

The Ability in Constructing WH-Questions by the First Year Students of SMP Negeri 10 Kupang in the Academic Year 2022/2023

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Received: 12 July 2022; Accepted: 20 August 2022; Published: 20 September 2022

Abstract

This study was conducted to find out the students' mastery level in constructing WH-Questions and find out the difficulties faced by the first year students of SMP N. 10 Kupang in constructing questions by using WH-Questions. A Descriptive Quantitative Method was employed to describe the two answers. A class of the first year students of SMP N. 10 Kupang consisting of 31 students were taken as the sample of this research. The instrument of this research was a test of Multiple Choice (30 items) and Completion (20 items). The result of the research shows that the first year students of SMP N. 10 Kupang have not perfectly mastered yet the English WH-Questions, as shown in the result of the discussion. The average percentage of the students' mastery level is 69,9%. So according to Arikunto's standard measurement, this percentage is categorized into "Average Level" (Arikunto, 1998 : 226). The highest percentage of the students' mastery level in constructing WH-Questions is 74,7% for WH-Question "Who", whereas the lower percentage is 57,1 for WH-Question "How". The most difficult problem encountered by the students in doing the test caused they could not differentiate the WH-Questions one from another, for example they use "Who" instead of "What". The difficulties face by the students in doing the test is caused by the students' misunderstanding on the rules (the English grammar), their lack of knowledge of WH-Questions and also caused by the inter lingual error where the students influenced by their mother tongues.

Keywords: Ability, wh-questions, English Mastery, EFL

INTRODUCTION

In this modern era, people demand to have more than one languages. Language as a tool for communication takes an important role in our daily activities. Without communication, we will be left behind (Aida Mas, 2017). Communication in foreign language is a bridge to get information, knowledge and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people.

Understanding English is imperative to have access to modern scientific and technological knowledge in this globalization era (Iwan, 2012). In Indonesia, English is taught as compulsory subject in schools of all levels. The important point to have English knowledge is that the students are able to reflect their experiences, ideas, and emotions by using English in the speech community of English.

Most Indonesian students assume that English is a difficult subject to learn (Gea, 2022). They often find difficulties in understanding and using English in oral and written form. One of the

major students' difficulties related to learn English are their lack of knowledge of English sentence patterns, including the knowledge of constructing grammatically correct questions by using WH-Questions such as What, Who, Where, When, Why, Whose and How (Khaydarovna, 2022). Therefore mastering English Structure is important for students because it help them to use correct English as Lado (1979: 90) suggests that *"Anyone using language must use its grammar, mere words without grammar do not constitute a language"*.

The facts above were found by the writer when he visited SMP N. 10 Kupang. The students complained about their difficulties in learning English. Based on the writer's observation, the students have difficulties in mastering English grammar. One of the major problems faced by the students in learning English is the difficulties in constructing questions by using WH-Questions. The difficulties are not only found in forms (for making correct questions), but also in meanings (for asking the right questions). For example, when they want to know someone's name they use the WH-Question "Who" (Who is your name?) instead of "What" (What is your name?). Beside that they also use WH-Question "Who" to ask about ownership, for example they ask "Who book is this?" instead of "Whose book is this?". Based on the description above, the problems are formulated into questions as follows: To what extent are the first year students of SMP N. 10 Kupang able to construct WH-Questions? And What are the difficulties faced by the students in constructing WH-Questions?

REVIEW OF LITERATURE

Questioning in teaching and learning process is considered as an important aspect to create the effective learning. According to Hankins (1955 : 38) questions are teacher's stocks in trade which make students answer and very related with teacher's strategies. They have some important role in teaching and learning process and have some purposes to make students master and understand the materials that is given.

The Categories of Questions

According to Bloom (1956 : 53), the categories of question can be seen as follows :

1. Memory Recall Skills
This category of questions is to make students evaluate about something.
2. Descriptive Interpretative Question
This category of questions is to make the students describe, interpret explain, and clarify about the material that have given.
3. Application Synthesis
This category of questions is to make students introduce and show the material given.
4. Evaluative Judgment
This category of questions is to make students evaluate and speculate about something.
5. Speculative Heuristic
This category of questions is to make students speculate and promote something.

The Types of Questions

Bloom (1956 : 59) divided questions into 20 types. They are explained as follow:

1. Selection
This type indicates that students select something, for example facts and concepts.

Example : Which of the following sentence is not mentioned in the text about the characteristics of wild animals?

2. Evaluating

It makes students evaluate certain information.

Example : Why did Jhon say that he should be carefu in the 2nd paragraph?

3. Comparing

It can make students compare between two things or subjects from a certain point of view.

Example : What are the differences between dogs and wolfs?

4. Decision

It makes students decide something based on what they think about.

Example : Can you write your short opinion about global warming?

5. Cause and Effect

It makes students relate one and another.

Example : What is the consequence of breaching order?

6. Explaining

That is to explain something, for example the explanation of some words of phrases.

Example : The word “they” in the third paragraph line second refers to.....?

7. Summarizing

That is to summary the information or the materials given both written and spoken.

Example: What can we get from the text above?

8. Analysis

It is to analyze the information and then decide it.

Example : Why do you agree or disagree with the information that is mentioned in the text?

9. Formulation

That is formulating about the relationship between one and another.

Example : What is the relationship between education and jobs?

10. Classify

It is to classify something into one or more groups.

Example : What kind of the animals that is mentioned in the text?

11. Illustration

That is to illustrate something based on what we think.

Example : Can you illustrate the beauty of your town?

12. Implementation

That is to deal with the rule, law and principle towards to the new situation.

Example : If you were a policeman, what would you do to decrease crime?

13. Discussion

That is to debate or talk together in group or groups and to gett the results.

Example : What is the advantage of the globalization era?

14. Organizing

That is to organize the materials based on order.

Example : Can you rearrange the following sentences to make the correct order of the processes of making a cup of coffee?

15. Critique

That is to criticize the information given. It deals with examining the facts and the truth, etc.

Example : Do you think replanting of the forest will help to reduce the global warming or not? Explain your answer!
16. Outlining

It is to outline the materials or informations in the most important points.

Example : Can you draw a diagram to show the islandic growth developing of indonesia?
17. Reorganizing

That is to reorganize the information, fact, etc.

Example : Can you rearrange the paragraph bellow into the correct order?
18. Formulating the new questions

It deals with new problems.

Example : What do you think is the biggest problem faced by the teachers to discipline the students?
19. Methods

This is about the steps or procedures of something.

Example : Write a short composition about the process of making paper!
20. Inferential Thinking

Example : Is there anything else that you want to ask me about the problem? While, Hunkins (1955 : 58) also devides the types of questions into 5 categories, such as :

 1. Memory Recall

That is to recall or determine the previously learned information.

Example : Do you remember about the last material?
 2. Descriptive Interpretation

It is to describe, interpret, explain events or actions in the students own words.

Example : Can you tell to your friends about your family?
 3. Application Synthesis

That is to identify the relationship and to form and draw the reasonable conclusion that goes beyond the particular actions or events.

Example : Can you give your own opinion about how to tackling flood?
 4. Evaluative Judgmental

That is to evaluate the actions or light of explicit previously identified criteria.

Example : Which is the most effective burns or bury waste?
 5. Speculative Heuristic

That is to encourage divergent thinking and to speculate the alternative causes of actions.

Example : What do you think that will be happened if you leave her alone?

They also added two more types of question such as :

 - a. Rhetorical Question, that is actually statements, phrases if they are questions, the teacher does not expect the answer.
 - b. Probing Question, that is enabling teacher to explore the students' previous knowledge.

The Levels of Questions

According to Bloom (1956 : 48), the levels of questions are based on knowledge, comprehension, application, synthesis, analysis and evaluation. Some of these levels of questions are explained bellow :

1. Knowledge
 - a. Knowledge of Specifics
 - 1) Knowledge of Terminology → What terms or symbols will the students need to know?
 - 2) Knowledge of Specific Fact → What specific facts will the students need to know?
Example : In what country she lives?
 - b. Knowledge of Ways and Means of Dealing with Specifics
 - 1) Knowledge of Conventions → What sets of rules will the students need to know?
 - 2) Knowledge to Trends and Sequences → What awarenes of trends and sequences will the students need to have?
 - 3) Knowledge of Classification and Category → What classifications and categories will the students need to know?
 - 4) Knowledge of Criteria → What criteria will the students need to know?
 - 5) Knowledge of Methodology → What methodology will the students need to master?
 - c. Knowledge to Universal Abstraction in a Field
 - 1) Knowledge of Principles and Generalizations → What general principles will the students need to know?
 - 2) Knowledge of Theories and Structures → What general theories will the students need to know?
2. Comprehension
 - a. Translation → Ability to put a communication in another form.
Example : What actually happened to the car?
 - b. Interpretation → The ability to go beyond the data that given.
Example : What was the causes of the car predicament?
 - c. Extrapolation → The ability to go beyond the data that given.
Example : What do you think that will be happened to the car after she left?
3. Application
This is an ability to apply the principles to the actual situations
Example : What idea that we have studied that explain the car episode?
4. Synthesis
The ability to rearrange the component ideal to a new whole.
Example : Devise a plan that might avoid the negative consequences the resulted from the dog's deportmant?
5. Analysis
The ability to distinguish and comprehend interrelationships.
Example : Identify at list three causes of effect relationships?
6. Evaluation
The ability to make judgments based on the internal evidence or external criteria.
Example : Was she right in doing it?.

WH-Questions in Use

There are eight WH-Questions used by people when asking questions. The questions are used when the speaker wants to get information from listener. According to Azar (1981 : 82), information questions are questions asked for getting informations by using WH-Questions. For example, “What is your name?”, “Where do you come from?”. These questions above are used to get the informations about someone.

7. What

The question word “What” is usually used to ask things as subject or object in sentence. (Azar, 1989 : 219). For Example :

a. As subject

- 1) The horse is drinking water.
- 2) The storm delayed us

The subject of the sentences are the horse and the storm, so the questions for asking the subject are :

- 1) What is drinking water?
- 2) What delayed you?

b. As Object

When asking about the object, we use the auxiliary verb “Do”.

For example :

- 1) What did Jhon buy? He bought a book.
- 2) What book do you read? I read a novel.

There are some importants points in using question word “What” as the interrogative word, as follows :

“What” as an interrogative pronoun and adjective used for things (Frank, 1972 : 2)

1) “What” as an Interrogative Pronoun

“What” is called an interrogative pronoun when it is used to ask the noun as the object of the sentence. For example : What is your name?

2) “What” as an Interrogative Adjective

“What” is called an interrogative adjective when there is a noun follows it. For example : What book do you read?

“What” is used to ask someone’s job

Example :

Shanty : What is your father?

Linda : My father is a doctor.

The answer tells us that The job of Linda’s father is a doctor. “What’ is used to ask about date, time, weather, size and weight (Murphy, 1990)

Examples :

- 1) What time is it?
- 2) What day is today?
- 3) What size are your shoes?
- 4) What is your age?
- 5) What is its height?

“What kind of”, is used for asking the information about specific type in general category.

Example :

General Category : Music

Specific category : Dangdut, jazz, rock, pop, etc

Jhon : What kind of music do you like?

Doni : I like jazz music

“What + be + subject (a thing) + like” It is a request for description of comment.

Example :

1) What was the exam like? It was difficult.

2) What was the weather like? It was terrible.

“What + subject + look like” This pattern is used for people to ask about appearance or character.

Example :

Doni : What does he look like?

Ani : He is tall, slim and very beautiful.

8. Where

“Where” is used to ask questions about place (Frank, 1972 : 92)

For example : Where do you live? I live in Labat

The place of the sentence is “Labat”.

9. When

The question word “When” means “What time” or “In what period”

Example :

a. When does Jhon have lunch? Jhon have lunch at one P.M.

b. When did dina arrive? Dina arrived a month ago.

10. Why

The question word “Why” means “for what reason” and it is used to ask questions for person and things (Thompson and Martinet, 1990 : 34).

Examples :

a. Why was he late?? Because he missed the bus.

The pattern : Why + infinitive without to + N? (This pattern is used to address suggestion)

b. Another pattern : Why + not + Infinitive without to? (This pattern is used to give a suggestion)

Example :

Linda : My sister has a bad mood.

Ana : Why not to give her some of flower?

From the example above we do not find the use of the auxiliary verb “to do” and the noun, because the sentences are clear to the listener or the partner of speaking. We can see the use of the question word “Why” as the interrogative adverb because it is used to ask about adverb of time.

11. Who

The question word “Who” is used to ask question about person. According to Frank (1972 : 90), the question word “Who” is a general interrogative pronoun. The question word “Who” is used to ask person as the subject of the sentence.

Example :

a. Who keeps the key? The caretaker keeps it.

b. Who took my book? Ina took it.

Whenever we use the question word “Who” is asking about the subject, the question does not use the auxiliary verb “to do”, for example, tense. But if we ask the object of the sentence, we have use auxiliary verb.

Example :

- a. The question word “Who” as a subject

Who pays the bills? Yanthi pays them

- b. The question word “Who” as an object

It is asking about the object so we use “Whom”

Who/Whom did mary see? Mary saw ghost (Thompson and Martinet, 1990 : 33).

Other examples :

Who does Mary see? Mary sees Roby

In this pattern, the question word “Who” is an object.

Who sees mary? Roby sees Mary.

In this pattern, the question word “Who” is a subject of following verb (Khorn, 1971 ; 940)

The pattern Who + to be + Noun?

Example : Who are you? I’m Jhon, the Student of SMP 10 Kupang.

In this sentence, the answer of the question as the noun of the sentence and question word “Who” stated as noun.

Another example :

Dony : Who are you speaking to?

Jhon : I am speaking to Roby.

12. Whose

The question word “Whose” is used to ask about a person in possession of something. It can be used as an interrogative pronoun and adjective.

Example :

- 1) Whose shoes are these? They are mine.
- 2) Whose book is this? It is Ana’s
- 3) Whose cat is that? It is Mila’s
- 4) Whose book were these? They are Jhon’s

- a. “Whose” as an interrogative pronoun

The Pattern : whose + to be + adverb?

Example :

1) Whose are these?

2) Whose is that?

- b. “Whose’ as an interrogative adjective

The pattern : Whose + Noun + to be + adverb?

This pattern is used to ask about possession. As an interrogative adjective, the question word “Whose” is followed by noun.

Example :

1) Whose car is under the tree? It is mine.

2) Whose shoes are these? They are Randy’s

In the sentences above, the possessive form of the noun or pronoun are used as the answer. ‘whose’ in that sentences are used to ask the noun (Thompson and Martinet, 1969 : 28)

13. How

The question word “How” is used to ask about the way or manner or method of doing something. For example, “How did you get here?” is asking about how we get to this place. Was it by car, on foot or by other ways or methods.

However, “How” is sometime used to function as a question to ask about other things, for example :

- a. How old are you? (Asking about age)
- b. How far is your house from here? (Asking about distance)
- c. How many students in the class (Asking about number)
- d. How much money do you have? (Asking about quantity)
- e. How long will you stay? (Asking about duration)
- f. How are you? (Asking about someone’s conditions)
- g. And some other examples

The using of WH-Questions can also be described on the following table:

Questions	WH- Words	Structure	Answers
Where is the hotel?	Where Information about place	question word + auxiliary verb + subject	The hotel is on Douglas Street.
What is your name?	What Information about things	question word + auxiliary verb + subject	My name is Rachael.
Why is the road wet?	Why Information about the reason for something	question word + auxiliary verb + subject	The road is wet because it was just raining.
When do you get up?	When Information about time	question word + auxiliary verb + subject (+ verb)	I get up at 7:00 every morning.
How do you drink your coffee?	How Information about the manner or way in which something is done	question word + auxiliary verb + subject (+ verb)	I drink my coffee with milk and sugar.
Who lives in that house?	Who (subject)Information about people	question word + verb	My mother lives in that house.
Whose pen is this?	Whose Information about possession (who the owner is)	question word + subject + verb	That is Camilla's pen.

METHOD

The method used in this study is a Descriptive Quantitative Method. The characteristics of this method are:

1. The attention is focused on the actual problem.
2. Data are first collected, composed and then analyzed (Surachman, 1980 : 140). By using the descriptive method, the writer hopes that the difficulties in constructing WH-Questions by the students can be described.

The descriptive quantitative method is divided into some stages, those are:

Population

The population of this research is the first year students of SMP N. 10 Kupang. The total number of the first year students of SMP N. 10 Kupang is 276 and distributed in 9 classes.

Sample

Arikunto (1998 : 20) says that in the population is more than 100, the sample is scattered between 10 – 15 % or 20 – 25 %. But if the population is less than 100, all of them will be taken as sample of the research.

Based on the concept above, the writer took 11 % out of the total number of the first year students from nine classes. Their total number is 276. one class of the first year students has been taken as the sample of this research. The class consists of 31 students. To find out the difficulties in constructing WH-Question, the writer used a test as the instrument of this research. There are two types of the test.

- a. Multiple Choice test (30 items)
- b. Completion test (20 items)

The data obtained were analyzed by using Arikunto's standard measurement (1998:226) to determine and to check the students' ability in using WH-Questions, that is :

80 – 100%	→	Excellent Level
70 – 79%	→	Good Level
60 – 69%	→	Average Level
50 – 59%	→	Poor Level
0 – 49%	→	Fail Level

RESULTS AND DISCUSSION

This research presents the students' ability in constructing WH-Questions by the first year students of SMP N. 10 Kupang in the Academic Year 2022/2023. To get the data, the writer uses the result of the students' answers on the test.

The total number of the students' correct and incorrect answers can be seen on the table bellow:

Table 1
Students' Correct and Incorrect Answers

N	Students' Code	Total of the Correct Answers	Total of the Incorrect Answers
1	A	48	2
2	B	47	3
3	C	46	4
4	D	43	7
5	E	43	7
6	F	42	8
7	G	42	8
8	H	41	9
9	I	41	9
10	J	39	11
11	K	39	11

12	L	38	12
13	M	38	12
14	N	37	13
15	O	37	13
16	P	35	15
17	Q	35	15
18	R	34	16
19	S	34	16
20	T	34	16
21	U	32	18
22	V	32	18
23	W	32	18
24	X	31	19
25	Y	30	20
26	Z	29	21
27	AA	25	25
28	AB	24	26
29	AC	22	28
30	AD	21	29
31	AE	15	35

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

Where :

N : Students' mastery level in using WH-Questions

Y : Total number of correct answers

X : Total number of test item (Arikunto, 1998 : 20)

For example, student A of the table above can be seen below :

$$N = \frac{48}{50} \times 100\%$$

$$N = 96$$

$$N = 96$$

So the score for the student A was 96

After calculating the individual score of each student, the result can be seen on the following table:

Table 2
Students' Scores of the Test

N	Students' Code	Total of the Correct Answers	Students' Score
1	A	48	96
2	B	47	94
3	C	46	92
4	D	43	86
5	E	43	86
6	F	43	86
7	G	42	84
8	H	41	82
9	I	41	82
10	J	39	78
11	K	39	78
12	L	38	76
13	M	38	76
14	N	37	74
15	O	37	74
16	P	35	70
17	Q	35	70
18	R	34	68
19	S	34	68
20	T	34	68
21	U	32	64
22	V	32	64
23	W	32	64
24	X	31	62
25	Y	30	60
26	Z	29	58
27	AA	25	50
28	AB	24	48
29	AC	22	44
30	AD	21	42
31	AE	15	30

The percentage of the students' score range seen from the students' scores above are presented as follows :

Table 3
The Percentage of the Students' Scores Range

Categories	Range	Number of Students	Percentage %
Excellent	80 – 100	9	29
Good	70 – 79	8	26
Average	60 – 69	8	26
Poor	50 – 59	2	6
Fail	0 – 49	4	13
Total		31	100

Table above shows that from 31 students who took the test, there are 9 students categorized as excellent, 8 students are categorized as good, 8 students are categorized as average, 2 students are categorized as poor and 4 students are categorized as fail. In general the students' mastery of constructing WH-Questions is excellent.

Discussion

In this section, this research discusses the students' ability in constructing WH-Questions per item of each aspect of WH-Question. Before discusses the students' ability in constructing WH-Questions, the writer analyzed how many students who got the correct and incorrect answers per item of the test and the result of the analysis can be seen on the following table:

Table 4
Students' Answers Per Item of the Test

Item of Test	Total of Students Who Answer the Test Correctly	Total of Students Who Answer the Test Incorrectly
1	27	4
2	27	4
3	20	11
4	17	14
5	22	9
6	25	6
7	24	7
8	23	8
9	22	9
10	22	9
11	25	6
12	21	10
13	24	7
14	13	18
15	21	10
16	7	24
17	18	13
18	22	9
19	24	7
20	20	11
21	11	20
22	24	7
23	27	4
24	27	4
25	25	6
26	23	8
27	21	10
28	22	9
29	14	17
30	9	22
31	25	6

32	21	10
33	22	9
34	23	8
35	26	5
36	26	5
37	13	18
38	21	10
39	25	6
40	25	6
41	27	4
42	23	8
43	22	9
44	27	4
45	27	4
46	26	5
47	18	13
48	15	16
49	25	6
50	21	10

It is also divides and shares the items of the test into each group of WH-Question in order to facilitate the wrier to calculate the students' ability in constructing WH-Questions. It can be seen on the following table :

Table 5
The Content of the Test Item of WH-Questions

N	WH-Questions	Table Number	Item Number
1	What	6	1, 9, 23, 24, 29, 32, 42 & 49
2	Why	7	5, 17, 20, 28, 31, 38 & 50
3	Where	8	2, 10, 16, 27, 34, 41 & 43
4	Who	9	4, 8, 13, 25, 33, 39 & 46
5	Whose	10	11, 19, 21, 26, 35, 40 & 45
6	When	11	6, 15, 18, 22, 30, 36 & 44
7	How	12	3, 7, 12, 14, 37, 47 & 48
Total			50

Table 5 above is the summary of each WH-Question that will be discussed in the next tables. It shows that there are 7 WH-Questions covered in the test of 50 questions. The percentage of the students who got the correct and incorrect answer of the WH-Qestions can be seen in the table 6 – 12.

Table 6 consist of eight items (1, 9, 23, 24, 29, 32, 42 & 49) where it shows the percentage of WH-Question “What” in the test. Table 7 consist of seven items (5, 17, 20, 28, 31, 38 & 50) where it shows the percentage of WH-Question “Why” in the test., table 8 consist of seven items (2, 10, 16, 27, 34, 41 & 43) where it shows the percentage of WH-Question “Where” in the test. Table 9 consist of seven items (4, 8, 13, 25, 33, 39 & 46) where it shows the percentage of WH-Question “Who” in the test. Table 10 consist of seven items (11, 19, 21, 26, 35, 40 & 45) where

it shows the percentage of WH-Question “Whose” in the test. Table 11 consist of seven items (6, 15, 18, 22, 30, 36 & 44) where it shows the percentage of WH-Question “When” in the test. Table 12 consist of seven item (3, 7, 12, 14, 37, 47 & 48) where it shows the percentage of WH-Question “How” in the test.

The Students’ Ability in Constructing WH-Question “What”

Table 6

The Percentage of the Students’ Ability in Constructing WH-Question “What”

N	Item of Test	Correct		Incorrect	
		Total	%	Total	%
1	1	27	87	4	13
2	9	22	71	9	29
3	23	27	87	4	13
4	24	27	87	4	13
5	29	14	45	17	55
6	32	21	68	10	32
7	42	22	71	9	29
8	49	25	81	6	19
Total			74,6		25,4

Table 6 shows that the test item which consist of 8 items of WH-Question “What” was answered by 31 respondents. The test item number 1, the question was correctly answered by 87% of the total respondents (27 students), and was incorrectly answered by 13% of the total respondents (4 students). The test item number 9, the question was correctly answered by 71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students). The test item number 23, the question was correctly answered by 87% of the total respondents (27 students), and was incorrectly answered by 13% of the total respondents (4 students). The test item number 24, the question was correctly answered by 87% of the total respondents (27 students), and was incorrectly answered by 13% of the total respondents (4 students). The test item number 29, the question was correctly answered by 45% of the total respondents (14 students), and was incorrectly answered by 55% of the total respondents (17 students). The test item number 32, the question was correctly answered by 68% of the total respondents (21 students), and was incorrectly answered by 32% of the total respondents (10 students). The test item number 42, the question was correctly answered by 71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students). The test item number 49, the question was correctly answered by 81% of the total respondents (25 students), and was incorrectly answered by 19% of the total respondents (6 students).

The total percentage of the students’ ability in constructing WH-Question “What” is $597 : 8 = 74,6\%$. So according to Arikunto’s standard measurement, this percentage is categorized into Good level.

The total percentage of students’ error in constructing WH-Question “What” is $203 : 8 = 25,4\%$. The errors done by the students in constructing WH-Question “What” is caused by the student’s misunderstanding on the English grammar and also caused by the inter lingual factor where the students are influenced by their mother tongues. The errors are found in the following sentences :

1. The error was found on the test item number 1 and 49.
Who is your name? (Incorrect)
 The correct answer for the sentence above is : **What is your name?**
 2. The error was found on the test item number 9.
When day is today? (Incorrect)
 The correct answer for the sentence above is : **What day is today?**
 3. The errors were foun on the test item number 23.
 - a. *Whose is your father's name?* (incorrect)
 The correct answer for the sentences above is : **What is your father's name?**
 - b. *Where is your father's name?* (Incorrect)
 The correct answer for the sentences above is : **What is your father's name?**
 4. The errors were found on the test item number 24 and 42.
 - a. *When kind of sport do you like?* (Incorrect)
 The correct answer for the sentence above is : **What kind of sport do you like?**
 - b. *Where kind of sport do you like, Aldy?* (Incorrect)
 The correct answer for the sentence above is : **What kind of sport do you like, Aldy?**
 5. The errors were found on the test item number 29.
 - a. A : *Where did you buy, Tony?* (Incorrect)
 B : *I bought a new comic.*
 The correct answer for the sentence above is : **What did you buy, Tony?**
 - b. A : *Why did you buy, Tony?* (Incorrect)
 B : *I bought a new comic.*
 The correct answer for the sentence above is : **What did you buy, Tony?**
 - c. A : *Whose did you buy, Tony?* (Incorrect)
 B : *I bought a new comic.*
 The correct answer for the sentence above is : **What did you buy, Tony?**
 6. The error was found The test item number 32.
How time is it now? (Incorrect)
 The correct answer for the sentence above is : **What time is it now?**
- 4.2.1. The Students' Ability in Constructing WH-Question "Why"

Table 7
The Percentage of the Students' Ability in Constructing WH-Question "Why"

N	Item of Test	Correct		Incorect	
		Total	%	Total	%
1	5	22	71	9	29
2	17	18	58	13	42
3	20	20	65	11	35
4	28	22	71	9	29
5	31	25	81	6	19
6	38	21	68	10	32
7	50	21	68	10	32
Total			68,9		31,1

Table 7 shows that the test item which consists of 7 items of WH-Question "Why" was answered by 31 respondents. The test item number 5, the question was correctly answered by

71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students). The test item number 17, the question was correctly answered by 58% of the total respondents (18 students), and was incorrectly answered by 42% of the total respondents (13 students). The test item number 20, the question was correctly answered by 65% of the total respondents (20 students), and was incorrectly answered by 35% of the total respondents (11 students). The test item number 28, the question was correctly answered by 71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students). The test item number 31, the question was correctly answered by 81% of the total respondents (25 students), and was incorrectly answered by 19% of the total respondents (6 students). The test item number 38, the question was correctly answered by 68% of the total respondents (21 students), and was incorrectly answered by 32% of the total respondents (10 students). The test item number 50, the question was correctly answered by 68% of the total respondents (21 students), and was incorrectly answered by 32% of the total respondents (10 students).

The total percentage of the students' ability in constructing WH-Question "Why" is $482 : 7 = 68,9\%$. So according to Arikunto's standard measurement, this percentage is categorized into Average level.

The total percentage of students' error in constructing WH-Question "Why" is $218 : 7 = 31,1\%$. The errors done by the students in constructing WH-Question "Why" is caused by the student's misunderstanding on the English grammar and also caused by the inter lingual factor where the students are influenced by their mother tongues. The errors are found in the following sentences :

1. The errors were found on the test item number 5 and 38
 - a. *What do you come late?* (incorrect)
The correct answer for the sentence above is : **Why do you come late?**
 - b. *Where do you come late?* (Incorrect)
The correct answer for the sentence above is : **Why do you come late?**
 - c. *Who do you come late?*
The correct answer for the sentence above is : **Why do you come late?**
 - d. *How do you come late, Aldy?* (Incorrect)
The correct answer for the sentence above is : **Why do you come late, Aldy?**
2. The errors were found on the test item number 17.
 - a. *When does the baby cry?* (Incorrect)
 - b. *Whose does the baby cry?* (Incorrect)
The correct answer for the sentences above is : **Why does the baby cry?**
3. The errors were found on the test item number 20.
 - a. *When you didn't come to school yesterday, Andy?* (Incorrect)
 - b. *How you didn't come to school yesterday, Andy?* (Incorrect)
 - c. *What you didn't come to school yesterday, andy?* (Incorrect)
The correct answer for the sentences above is : **Why you didn't come to school yesterday, Andy?**
4. The errors were found on the test item number 28.
 - a. *Where does the boy run?* (Incorrect)
 - b. *What does the boy run?* (Incorrect)
The correct answer for the sentences above is : **Why does the boy run?**

5. The error was found on the test item number 31.
What does she cry? (Incorrect)
 The correct answer for the sentence above is : **Why does she cry?**
 6. The error was found on the test item number 50.
What this machine is not working? (Incorrect)
 The correct answer for the sentence above is : **Why his machine is not working?**
- 4.2.2. The Students' Ability in Constructing WH-Question "Where"

Table 8
The Percentage of the Students' Ability in Constructing WH-Question "Where"

N	Item of Test	Correct		Incorect	
		Total	%	Total	%
1	2	27	87	4	13
2	10	22	71	9	29
3	16	7	23	24	77
4	27	21	68	10	32
5	34	23	74	8	26
6	41	27	87	4	13
7	43	22	71	9	29
	Total		68,7		31,3

Table 8 shows that the test item which consist of 7 items of WH-Question "Where" was answered by 31 respondents. The test item number 2, the question was correctly answered by 87% of the total respondents (27 students), and was incorrectly answered by 13% of the total respondents (4 students). The test item number 10, the question was correctly answered by 71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students). The test item number 16, the question was correctly answered by 23% of the total respondents (7 students), and was incorrectly answered by 77% of the total respondents (24 students). The test item number 27, the question was correctly answered by 68% of the total respondents (21 students), and was incorrectly answered by 32% of the total respondents (10 students). The test item number 34, the question was correctly answered by 74% of the total respondents (23 students), and was incorrectly answered by 26% of the total respondents (8 students). The test item number 41, the question was correctly answered by 87% of the total respondents (27 students), and was incorrectly answered by 13% of the total respondents (4 students). The test item number 43, the question was correctly answered by 71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students).

The total percentage of the students' ability in constructing WH-Question "Where" is $481 : 7 = 68,7\%$. So according to Arikunto's standard measurement, this percentage is categorized into Average level.

The total percentage of students' error in constructing WH-Question "Where" is $219 : 7 = 31,3\%$. The erros done by the students in constructing WH-Question "Where" is caused by the student's misunderstanding on the English grammar and also caused by the inter lingual factor where the students are influenced by their mother tongues. The errors are found in the following sentences :

1. The errors were found on the test item number 2
 - a. *What do you live, Lisa?* (Incorrect)
 - b. *Who do you live, Lisa?* (Incorrect)
 - c. *Why do you live, Lisa?* (Incorrect)

The correct answer for the sentences above is : **Where do you live, Lisa?**
 2. The errors were found on the test item number 10
 - a. *What does your father work, Arnod?* (Incorrect)
 - b. *Whose does your father work, Arnold?* (Incorrect)
 - c. *When does your father work, Arnold?* (Incorrect)

The correct answer for the sentence above is : **Where does your father work, Arnold?**
 3. The errors were found on the test item number 16
 - a. A : *Have you seen my pencil?*
B : *No. Whose did you put it?* (Incorrect)
 - b. A : *Have you seen my pencil?*
B : *No. What did you put it?* (Incorrect)
 - c. A : *Have you seen my pencil?*
B : *No. When you put it?* (Incorrect)

The correct answer for the sentences above is : **Where did you put it?**
 4. The errors were found on the test item number 27
 - a. *What do you come from, Andy?* (Incorrect)
 - b. *Whose do you come from, Andy?* (Incorrect)

The correct answer for the sentence above is : **Where do you come from, Andy?**
 5. The error was found on the test item number 34
What will you go, Jhony? (Incorrect)
The correct answer for the sentence above is : **Where will you go, Jhony?**
 6. The error was found on the test item number 41
When are you, Jhony? (Incorrect)
The correct answer for the sentence above is : **Where are you, Jhony?**
 7. The error was found on the test item number 43
When did you put your bag, Anthon? (Incorrect)
The correct answer for the sentence above is : **Where did you put your bag, Anthon?**
- 4.2.3. The Students' Ability in Constructing WH-Question "Who"

Table 9
The Percentage of the Students' Ability in Constructing WH-Question "Who"

N	Item of Test	Correct		Incorect	
		Total	%	Total	%
1	4	17	55	14	45
2	8	23	74	8	26
3	13	24	77	7	23
4	25	25	81	6	19
5	33	22	71	9	29
6	39	25	81	6	19
7	46	26	84	5	16
Total			74,7		25,3

Table 9 shows that the test item which consist of 7 items of WH-Question “Who” was answered by 31 respondents. The test item number 4, the question was correctly answered by 55% of the total respondents (17 students), and was incorrectly answered by 45% of the total respondents (14 students). The test item number 8, the question was correctly answered by 74% of the total respondents (23 students), and was incorrectly answered by 26% of the total respondents (8 students). The test item number 13, the question was correctly answered by 77% of the total respondents (24 students), and was incorrectly answered by 23% of the total respondents (7 students). The test item number 25, the question was correctly answered by 81% of the total respondents (25 students), and was incorrectly answered by 19% of the total respondents (6 students). The test item number 33, the question was correctly answered by 71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students). The test item number 39, the question was correctly answered by 81% of the total respondents (25 students), and was incorrectly answered by 19% of the total respondents (6 students). The test item number 46, the question was correctly answered by 84% of the total respondents (26 students), and was incorrectly answered by 16% of the total respondents (5 students).

The total percentage of the students’ ability in constructing WH-Question “Who” is $523 : 7 = 74,7\%$. So according to Arikunto’s standard measurement, this percentage is categorized into Good level.

The total percentage of students’ error in constructing WH-Question “Who” is $177 : 7 = 25,3\%$. The erros done by the students in constructing WH-Question “Who” is caused by the student’s misunderstanding on the English grammar and also caused by the inter lingual factor where the students are influenced by their mother tongues. The errors are found in the following sentences :

1. The errors were found on the test item number 4
 - a. *Where is standing in front of the class?* (Incorrect)
 - b. *Why is standing in front of the class?* (Incorrect)
 - c. *What is standing in front of the class?* (Incorrect)

The correct answer for the sentences above is : **Who is standing in front of the class?**
2. The errors were found on the test item number 8
 - a. *Whose is your English teacher, Andy?* (Incorrect)
 - b. *What is your English teacher, Andy?* (Incorrect)

The correct answer for the sentences above is : **Who is your English teacher, Andy?**
3. The errors were found on the test item number 13
 - a. *Whose teaches you Math, Andy?* (Incorrect)
 - b. *Why teches you Math, Andy?* (Incorrect)
 - c. *Where teaches you Math, Andy?* (Incorrect)

The correct answer for the sentences above is : **Who teaches you Math, Andy?**
4. The errors were found on the test item number 25
 - a. *Whose is absent today?* (Incorrect)
 - b. *Why is absent today?* (Incorrect)
 - c. *How is absent today?* (Incorrect)

The correct answer for the sentences above is : **Who is absent today?**
5. The error was found on the test item number 33
 - a. *What lives in that house, mom?* (Incorrect)

The correct answer for the sentence above is : **Who lives in that house, mom?**

6. The error was found on the test item number 39

Whose sits beside you, Jhony? (Incorrect)

The correct answer for the sentence above is : **Who sits beside you, Jhony?**

7. The error was found on the test item number 46

Whose comes with you, Any? (Incorrect)

The correct answer for the sentence above is : **Who comes with you, Any?**

4.2.4. The Students' Ability in Constructing WH-Question "Whose"

Table 10

The Percentage of the Students' Ability in Constructing WH-Question "Whose"

N	Item of Test	Correct		Incorect	
		Total	%	Total	%
1	11	25	81	6	19
2	19	24	77	7	23
3	21	11	35	20	65
4	26	23	74	8	26
5	35	26	84	5	16
6	40	25	81	6	19
7	45	27	87	4	13
	Total		74,1		25,9

Table 10 shows that the test item which consist of 7 items of WH-Question "Whose" was answered by 31 respondents. The test item number 11, the question was correctly answered by 81% of the total respondents (25 students), and was incorrectly answered by 19% of the total respondents (6 students). The test item number 19, the question was correctly answered by 77% of the total respondents (24 students), and was incorrectly answered by 23% of the total respondents (7 students). The test item number 21, the question was correctly answered by 35% of the total respondents (11 students), and was incorrectly answered by 65% of the total respondents (20 students). The test item number 26, the question was correctly answered by 74% of the total respondents (23 students), and was incorrectly answered by 26% of the total respondents (8 students). The test item number 35, the question was correctly answered by 84% of the total respondents (26 students), and was incorrectly answered by 16% of the total respondents (5 students). The test item number 40, the question was correctly answered by 81% of the total respondents (25 students), and was incorrectly answered by 19% of the total respondents (6 students). The test item number 45, the question was correctly answered by 87% of the total respondents (27 students), and was incorrectly answered by 13% of the total respondents (4 students).

The total percentage of the students' ability in constructing WH-Question "Whose" is $519 : 7 = 74,1\%$. So according to Arikunto's standard measurement, this percentage is categorized into Good level.

The total percentage of students' error in constructing WH-Question "Whose" is $181 : 7 = 25,9\%$. The erros done by the students in constructing WH-Question "Whose" is caused by the student's misunderstanding on the English grammar and also caused by the inter lingual factor

where the students are influenced by their mother tongues. The errors are found in the following sentences :

1. The errors were found on the test item number 11

a. A : *What book is this?* (Incorrect)

B : *It is Nita's book*

b. A : *Where book is this?* (Incorrect)

B : *It is Nita's book.*

The correct answer for the sentences above is : **Whose book is this?**

2. The errors were found on the test item number 19 and 35

a. *Where bag is this?* (Incorrect)

b. *What bag is this?* (Incorrect)

c. *When bag is this?* (Incorrect)

The correct answer for the sentences above is : **Whose bag is this?**

3. The errors were found on the test item number 21

a. *Where house is that?* (Incorrect)

b. *When house is that?* (Incorrect)

c. *What house is that?* (Incorrect)

The correct answer for the sentences above is : **Whose house is that?**

4. The errors were found on the test item number 26

a. *What car is this?* (Incorrect)

b. *Why car is this?* (Incorrect)

c. *Where car is this?* (Incorrect)

The correct answer for the sentences above is : **Whose car is this?**

5. The error was found on the test item number 40

Who pen is this? (Incorrect)

The correct answer for the sentence above is : **Whose pen is this?**

6. The error was found on the test item number 45

Where ball is this? (Incorrect)

The correct answer for the sentence above is : **Whose ball is this?**

4.2.5. The Students' Ability in Constructing WH-Question "When"

Table 11
The Percentage of the Students' Ability in Constructing WH-Question "When"

N	Item of Test	Correct		Incorrect	
		Total	%	Total	%
1	6	25	81	6	19
2	15	21	68	10	32
3	18	22	71	9	29
4	22	24	77	7	23
5	30	9	29	22	71
6	36	26	84	5	16
7	44	27	87	4	13
	Total		71		29

Table 11 shows that the test item which consist of 7 items of WH-Question “When” was answered by 31 respondents. The test item number 6, the question was correctly answered by 81% of the total respondents (25 students), and was incorrectly answered by 19% of the total respondents (6 students). The test item number 15, the question was correctly answered by 68% of the total respondents (21 students), and was incorrectly answered by 32% of the total respondents (10 students). The test item number 18, the question was correctly answered by 71% of the total respondents (22 students), and was incorrectly answered by 29% of the total respondents (9 students). The test item number 22, the question was correctly answered by 77% of the total respondents (24 students), and was incorrectly answered by 23% of the total respondents (7 students). The test item number 30, the question was correctly answered by 29% of the total respondents (9 students), and was incorrectly answered by 71% of the total respondents (22 students). The test item number 36, the question was correctly answered by 84% of the total respondents (26 students), and was incorrectly answered by 16% of the total respondents (5 students). The test item number 44, the question was correctly answered by 87% of the total respondents (27 students), and was incorrectly answered by 13% of the total respondents (4 students).

The total percentage of the students’ ability in constructing WH-Question “When” is $497 : 7 = 71\%$. So according to Arikunto’s standard measurement, this percentage is categorized into Good level.

The total percentage of students’ error in constructing WH-Question “When” is $203 : 7 = 29\%$. The erros done by the students in constructing WH-Question “When” is caused by the student’s misunderstanding on the English grammar and also caused by the inter lingual factor where the students are influenced by their mother tongues. The errors are found in the following sentences :

1. The errors were found on the test item number 6
 - a. *What were you born, Shanty?* (Incorrect)
 - b. *Whose were you born, Shanty?* (Incorrect)
 - c. *Where were you born shanty?* (Incorrect)

The correct answer for the sentences above is : **When were you born, Shanty?**

2. The errors were found on the test item number 15
 - a. *What will you come here again, Jeni?* (Incorrect)
 - b. *How will you come here again, Jeni?* (Incorrect)
 - c. *Where will you come here again, Jeni?* (Incorrect)

The correct answer for the sentences above is : **When will you come here again, Jeni?**

3. The errors were found on the test item number 18
 - a. *What will your father come, Lisa?* (Incorrect)
 - b. *Who will your father come, Lisa?* (Incorrect)
 - c. *Whose will your father come, Lisa?* (Incorrect)

The correct answer for the sentences above is : **When will your father come, Lisa?**

4. The errors were found on the test item number 22
 - a. *What were you finish your elementary school?* (Incorrect)
 - b. *Where were you finish your elementary school?* (Incorrect)

The correct answer for the sentences above is : **When were you finish your elementary school?**

5. The errors were found on the test item number 30

- a. *Why will you eat, Linda?* (Incorrect)
- b. *Whose will you eat, Linda?* (Incorrect)
- c. *Who will you eat, Linda?* (Incorrect)

The correct answer for the sentences above is : **When will you eat, Linda?**

- 6. The error was found on the test item number 36

What were you born, Shinta? (Incorrect)

The correct answer for the sentence above is : **When were you born, Shinta?**

- 7. The error was found on the test item number 44

What will you come again, Andy?

The correct answer for the sentence above is : **When will you come here again, Andy?**

4.2.6. The Students' Ability in Constructing WH-Question "How"

Table 12

The Percentage of the Students' Ability in Constructing WH-Question "How"

N	Item of Test	Correct		Incorrect	
		Total	%	Total	%
1	3	20	65	11	35
2	7	24	77	7	23
3	12	21	68	10	32
4	14	13	42	18	58
5	37	13	42	18	58
6	47	18	58	13	42
7	48	15	48	16	52
	Total		57,1		42,9

Table 12 shows that the test item which consist of 7 items of WH-Question "How" was answered by 31 respondents. The test item number 3, the question was correctly answered by 65% of the total respondents (20 students), and was incorrectly answered by 35% of the total respondents (11 students). The test item number 7, the question was correctly answered by 77% of the total respondents (24 students), and was incorrectly answered by 23% of the total respondents (7 students). The test item number 12, the question was correctly answered by 68% of the total respondents (21 students), and was incorrectly answered by 32% of the total respondents (10 students). The test item number 14, the question was correctly answered by 42% of the total respondents (13 students), and was incorrectly answered by 58% of the total respondents (18 students). The test item number 37, the question was correctly answered by 42% of the total respondents (13 students), and was incorrectly answered by 58% of the total respondents (18 students). The test item number 47, the question was correctly answered by 58% of the total respondents (18 students), and was incorrectly answered by 42% of the total respondents (13 students). The test item number 48, the question was correctly answered by 48% of the total respondents (15 students), and was incorrectly answered by 52% of the total respondents (16 students).

The total percentage of the students' ability in constructing WH-Question "How" is 400 : 7 = 57,1%. So according to Arikunto's standard measurement, this percentage is categorized into Poor level. The total percentage of students' error in constructing WH-Question "How" is 300 : 7 = 42,9%. The erros done by the students in constructing WH-Question "How" is caused by the student's misunderstanding on the English grammar and also caused by the inter lingual factor

where the students are influenced by their mother tongues. The errors are found in the following sentences :

1. The errors were found on the test item number 3

a. *What old are you, Anthon?* (Incorrect)

b. *Where old are you, Anthon?* (Incorrect)

The correct answer for the sentences above is : **How old are you, Anthon?**

2. The errors were found on the test item number 7

a. *What are you today, Andy?* (Incorrect)

b. *Why are you today, Andy?* (Incorrect)

c. *Whose are you today, Andy?* (Incorrect)

The correct answer for the sentences above is : **How are you today, Andy?**

3. The errors were found on the test item number 12

a. *When many brothers do you have, Any?* (Incorrect)

b. *What many brother do you have, Any?* (Incorrect)

c. *Where many brother do you have, Any?* (Incorrect)

The correct answer for the sentences above is : **How many brothers do you have, Any?**

4. The errors were found on the test item number 14

a. *What does Mr.Anton teach you math?* (Incorrect)

b. *Whose dors Mr. Anton teach you math?* (Incorrect)

c. *Why does Mr. Anton teach you math?* (Incorrect)

The correct answer for the sentences above is : **How does Mr. Anton teach you math?**

5. The error was found on the test item number 37

What did you come here, ana? (Incorrect)

The correct answer for the sentence above is : **How did you come here, Ana?**

6. The error was found on the test item number 47

What do you get the information, Shinta? (Incorrect)

The correct answer for the sentence above is : **How do you get the information, Shinta?**

7. The error was found on the test item number 48

What we go to Atambua, Cindy? (Incorrect)

The correct answer for the sentence above is : **How we go to Atambua, Cindy?**

4.2.7. The Students' Strongness and Weakness in Constructing WH-Questions

The table below is the total percentage of the students' ability in constructing WH-Questions.

Table 13

The Students' Strongness and Weakness in Constructing WH-Questions.

N	WH-Questions	Percentage (%)	
		Correct	Incorrect
1	What	74,6	25,4
2	Why	68,9	31,1
3	Where	68,7	31,3
4	Who	74,7	25,3
5	Whose	74,1	25,9
6	When	71	29
7	How	57,1	42,9
Total	7	69,9	30,1

Based on the table 13 above, the writer concluded that 74,6% students are master in constructing WH-Question “What”, while 25,4% have not, 68,9% students are master in constructing WH-Question “Why”, while 31,1% have not, 68,7% students are master in constructing WH-Question “Where”, while 31,3% have not, 74,7 students are master in constructing WH-Question “Who”, while 25,3% have not, 74,1% students are master in constructing WH-Question “Whose”, while 25,9% have not, 71% students are master in constructing WH-Question “When”, while 29% have not, 57,1% students is master in constructing WH-Question “How”, while 42,9% have not. So the total percentage of the students’ ability in constructing WH-Questions is $489,1 : 7 = 69,9\%$ and the total percentage of the students who have not been master yet in constructing WH-Questions is $210,9 : 7 = 30,1\%$. So according to Arikunto’s standard measurement, the percentage of the students’ mastery in constructing WH-Questions is categorized into “Average Level” and the writer conclude that from the 7 aspect of WH-Questions, the students strongness in constructing WH-Questions “Who” (74,7%) and weakness in constructing questions by using WH-Questions “How” (57,1%).

After doing this research, the writer found that there are some difficulties faced by the students in doing the test. The difficulties are :

1. The students construct sentences ungrammatically because they have not understood yet the right English grammar.
2. The erros made by the students are caused by their lack of knowledge about the WH-Questions
3. They did not know exactly how to construct questions and to choose the right WH-Question. Sometimes they interchange the using of WH-Questions.
4. The difficulties also caused by the inter lingual error, where students are influenced by their mother tongues.

CONCLUSION

The author would like to draw some conclusions dealing with the difficulties faced by the first year students of SMP N. 10 kupang in constructing questions by using WH-Questions to improve their ability. The first year students of SMP N.10 Kupang have not perfectly mastered in constructing WH-Questions yet, as shown in the result of discussion the average percentage of the students’ mastery level is 69,9%. So according to Arikunto’s standard measurement, this percentage is categorized into “Average Level” (Arikunto, 1998 : 226). The highest percentage of the first year students of SMP N. 10 Kupang in constructing WH-Questions is 74,7% for WH-Question “Who”, whereas the lower percentage is 57,1 for WH-Question “How”. The difficulties faced by the students in constructing WH-Questions is caused by the students’ misunderstanding on the rules (the English grammar), their lack of knowledge about WH-Questions and also caused by the inter-lingual error where the students influenced by their mother tongues.

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