Place of the research

This research has been done at MTSN Sipirok, especially at VII grade, it is located at Sialagundi village, in Regecy of Tapanuli Selatan, North Sumatra.

### **C. Source of Data**

The sources of data in this research, there are two sources:

1. The primary sources of data were the grade VII of students' at MTSN Sipirok, they were 30 students. There is 1(one) class only.
2. The secondary sources of data were the English teacher of MTSN Sipirok.

### **D. Instrument of Collecting Data**

Suharsimi Arikunto states that, "Instrumen merupakan alat bantu bagi peneliti di dalam menggunakan metode pengumpulan data".<sup>4</sup> (Instrument of the research is a tool of facility is used by researcher in collecting data). So, the process is easier and better with more careful, complete and systematic.

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<sup>4</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p.134.

The key instrument of this research is the researcher herself. She took the data by herself and met the students and the teachers to collect the valid data. Instruments of this research were test, interview, and observation. Based on the source of data for the primary data the researcher used the qualitative research L.R. Gay & peter Airasian states: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (ex. test score) data in studies, resulting in the need for statistical analysis”.<sup>5</sup> Suharsimi Arikunto stated “Tes adalah suatu alat pengumpul data yang disusun secara khusus oleh karena mengukur suatu yang penting dan tertentu”.<sup>6</sup> It means test is the instrument which the instrument is arranged with especially because the test is the used to measure of something important and certain.

Appropriate with the instrument of this research, the researcher wanted to know the ability of students in placing WH-question. In placing WH-question, the researcher gave questions to students in form multiple choices, it is fifty questions. Every question has 2 score, so the total score be 100. Below is the table of indicator of test:

Table 11: Indicators of the test

No	Indicators	Sub indicators	Item	Number item	Score	Total score
	WH- Question	What	6	1,7,13,19,21,37	2	12
		Who	6	8,14,20,26,32,38	2	12

<sup>5</sup> L.R. Gay & Peter Airasian, *Op.Cit.*, p. 109.

<sup>6</sup> Suharsimi Arikunto, *Op.Cit.*, p.233.

	When	6	3,9,15,27,33,39	2	12
	Why	6	4,10,16,22,28,34	2	12
	How	6	2,6,12,18,24,36	2	12
	Where	5	5,11,17,23,29	2	10
	Which	5	25,30,31,35,40	2	10
	Whom	5	41,42,43,44,45	2	10
	Whose	5	46,47,48,49,50	2	10
	Total	50	50		100

The techniques for collecting data with the test as follow:

1. Explained about the outline of WH-question.
2. Prepared the test.
3. Gave the test to students with multiple choices tests with correctly.
4. Determined the time of doing the test.
5. Gave chance or time for students to something left or not clears in doing the test.
6. The researcher asked the students to do test and the researcher looked after the students during the test time.
7. After students finished answering the test, then the researcher collected their answer to be analysis.

The instrument for the source of secondary data, the researcher used the interviewed for collecting the data. Peter Airasian states that” interview is a purpose full interaction usually between two people, focused on the one person to get information from the other person.<sup>7</sup> In the shake interview, the researcher interviewed a teacher. It was known the students’ difficulties in learning WH-question. In this case, the interviewed had been given relating how is the students’ difficult in placing WH-question. And also the researcher asked the English teacher about the students’ ability in placing WH-question, and the efforts that they have been done to solve it.

Then, the instrument for the source of third data, the researcher asked the students about the difficulties in placing WH-question. And also the researcher interviewed about the students’ difficulty in placing WH-question at the grade VII MTS N Sipirok.

In this research the researcher used observation. Observation is a technique of collecting data to gain insight on understanding the natural environment as lived by the participants.<sup>8</sup> So, this research used observation in order to know the learning process to gain insights and develop relationships with participant that cannot be obtained in any other way.

#### **E. Technique of the Data Analysis**

In analysis data of this research is to know the students’ ability in placing WH-questions. The researcher was conducted by steps. Further, after the researcher

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<sup>7</sup> L.R. Gay and Peter Airasian, *Op Cit.*, 219.

<sup>8</sup> L.R. Gay and Peter Airasian, *Op. Cit.*, p. 212.



distributed the tests for students also the researcher gave their score based on their corrected answers.

After collecting the data, the researcher analyzed the data by using some steps.

They are:

1. Checked all collected data.
2. Counted sum of the true from students' answer and then classify them based on their score.
3. Calculated their result (mark) by using mean score.
4. The percentage of students' ability in placing WH-question analyzed by the

following formula:

$$P = \frac{f}{N} \times 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage<sup>9</sup>

5. After calculating and scoring students' answer sheets then their score are consulted in to the classification quality and the table below:

Table: 12

The Classification Quality of the Students' Score

<b>Interval</b>	<b>Predicate</b>
0-20	Very weak

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<sup>9</sup> Anas Sujino, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), P. 40.

21-40	Weak
41-60	Enough
61-80	Good
81-100	Very good <sup>10</sup>

Then, after finding the value of their tests mean score, the researcher converted the value means score into criteria as below:

1. The value of mean score is 80-100. It can be categorized into high ability.
2. The value of mean score is 60-79. It can be categorized into sufficient ability.
3. The value of mean score is 40-59. It can be categorized into poor ability.
4. The value of mean score is 0-30. It can be categorized into very poor ability.

Finally, the researcher summarized the process qualitative data analysis through six stages as suggested by Creswell as in the following.<sup>11</sup>

1. The researcher organized and prepares the data for analysis. This involves transcribing observation, scanning material, typing up fields notes, or sorting and arranging the data into different type depending on the source of information.
2. The researcher read all the data, this way done by obtaining a general sense of the information, and reflecting on its overall meaning.

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<sup>10</sup> Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), P. 89.

<sup>11</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p.191-192.

3. The researcher began detailed analysis with a coding process it is organizing material before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term.
4. The researcher used the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.
5. The researcher advanced how the description and themes were represented in the qualitative narrative. This might be discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes.
6. Finally, the researcher made interpretation or meaning of the data. Researcher's personal interpretation means derived from a comparison of the finding with information gleaned from the literature.

#### **F. Technique of the Data Trustworthiness**

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data used to contradict the assumption of qualitative research is

not scientific. There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:<sup>12</sup>

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of the research the researcher must do the research with careful, detail and continuous to the object the research.
3. Triangulation is the technique of the checking data trustworthiness that using something beside the data to verification or as a comparison data.
4. Checking with friends through discussion is done with expos the interim result or the final result that gotten in the discussion with friends.
5. Analyze the negative causes is the research collects example and inappropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are tools of them, which using the free time to compare the result of the research with critics and collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to report of his/her research result, so description is done carefully and accurately to draw the context of the research.

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<sup>12</sup> Lexy J. Moleong, *Methodology Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2006) ,p. 175-183.

9. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extent.

From the all techniques to determine the data trustworthiness, the researcher used the third number is Triangulation. It is the technique of the checking data trustworthiness that using something beside the data to verification or as a comparison data. The something used the researcher to trustworthiness the data were test, interviewed to the students and interviewed to the teacher.

**CHAPTER IV**  
**THE RESULT OF THE RESEARCH**

**A. Findings**

**1. General Finding**

This research was conducted in MTS N Sipirok. The location of the school at Sialagundi village, in Regency of Tapanuli Selatan, North Sumatra. Based on the observation, the location of this MTS N is very pleasant and far from noise, and weather of the situation of school cool, but difficult to range because difficulty of bus and narrow street. MTS N Sipirok has 22 teachers. There were 2 English teachers. The level education of teachers in MTS N Sipirok average strata 1 (S1), MTS N Sipirok has 338 students, 172 students were boys and 166 students were girls.

MTS N Sipirok has 12 classrooms. The grade VII has four rooms and the grade VIII was four rooms and the IX grade four rooms. There were some facilities in this school, such as:

**Facilities of MTS N Sipirok<sup>1</sup>**

<b>No.</b>	<b>Items of Infrastructure</b>	<b>Total</b>	<b>Condition</b>
1.	Table, chair, white/black board	Enough	Good
2.	Sport Equipment	1 Unit	Good

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<sup>1</sup>The data was taken From the Administration Data of MTS N Sipirok. 17<sup>th</sup> April 2014.

3.	Classes	12 Classes	Good
4.	Teachers' Ward	1 Room	Good
5.	Headmasters' Ward	1 Room	Good
6.	Administration Ward	1 Room	Good
7.	Library	1 Room	Good
8.	IPA Laboratory	1 room	Good
9.	Mosque	1 room	Good
.10	Canteen	2 units	Good
11.	Bath Room	6 rooms	Good

Based on the result of observed, the facility of the school enough to do the learning process. The teacher is one of the factor who establish students success in learning but, based on the total class in this school minim English teacher, in this school two English teacher only. Then, the students are factor who have a role as a target in education.

## 2. Specific Findings

### a. The Description of Students' Ability in placing WH-Question at Grade VII MTS N Sipirok.

As stated at the previous chapter, that the instrument of this research was test. In this case, the students were asked to answer the

questions about making WH-question. The description score of them in making WH-question could be seen as explanation below.

Based on the result of the test given to respondents, it can be know that the score of the respondents was between 16 up to 80. It means that the highest score gotten by respondents was 80, the lowest score was 16. The mean score (38.33) the median (46) and the modus (30). It can be seen on the table below:

Table 14: Score of Students

Highest score	: 80
Lowest score	: 16
Mean score	: 38.2
Median	: 46
Modus	: 30

Based on the result that given to the students, to determine the students' ability in placing WH-question at the grade VII MTS N Sipirok were low, mean score 38.33. It can be seen on the table below like Riduan said:



Table 15: Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81 - 100%	Very high <sup>2</sup>

The description result of answer of students seen as below:

For question number 1, it can be known that all students correct answer. Next, for question number 2, It can be known that students who chose "how" in the multiple choice test were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer. Then, for the question number 3, it can be known that students who chose "when" in multiple choice test were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer.

For question number 4, it could be known those students who chose "why" in the multiple choice tests were 21 students (67%) and whereas, there were 9 students (33%) not chosen correct answer. Number 5, it could be known those students who chose "where" in multiple choice tests were 10

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<sup>2</sup> Riduan, *Loc. Cit.*

students (33%) and whereas, there were 20 students (67%) not chosen correct answer. Then, question number 6, it could be know those students who chose “how” were 1 student (3%) and whereas, there 29 students (97%) not chosen correct answer.

Further, for question number 7 with, it could be known those the students who chose “what” were 9 students (30%) and whereas, there were 21 students (70%) not chosen correct answer. Next, for question number 8, it could be known those students who chose “who” were 8 students (27%) and whereas, there were 22 students (73%) not chosen correct answer. For question number 9, it can be known those students who chose “when” were 13 students (43%) and whereas, there were 21 students (57%) not chosen correct answer.

Moreover, for question number 10, it can be known those students who chose “why” were 8 students (27%) and whereas, there were 22 students (73%) not chosen correct answer. Then, for question number 11, it can be known those students who chose “where” were 18 students (60%) and whereas, there were 12 students (40%) not chosen correct answer. Next, for question number 12, it can be known those students who chose “how” were 6 students (20%) and whereas, there were 24 students (80%) not chosen correct answer.

For the next question, it could be known those students who chose “what” were 19 students (63%) and whereas, there were 11 students (37%) not chosen correct answer. Then, for number 14, it could be known those students who chose “who” were 4 students (13%) and whereas, there were 26 students (87%) not chosen correct answer. For question number 15, it could be known those students who chose “when” were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

Further, for question number 16, it could be known those students who chose “why” were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer. Then, for question number 14, it could be known those students who chose “where” were 10 students (33%) and whereas, there were 20 students (67%) not chosen correct answer. Next, for question number 18, it could be known those students who chose “how” were 9 students (30%) and whereas, there were 21 students (70%) not chosen correct answer.

For the next question, it could be known those students who chose “what” were 11 students (37%) and whereas, there were 19 students (63%) not chosen correct answer. Next, for question number 20, it could be known those students who chose “who” were 4 students (13%) and whereas, there were 26 students (87%) not chosen correct answer. Then, for question number

21, it could be known those students who chose “what” were 16 students (53%) and whereas, there were 14 students (47%) not chosen correct answer.

Moreover for question number 22, it could be known those students who chose “why” were 10 students (33%) and whereas, there were 20 students (67%) not chosen correct answer. For question number 23 with, it could be known those students who chose “where” were 7 students (23%) and whereas, there were 23 students (77%) not chosen correct answer. Next, question number 24, it could be known those students who chose “how” were 12 students (40%) and whereas, there were 18 students (60%) not chosen correct answer.

Further, for question number 25, it could be known those students who chose “which” were 9 students (30%) and whereas, there were 21 students (70%) not chosen correct answer. Next, for question number 26, it could be known those students who chose “who” were 14 students (47%) and whereas, there were 26 students (53%) not chosen correct answer. Then, for question number 27, it could be known those students who chose “when” were 23 students (77%) and whereas, there were 7 students (23%) not chosen correct answer.

For the question number 28, it could be known those students who chose “why” were 14 students (47%) and whereas, there were 16 students

(53%) not chosen correct answer. Then, for question number 29, it could be known those students who chose “where” were 2 students (7%) and whereas, there were 28 students (93%) not chosen correct answer. Next, for question number 30, it could be known those students who chose “which” were 8 students (27%) and whereas, there were 22 students (73%) not chosen correct answer.

For the next question 31, it could be known those students who chose “which” were 7 students (23%) and whereas, there were 23 students (77%) not chosen correct answer. For question number 32, it could be known those students who chose “who” were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer. Next, for question number 33, it could be known those students who chose “when” were 28 students (93%) and whereas, there were 2 students (7%) not chosen correct answer.

Moreover, for question number 34, it could be known those students who chose “why” were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer. Then, for question number 35, it could be known those students who chose “which” were 17 students (57%) and whereas, there were 13 students (43%) not chosen correct answer. For the question 36, it could be known those students who chose “how” were 4 students (13%) and whereas, there were 26 students (77%) not chosen correct answer.

Further, for question number 37, it could be known those students who chose “what” were 8 students (27%) and whereas, there were 22 students (73%) not chosen correct answer. Next, for question number 38, it could be known those students who chose “who” were 11 students (37%) and whereas, there were 19 students (63%) not chosen correct answer. Then, for question number 39, it could be known those students who chose “when” were 15 students (50%) and whereas, there were 15 students (50%) not chosen correct answer.

For the question 40, it could be known those students who chose “which” were 14 students (47%) and whereas, there were 16 students (53%) not chosen correct answer. Then, for question number 41, it could be known those students who chose “whom” were 3 students (10%) and whereas, there were 27 students (90%) not chosen correct answer. For question number 42, it could be known those students who chose “whom” were 4 students (13%) and whereas, there were 26 students (87%) not chosen correct answer.

Moreover, for question number 43, it could be known those students who chose “whom” were 4 students (13%) and whereas, there were 26 students (87%) not chosen correct answer. Next, for question number 44, it could be known those students who chose “whom” were 8 students (27%) and whereas, there were 22 students (73%) not chosen correct answer. Then, for the question 45, it could be known those students who chose “whom” were 4

students (13%) and whereas, there were 26 students (77%) not chosen correct answer.

Question number 46, it could be known those students who chose “whose” were 9 students (30%) and whereas, there were 21 students (70%) not chosen correct answer. Then, for question number 47, it could be known those students who chose “whose” were 12 students (40%) and whereas, there were 18 students (60%) not chosen correct answer. Next, for the question 48, it could be known those students who chose “whom” were 11 students (37%) and whereas, there were 19 students (63%) not chosen correct answer.

Further, for question number 49, it could be known those students who chose “whose” were 7 students (23%) and whereas, there were 23 students (77%) not chosen correct answer. For the last question, it could be known those students who chose “whose” were 11 students (37%) and whereas, there were 19 students (63%) not chosen correct answer. All of the data can be seen on the appendix III based on the results as above can be concluded that students’ ability in making WH-Question low. Because the score of students were 16 up to 80, then the means is 38, 2%.

Table 13

The description of students' score in placing WH-question in multiple choice test.

NO	Student's Initial Name	Total Score
(1)	(2)	(3)
1	FN	22
2	IR	26
3	TM	28
4	JS	20
5	AR	22
6	RZ	26
7	AS	52
8	MUH	30
9	NR	44
10	EA	32
11	RH	42
12	SS	20
13	YS	32
14	TH	50
15	IS	40
16	AL	16



17	AS	46
18	NA	22
19	MAH	34
20	IA	44
21	DA	64
22	MR	30
23	MA	28
24	SH	64
25	KH	50
26	AG	34
27	MS	80
28	IH	58
29	AHS	56
30	LH	36
Total		1150
Mean Score		38.33
Highest Score		80
Lowest Score		16
Median		46
Modus		30

From the description of students' score in placing WH-question in multiple choice test can be said in to many variations. Based on the result of the test given to respondents, it can be know that the score of the respondents was between 16 up to 80. It means that the highest score gotten by respondents was 80, the lowest score was 16. The mean score (38.33) the median (46) and the modus (30). It can be seen on the table below:

**b. The students' difficulties in making WH-question at grade VII MTS N Sipirok.**

Based on the result of the interviewed to students, there were some difficulties that usually faced by students when made WH-question. According to Tiyaslan Harahap, that she got difficulties especially the used of WH-question how, which, whose and how and then to differ between the using of who and whom WH-questions. When studied WH-question she found many difficulties, like vocabulary and grammar and lack of the knowledge to understand about WH-question.<sup>3</sup> Khafifah Hartati also said that study about WH-question is difficult, especially the using of how, who, whom, and which. And also she said that did not like to study English and did not know the function of WH-question.<sup>4</sup>

Andry Syaputra said that learning WH-question very difficult, he know the using of WH-question what only, he also said that he did not have

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<sup>3</sup> Tiyaslan Harahap, Students of MTS N Sipirok, *Interview*, At 17<sup>th</sup> April 2014.

<sup>4</sup> Khafifah Hartati, Students of MTS N Sipirok, *Interview*, At 17<sup>th</sup> April 2014.

knowledge to study English. In learning of WH-questions difficult because were poor vocabulary and Grammar, because he could not distinguish the using WH-word.<sup>5</sup> Then, Ibnu Salam said that learning WH-questions were difficult, because he did not have knowledge about WH-questions and vocabulary.<sup>6</sup> Muharram also said that study in making WH-questions were difficulty, because he did not know the using of WH-question, have little vocabulary and lack mastering of grammar.<sup>7</sup> Further, Muhammad Arif, said that in placing WH-question were difficulty, because he could not distinguish the using of WH-question, like vocabulary and the knowledge to understand about WH-words.<sup>8</sup>

After knowing the students' difficulties directly from them, the researcher needed to find the related information for the English teacher. According to Miss Suryani Hutahun S.Pd, that there were some students got difficult in learning WH- question. Students did not have enough vocabulary, because they only studied on the school, low of multiple response and low exercise. She also said that many students did not interesting to study English and boredom. Even, WH-question though to them, they did not know. Then, she also said that poor students' motivation to learn.<sup>9</sup>

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<sup>5</sup> Andry Syaputra, Students of MTS N Sipirok, *Interview*, At 17<sup>th</sup> April 2014.

<sup>6</sup> Ibnu Salam, Students of MTS N Sipirok, *Interview*, At 17<sup>th</sup> April 2014.

<sup>7</sup> Muharram, Students of MTS N Sipirok, *Interview*, At 17<sup>th</sup> April 2014.

<sup>8</sup> Muhammad Arif, Students of MTS N Sipirok, *Interview*, At 17<sup>th</sup> April 2014.

<sup>9</sup> Suryani Hutahun, S.Pd, English Teacher MTS N Sipirok, *Private Interviews*, At 17<sup>th</sup> April

So, student's difficulties in placing WH-question are as follows: First, the students were poor vocabulary and did not know the meaning and the used of WH-question. When asked for mention example about WH-question, they did not know, what were they said true or false. Example: when teacher ask them to make the example about WH-question they said" what did came to your house?" although the WH-question what used in a question to find out about the thing, not to ask questions about person's.

Second, students were lack of mastering grammar. It makes the students difficult to in place the example of WH-question, and have not students' motivation to study English. Third, the student's lack of knowledge to understand about WH-question, it caused by their difficulties in understanding how the used of WH-question.

**c. The Teacher's Efforts to Overcome Students' Difficulties in placing WH-question at Grade VII MTS N Sipirok**

Based on the result of the interviewed toward English teacher, to anticipate the difficulties of the students in placing WH-question were the English teacher found and other examples in the word in environment. To overcome students' difficulties in vocabularies, the English teacher asked the students to master to vocabularies by memorizing. Before learning English, the teacher gives fifteen vocabularies to students by memorizing. After students memorize it, students present it in front of class. To overcome

students difficulties of grammar, the English teacher remind and review grammar to them.

While, to overcome students' difficulties in lack of the knowledge to understanding the using of WH- question, the teacher asked and gave exercises about WH-question. Then, the teacher gave the explanation many times about them so the students understood truly. The English teacher often motivates the students to improve their sprit in learning.<sup>10</sup>

So, from the explanation above that the English teacher to overcome students' difficulties in placing WH-question with repeated lesson, gave explanation, exercise and motivated.

## **B. Discussion**

After analyzing the collecting data, it was gotten that the students' ability in placing WH-question at grade VII MTS N Sipirok can be categorized in to low categories. It can be known from the calculating score (Appendix IV) that the students ability in placing WH-question at grade VII was 38.33 can be categorized into low category. While according to research done by Lisferawati Ritonga about the Ability of the Eight Grade Students' of SMP Negeri 3 Padangsidempuan in Mastering WH-question in 2010/2011 Academic Year that the result of her research 72 can be categorized in to good category.

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<sup>10</sup> *Ibid.*,

According to research done by Wiwid Ananing about Using WH-questions Technique to Improve the Second Year Students' Abilities in Generating Ideas of Writing Recount in MTS Surya Buana Malang in 2005/2006 Academic Year that the result of her research 58.5 can be categorized in to enough category.

There are some difficulties that faced by students when they learning WH-question, there were vocabulary, grammar and understanding about the meaning and the using of WH-question. It can be seen from the students' score. Almost all of student got low score. In addition, based on interviewed with English teacher, the researcher has found the some answer, the students faced difficulties in placing WH-question because they were lack of mastering vocabulary, motivation, grammar, interesting, dislike , boredom to study English and understanding WH-question.

From the explanation above that the students' ability in placing WH-question if connected with result of the research formerly can be categorized in to low categories. Because, the result found 38.33 far from result formerly.

Based on the triangulation of students' test, students' interview and teacher interview that students did not know about WH-question. Then students did not have vocabulary and students did not know to make WH-question. It is all known from result of students' test, students' interview and teacher interview. So, the data obtain dare true according to triangulate the results for the three source essay the same thing about the student's ability in placing WH-question.

### **C. The threats of the Research**

The researcher as the former in doing research has many weaknesses. It caused by many aspects. On doing the question, there were the threats of times, because the students had activities. Beside, the time which was given to the students was not enough, the students did not do the question seriously, so that is way the result is not got enough, as the experts done or far from the perfect.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

After getting the result of the research the researcher came to the conclusions as follows:

1. The students' ability in placing WH-question at grade VII MTS N Sipirok can be categorized in to low categories (weak), because means score is 38.33.
2. There were some difficulties that faced by the students when in placing WH-question, they were vocabulary, grammar and understanding the meaning and the using of WH-question.
3. The efforts by English teacher to overcome the students' difficulties in placing WH-question were English teacher gave fifteen vocabularies every learning English. English teacher remind and review grammar to them. Teachers ask and gave exercise, explanation and often gave motivation.

#### **B. Suggestions**

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.



1. To the students of MTS N Sapirok should do practice in mention WH-question; what, where, when, who, why, who, whom, whose, which and how.
2. To the teacher, especially English teacher of MTS N Sapirok were hoped to develop the students' ability in placing WH-question.
3. To the headmaster of MTS N Sapirok should active to look his students' ability and always to motivate the English teacher to increase her ability in teaching English.

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