

**THE OBSTACLES ENCOUNTERED IN USING WH QUESTIONS IN  
DAILY CONVERSATION BY THE SECOND YEAR STUDENTS  
OF MTs BUSTANUL ULUM PEKANBARU**



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Thesis

Submitted to Fulfill one the Requirements  
for the Bachelor Degree in English Education



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## ABSTRAK

Judul penelitian ini adalah “Kesulitan dalam Menggunakan Wh-Question dalam Percakapan Sehari-Hari yang Dihadapi Siswa Kelas Dua MTs Bustanul Ulum Pekanbaru”.

Penelitian ini menyelidiki suatu masalah penelitian, Bahasa Inggris adalah satu pokok pelajaran wajib di Pekanbaru. Banyak para siswa *MTs Bustanul Ulum* menghadapi permasalahan di dalam penggunaan WH-QUESTIONS. Khususnya, para siswa *MTs Bustanul Ulum* Pekanbaru sering menghadapi masalah di dalam pembentukan Bahasa Inggris mempertanyakan juga, sedangkan mereka tengah belajar Bahasa Inggris ;sejak mereka di Sekolah dasar. Ini berarti bahwa mereka telah terbiasa dengan Bahasa Inggris. Lebih dari itu, guru juga berkualitas dalam pengajaran Bahasa Inggris. Bagaimanapun, sesungguhnya, para siswa mempunyai masalah dengan Bahasa Inggris terutama dalam penggunaan WH-QUESTIONS di percakapan sehari-hari. Itu dapat dikatakan bahwa Kemampuan bahasa Inggris mereka masih jauh dari sasaran bahasa Inggris Kurikulum.

Subjek dari penelitian ini adalah siswa kelas dua MTs Bustanul Ulum Pekanbaru dan objeknya adalah kesukaran siswa dalam menggunakan WH-question. Populasi dan sample dari penelitian ini adalah semua siswa kelas dua MTs Bustanul Ulum yang terdiri dari satu kelas yaitu kelas dua yang berjumlah 30 siswa. Teknik yang digunakan adalah total sampling.

Untuk mengumpulkan data, peneliti menggunakan kuesioner sebagai instrumennya. Untuk menganalisa data, penulis menggunakan rumus sebagai berikut:

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

Dari analisis data, dapat disimpulkan bahwa murid yang terkendala dalam menggunakan WH-question di dalam percakapan sehari-hari adalah dikategorikan dalam wajar saja..

## ABSTRACT

The thesis entitles “*The Obstacles in Using WH-Question in Daily Conversation Encountered by the Second Year Students of MTs Bustanul Ulum Pekanbaru*”.

This research investigated research problem English is one of compulsory subjects in *MTs Bustanul Ulum Pekanbaru*. Many students encounter problems in using WH-questions. Specially, the students of *MTs Bustanul Ulum Pekanbaru* often face problem in forming English questions as well, whereas they have been studying English since they were in Elementary School. It means that they are already familiar with English. Moreover, the teacher is also qualified in teaching English. However, in fact, the students have problem with English especially in using WH-questions in daily conversation. It can be said that their English abilities still far from the objective of English curriculum.

The subject of this study is the second year students of *MTs Bustanul Ulum Pekanbaru*, and the object is the obstacles in using WH-question. The population and sample of this research are all of the second year students of Pekanbaru. They *MTs Bustanul Ulum* consist of one class; this is class II. The total number of the population is 30 students. The technique used in this research is total sampling.

To collect the data of this research, the writer used questionnaires as instruments. To analyze the data, the writer used the formula:

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

Based on the data analysis, it can be seen that the students’ obstacle in using WH-question in daily conversation is categorized into fair.

## التجريد

سوسي سوسانتي (2009): الصعوبة في استعمال Wh-Question في الكلام اليومي الذي قابله تلاميذ الفصل الثاني من المدرسة الثانوية بستان العلوم باكن بارو.

كان المبحوث في هذا البحث مسألة اللغة الإنجليزية, وهو أصلية واجبة في المدرسة المتوسطة العامة بستان العلوم. باكن بارو. كثر التلاميذ يقابلون المسائل في استعمال Wh-Question. وبخاص, كان تلاميذ المدرسة المتوسطة العامة باب السلام دائمين في مقابلة المسألة عن تشكيل اللغة الإنجليزية, وهم قد تعلموا اللغة الإنجليزية منذ المدرسة الابتدائية. هذا دليل على أنهم قد تعودوا باللغة الإنجليزية. وبغير ذلك, كان المعلم خبيراً في تعليم اللغة الإنجليزية. إن للتلاميذ مشكلات في اللغة الإنجليزية خاص في استعمال Wh-Question في الكلام اليومي. فنستطيع أن نقول إن قدرتهم في اللغة الإنجليزية لا يزال بعيداً من اتجاه منهج دراسية اللغة الإنجليزية.

الموضوع من هذا البحث هو تلاميذ الفصل الثاني من المدرسة الثانوية بستان العلوم والهدف صعوبة التلاميذ في استعمال Wh-Question. السكان و المثال من هذا البحث جميع تلاميذ الفصل الثاني من المدرسة الثانوية بستان العلوم الذي يتكون من الفصلين وهو الفصل الثاني مع عددهم 30 نفراً. التقنية المستعملة هو مجموع المثال.

لجمع البيانات, استعملت الباحثة السائل كآته. لتحليل البيانات, استعملت الباحثة الرمز الآتي:

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

من تحليل البيانات خلص أن مشكلات التلاميذ في استعمال Wh-Question في الكلام اليومي منسقا بالجدارة.

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# CHAPTER I

## INTRODUCTION

### A. The Background

English is an international language. It plays a prominent role in international relation, such as diplomacy, finance and education. By using English, we can interact with other people from other country easily. Nowadays, there are a lot of English institutions that offer English programs. This idea is also supported by Dharmapriya (in Chamberlain et. al, 1998: 31), "All Universities recently introduced six to seven weeks intensive individually designed English programs". Based on quotation above, it is clear that the existence of English in universities is no doubt. Consequently, English language has to be mastered by all students in the world.

In order to have good English, the learners should learn two important aspects of foreign language. The first is language skills, such as listening, speaking, reading and writing. The second is language components like grammar, phonology and vocabulary. It means, to master English, we must learn language skill and language components.

Obstacle is an object that is in your way and that makes it difficult for some students to move forward or a situation, an event etc. (Oxford Learner's Advance Dictionary) that makes it difficult for student to do or achieve something. Pertaining to the quotation above, the student's obstacle in using W-H questions has big influence toward students' ability in conversation; automatically they will not speak fluently, so that audience cannot understand what he or she is talking about.

One of obstacle items that students have to learn is W-H questions. As Marianne et. al (1983:147) defines, "WH-questions is a complex topic because of the variety of WH-question types in English and because some of them are definitely harder to learn than others."

English is one of compulsory subjects in MTs Bustanul Ulum Pekanbaru. Many students encounter problems in using WH-questions. Specially, the students of MTs Bustanul Ulum Pekanbaru often face problem in forming English questions as well, whereas they have been studying English since they were in Elementary School. It means that they are already familiar with English. Moreover, the teacher is also qualified in teaching English. However, in fact, the students have problem with English especially in using WH-questions in daily conversation. It can be said that their English abilities still far from the objective of English curriculum.

Based on the descriptions above, it is assumed that the students of MTs Bustanul Ulum Pekanbaru have been learning English taught by the teachers who have competence in English language. But in fact, the students' obstacle in using WH-questions in daily conversation is still far from the objective of English Curriculum.

In her preliminary research the writer found some phenomena as follows:

1. Some of the students are failed in understanding WH-questions.
2. Some of the students consider that WH-questions are difficult.
3. Some of the students do not master WH-questions
4. Some of the students at the second year of MTs Bustanul Ulum Pekanbaru do not understand the using of WH-questions in daily conversation.

In accordance with the phenomena above, the writer is interested to conduct a research entitled, "The Obstacle Using WH-Question in Daily Conversation Encountered the Second Year Student of MTs Bustanul Ulum Pekanbaru."

## **B. The Problem**

Based on the phenomena above, the writer infers that some of the students at the second year of MTs Bustanul Ulum Pekanbaru are still difficult in understanding the using of WH-questions in daily conversation.

### **1. The Identification of the Problems**

- a. Why do some of the students fail in understanding WH-questions?
- b. Why do some of the students consider WH-questions as a difficult subject?
- c. Why do not some of the students master WH-questions?
- d. Why are some of the students unable to comprehend WH-questions of daily conversation in the classroom?
- e. How is the students' difficulty in understanding WH-questions?
- f. What are the obstacles faced by some of the students in understanding WH-questions in daily conversation in the classroom?
- g. Which WH-questions are the most difficult for the students to use in daily conversation in the classroom?

### **2. The Limitation of the Problem.**

There are many problems in this research. Thus, to avoid misunderstanding in this research, the writer focuses on a study on the obstacle using WH-questions in daily conversation.

### **3. The Formulation of the Problems**

In relation to the phenomena above, the writer formulated this research question "What obstacles are encountered by the second year students of MTs Bustanul Ulum using WH-question in daily conversation?"

### **C. The Reason for Choosing the Title**

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

- a. The problem of the research is very interesting and challenging to be investigated in term of teaching and learning process.
- b. As far as the writer is concerned, this research title has never been investigated by any researcher.
- c. The topic is relevant to the writer as one of the students of English Education Department.
- d. This title is very important to be researched, because students still has obstacle in using WH-Question in daily conversation.

### **D. The Objective and the Significant of the Research**

#### **1. The Objectives of the Research**

In general, the objective of this research is to find out and describe the intricacies encountered by the students in using WH-Question. This research also intends to give the solution toward the problems depicted above. Specifically, this research intends:

- a. To find out the obvious depiction about the quality of aspects in using WH- Question produced by the students in their daily conversation.

- b. To find out the obvious depiction about the students' strategies to improve their daily conversation in using WH-Question.
- c. To find out the obvious depiction about the students' attitude or reactions upon their peers' comments on the errors they made in their conversation.

## **2. The Significant of the Research**

Besides, the specific objectives above, this research is directed to provide a scientific investigation on the intricacies encountered by the students in the aspects of conversation in using WH-Question, the students' attitudes upon their peers' comment on the errors they made, and the processes they take in accomplishing their assignment.

## **E. The Definition of Term**

To avoid misinterpretation and misunderstanding about this title, it is necessary to explain the terms used in this research; the terms are as follow:

### **a. Obstacle**

According to Richard Clay (1987:751), obstacle is something, which prevents action, movement, or success. George Ostler (1989:369) defines obstacle as thing obstructing progress. Webster's Dictionary of the English Language (1993:693) also points out that Obstacle is an obstruction, especially one which prevents a forward movement or source action. Hornby (1987:580) defines obstacle as something in the way that stops progress or make it difficult. Obstacle is something that stops progress or makes it. In this research, the obstacle means obstacle in using WH-question in daily conversation

b. Encounter

Encounter is meeting (difficult or unexpected), or to experience something, especially something unpleasant or difficult, while you are trying to do something else (Oxford Learner's Pocket Dictionary).

c. WH-question

According to Marianne et al. (1983:147) WH-questions is a complex topic because of the variety of WH-question types in English and because some of them are definitely harder to learn than other.

d. Conversation

Conversation is informal talking (Oxford Learner's Pocket Dictionary). In this research, it refers to the informal talking of the students in learning English.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Obstacle

Learning activities for every individual do not always run well. Sometimes, it is easy to understand, but sometimes difficult, sometimes have spirit, and sometimes not. Actually, no individual is same. This differentiates make different student learning behaviors. English is a compulsory lesson in the school. Most students do not like English, because they get obstacle in learning it. The National Joint Committee for Learning Disabilities (NJCLD) in Mulyono (2003:7) defines, "Obstacle in learning refers to obstacle in mastering and using ability of listening, speaking, reading, writing, thinking logically. It is true that English is different with our daily communication. In listening and reading, English have different spelling and different sound that makes students difficult to speak and write in English".

To master a language is not easy, because it is not random; it operates according to the roles and principles. Sukarsini and Muspita in Rita Fauziah (2004:1) say that there are three kind of learning obstacle levels:

- a. The students almost achieve the level of mastery according to criterion referenced, in this case the students just find obstacle in mastering difficult part of a lesson material.
- b. The students do not achieve the level of mastery according to a criteria referenced because there is previous basic concept has not been mastered yet or the process of learning is not alternative.
- c. The students do not master the learning material studied at all.

##### 2. The Nature of WH-Question

The questions in your brain:

- What is "WH" question?
- What is the function of "WH" question?
- When do we use "WH" question?
- How to make it?

WH-question is a word that function is to ask about something. It is to get complete answer and information about what is asked. When do we use it?

- When we want to know more
- When we still unsatisfied about information
- When we do not know whatever about something but we need it

What are their components? "WH" questions consist of 5W + 1 H:

- WHO
- WHAT
- WHY
- WHERE
- WHEN
- HOW
- WHOM

We use question words to ask certain types of questions (question word questions). We often refer to them as WH words because they include the letters WH (for example Why, How).

### **3.The Kind of WH-Question**

a. What

- Asking for information about something, e.g. what is your name?

- Asking for repetition or confirmation, e.g. What? I can't hear you.

You did what?

b. When

Asking about time, e.g. When did he leave?

c. Where

Asking in or at what place or position, e.g. Where do they live?

d. Who

- The word who is used for a noun phrase, which refers to a person, e.g. who does he visit every day?

- Asking what or which person or people (subject), e.g. Who opened the door?

e. Which

Asking about choice, e.g. Which color do you want?

f. What...for

Asking for a reason, asking why, e.g. What did you do that for?

g. Whom

Asking what or which person or people (object). E.g. Whom did you see?

“Who” and “what” are subject questions in which the subject is unknown. “Why”, “where”, “when”, and “how” are questions formed the same as complement questions.

How to use it? :

1. Who started this planning? Incorrect if: Who did start the planning?
2. Who wrote in the whiteboard? Incorrect if: Who did write in the whiteboard?
3. What happened last night? Incorrect if: What did happen last night?
4. What eats your salty fish? Incorrect if: What do eat your salty fish?

Notes:

Especially for “what” and “who” in question sentences, because they are asking about subject, therefore directly after “wh” questions continued by verb except, it answers about Complement and Object, such as:

- What does intelligent mean?
- Who is she?
- What are you?
- Who can speak English here?
- What is your name?
- What do you want?
- Who did you meet yesterday? And so on.

Why, where, how, and when:

- When did Ari move to Pekanbaru?
- Where does Alfina’s class?
- How did Melda get to school?
- Why did you come late?
- When will she answer my question?
- How old are you?
- Where is she going?
- Where does Sudirman Street?

The minds of WH-question are:

- a. “WH” questions are used in asking about something
- b. “WH” is formulated by 5W + 1 H
- c. “WH” questions is used to get more information

“WH” is differentiated by two forms; they are the subject is unknown and the question as a complement.

According to Marianne et al (1983:147), WH-questions is a complex topic because of the variety of WH-question types in English and because some of them are definitely harder to learn than others. For instance, consider the three example questions at the beginning of this paragraph. The first and second are fairly easy to master, the third one is more difficult, and English foreign language learners trying to produce this sentence will often say “where are you going?”. I would also like to emphasize that the ability to form and use WH-questions is a very important skill for EFL learners to acquire. Such questions are used for:

- Social interaction : what is your name? , what are you doing after class?
- Getting directions : where is Susi? , which way is the library?
- Eliciting information or explanations: what time is it? , why did you hear the test tube?
- Eliciting vocabulary: what is this? , what do you call this tool?

In some tradition, WH-questions are called “specific” questions, since specific constituents in the underlying sentence are being questioned. In example, the speaker/writer is asking the listener/reader to fill an information gap in a given sentence. The same traditional yes-no question are called “general” questions because the whole preposition is being questioned.

#### **4.Types of WH-Question**

This brings us to the issue of how many different kinds of how many kinds of WH-questions there are in English. In example, how many constituents can function as the information gap in a WH-question? There are at least nine different types that you should be aware of:

- 1) Subject : *What* happened? *Who* left?
- 2) Object : *Who (m)* did you see? *What* did you do?

3) Object of a preposition: *Who (m) did you talk to? /To whom did you talk?*

4) Adverbials of time, place, manner, reason, and means:

*When did you leave? Why is he laughing?*

*Where did you go? How did he get to the party? (By bus)*

*How did she dance? (Gracefully)\*

5) Demonstrative determiners:

*What book do you want?*

*Which book do you want?*

6) Possessive determiners: *Whose book is that?*

7) Quantity determiners: *How many cars does she have? How much wine did he drink?*

8) Intensifier: *How smart is she? How fast can he run?*

9) Adjective phrase (state condition): *How are you?*

The rules needed for deriving these kinds of WH-questions, I will explain here. The first thing to realize, however, is that there is a fundamental and important difference between WH-questions that focus on the subject and WH-question that focus on some element in the predicate, which includes everything in the nucleus of the sentence but the subject.

Consider the following examples and, in each case, compare the WH-question with the underlying statement, which is given in parentheses.

1) Something in the subject is being questioned:

a. Who left? (some left)

b. Whose book is on the table? (some one's book is on the table)

2) Something in the predicate is being questioned:

a. What did you read? (you read something)

b. Where did Sam go? (Sam went somewhere)

These examples indicate that when something in the subject is being questioned, the structure of WH-question matches the structure of the underlying statement. The only change needed is the substitution of the appropriate WH-word (in example *who* for *someone* in 1a, and *whose* for *someone's* in 1b). This substitution is, in fact, accomplished by the application of a transformational rule referred to as "WH-replacement," which we will discuss here.

Let us return now to the WH-questions where something in the predicate is being questioned. When we compare these questions with their underlying statement, we can see that a number of changes have taken place:

1. The appropriate WH-word has been substituted for the constituent being questioned.
2. The WH-word has moved to the front of the question.
3. The first auxiliary verb and the subject noun phrase have been inverted—just as in yes-no questions.
4. DO support has occurred where no auxiliary verb or copula BE is present—just as in yes-no question.

So, instead of the one additional transformational rule that we need to derive *who left?* For major rules will be needed to derive *what deed you read?* And two of these rules are common to both yes-no and WH-question.

## **5. Using English in Daily Conversation**

### **The Nature of Speaking**

The ability to use another language is generally characterized in terms of being able to speak that language. When someone asks, "Do you know another language?" they take a look at what it means to say that one can "speak another language."

Speaking is one important aspect of learning a foreign language and success is measured in terms of the ability to carry out a conversation in the language. Bygate (1987; in Musdalifah:11: 2007) suggests that oral interactions can be characterized in the term of routines, which are conventional ( and therefore predictable) way of presenting information which can either focus on information or interaction.

Speaking is very important for us in learning a language, because the purpose of someone in learning a language is to enable him or her to communicate the language. In speaking, the speaker must integrate the communicative competence and also integrate the elements of speaking, in order he or she speaks good English.

As David Nunan (1999: 226) says that characteristics of Communicative Competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g. knowing how to begin and end conversations, knowing what topics can be talked about in different of speech events, knowing with address forms should be used with different persons one speaks to and in different situations; (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitation; (d) knowing how to use language appropriately (Richards, Platt and Weber, 1985: 49).

In this case, there are some components of speaking that should be known by all English students, they are:

1. Fluency; means the speaker who are able to speak correctly in order the students able to convey their meaning about their saying. In Longman dictionary (1992), fluency is the feature which gives speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

2. Grammar or structure is important in speaking; Communication in speaking will be understood by the listener, if the speaker conveys what he/she says in order the listener understand the meaning from the speaker.
3. Vocabulary; it means the students need the plenty of vocabularies, since repeating word happened because the learner does not know substantive words. Vocabulary is normally studied in dialogue or conversation.
4. Correct pronunciation and intonation is conversing to be meaning. The important part of learning the spoken language is the learning and teaching pronunciation in speaking. All words are made up sounds and speakers of language need to know those sounds. So, they will understand what is said to them and be understood in their turn.

What is the element of speaking? The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

#### 1. Language Features

Among the element necessary for spoken production (as opposed to the production for practice examples of language drills, for example), are the following:

- a. Connected speech: effective speakers of English need to be able not only to produced the individual phonemes of English (as in saying *I would have gone*) but also to use fluent 'connected speech' (as in *I'd gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (trough contractions and stress patterning). It is for the reason that we should involve students in activities designed specially to improve their connected speech.
- b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other (especially in face-to-face

interaction). The use of these devices contributes to ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some or such suprasegmental features and devices in the same way if they are to be fully effective communicators.

- c. Lexis and grammar: spontaneous speech is marked by the use of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as a job interview, we can prime them, in the some way, with certain useful phrases which they can produce at various stages of an interaction.
- d. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarifications and to show the structure of what we are saying.

## 2. Mental/social processing

If part of speaker's productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

- a. Language processing: effective speakers need to be able to process language in their own heads and order it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b. Interacting with others: most speaking involves with one or more participants. The means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

- c. (On-the-spot) information processing. Quite path from our response to others' feeling, we also need to be able to process the information they tell us the moment we get it. The longer it take for 'the penny to drop' the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture- specific, and is not prized by speakers in many other language communities.

In speaking, to reach the purpose from the speaking is very important. For example, our speaking must be understood by our speaking partner. Bygate (1987; in Nunan, 1999: 228) suggests that conversation can be analyzed in-terms of routines. Routines are conversational ways of presenting information. He discusses two types of routines: information routines and interactional routines. The purposes of speaking as expected in Dept P&K (1995) are to:

1. Conduct the conversation about many things.
2. Be able to describe about many things, people, places and sequence of event orally.
3. Express ideas, opinion and feeling simply.

In Indonesia, English is a second language taught in educational institution. Because of this, to integrate this language is very difficult. But, if the learner has strong motivation in learning this language, it will be easy to learn it. Brown (1994: 256) says some characteristics must be taken into account in the productive generation of speech but with a slight twist, in that the learner is now the producer. Bear in mind that characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.

1. Clustering: Fluent speech is phrasal, not word by word. Learner can organize their output both cognitively and physically (in breath groups) though clustering.
2. Redundancy: The speaker has an opportunity to make meaning clearer though the redundancy of the language. Learners can capitalize on this feature of spoken language.

3. Reduced forms: Contractions elisions, reduced vowels ECT. All form special problems in teaching spoken English.
4. Performance variables: One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and correction.
5. Colloquial language: Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and they get practice in producing these forms.
6. Rate of delivery: Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speech along with other attributes of fluency.
7. Stress, rhythm, and intonation: This is the most important of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
8. Interaction: Learning to produce waves the language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

## **B. The Operational Concept**

Operational concept is one of the elements in avoiding misunderstanding and misinterpreting. As the concept is still operated in an abstract form of the research planning, it needs to be interpreted in particular word in order to ease the measurement. The operational concept of this study can be seen in the following indicators.

The student obstacles using WH-question in daily conversation encountered by the second year;

1. The students have obstacle in using WH-question in daily conversation
2. The students cannot use WH-question in daily conversation correctly.
3. The students encounter obstacles in differentiating between who, when, why, what and how in daily conversation.
4. The students are active to practice their speaking
5. The students can speak English easily.

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. The Design of the Research**

This research is a descriptive research. In this research, it is intended to describe the obstacles encountered in using WH-Question in daily conversation among students of MTs Bustanul Ulum Pekanbaru.

#### **B. The Location and Time of the Research**

The research was conducted at MTs Bustanul Ulum Pekanbaru, which is located on Jl. Hangtuh Ujung Pekanbaru. The duration of time to conduct of this research was within 3 months starting from June to Augustus 2009.

#### **C. The Subject and Object of the Study**

The subject of the study is the second year students of MTs Bustanul Ulum Pekanbaru, and the object is the obstacles encountered in using WH-question in daily conversation.

#### **D. The Population and Sample**

The target population of this study included all the second year students of the English Program of MTs Bustanul Ulum Pekanbaru. The total numbers of students were 30 persons, they were homogenous, and the writer selects 30 respondents as the total sampling.

**TABLE III.1**

#### **The Research Population and Sample**

CLASS	POPULATION	SAMPLE		TOTAL
		MALE	FEMALE	
II	30	10	20	30

The reason for choosing the second year students, as the population of this research is that based on TEFL, this material is given at the second year of MTs Bustanul Ulum Pekanbaru.

### E. The Instruments of Data Collection

In order to get some data that are needed to support this research, the writer applied the techniques of questionnaire. It was the primary data to know the students obstacle in using WH-question, which contains some questions for the students. The questionnaire consists of 20 items and was carried out to the second year students of MTs Bustanul Ulum Pekanbaru. The questionnaire was provided with five options (always is categorized as excellent and it is scored 5, Often is categorized as Good and it is scored 4, sometimes is categorized as fairly good and it is scored 3, seldom is categorized as fair and it is scored 2 and never is categorized as poor and it is scored 1).

### F. The Data Analysis Technique

In this study, the expected number the percentage was interpreted into qualitative words. The collected data was analyzed by the following formula:

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

Where

P = Percentage of the students classification in major group

F = Total score of respondents classification in each element

N = The total number of respondent

(Anas Sudjono, 1987: 40)

In measuring the students' obstacle in using WH-question, the percentage was categorized by the following classification.

**TABLE III.2**

**The students' level of obstacle using WH-question in daily conversation**

<b>CATEGORY</b>	<b>SCORE</b>
EXCELLENT	80 – 90
VERY GOOD	60 – 79
GOOD	40 – 45
QUITE BAD	30 – 39
BAD	0 – 29

## CHAPTER IV

### DATA PERSENTATION AND ANALYSIS

#### A. The Data Presentation

The data below is presented as the result of questionnaire concerning with the obstacles encountered by the students in using WH-question in daily conversation. The data are as follows:

TABLE IV.1

The students have obstacle to answer questions in using WH-question

OPTION	ALTERNATIVE	F
A	ALWAYS	4
B	OFTEN	6
C	SOMETIMES	10
D	SELDOM	2
E	NEVER	8
	TOTAL	30

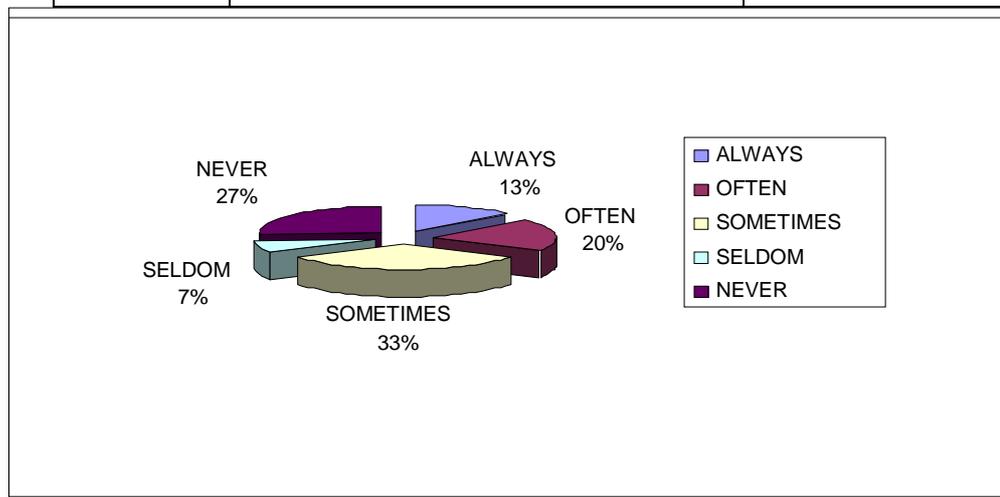


Figure 5.1: The students are nervous to answer questions in using WH-question

The figure 5.1 shows the various answers among the respondents. 13% of the respondents stated always. 20% of the respondents stated often. 33% stated sometimes. 7%

stated seldom. 27% stated never. The conclusion is the majority of the students are sometimes nervous to answer questions in using WH-question.

**TABLE IV.2**

**The students often have obstacles using WH-question about grammatical structure in daily conversation**

OPTION	ALTERNATIVE	F
A	ALWAYS	3
B	OFTEN	11
C	SOMETIMES	8
D	SELDOM	3
E	NEVER	5
	TOTAL	30

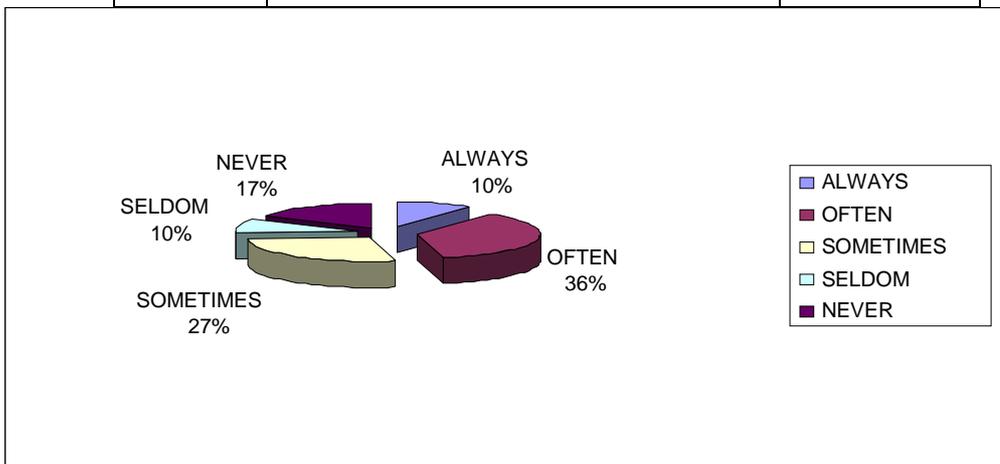


Figure 5.2: The students have obstacles in using WH-question about grammatical structure in daily conversation.

Figure 5.2 shows the various answers among the respondents. 10% of the respondents stated always. 36% of the respondents stated often. 27% stated sometimes. 10% stated seldom. 17% stated never. The conclusion is the majority of the students often have obstacles in using WH-question about grammatical structure in daily conversation.

**TABLE IV.3**

**The students have obstacles in asking the teacher in the class using WH-Question**

OPTION	ALTERNATIVE	F
A	ALWAYS	2
B	OFTEN	6
C	SOMETIMES	12
D	SELDOM	3
E	NEVER	7
	TOTAL	30

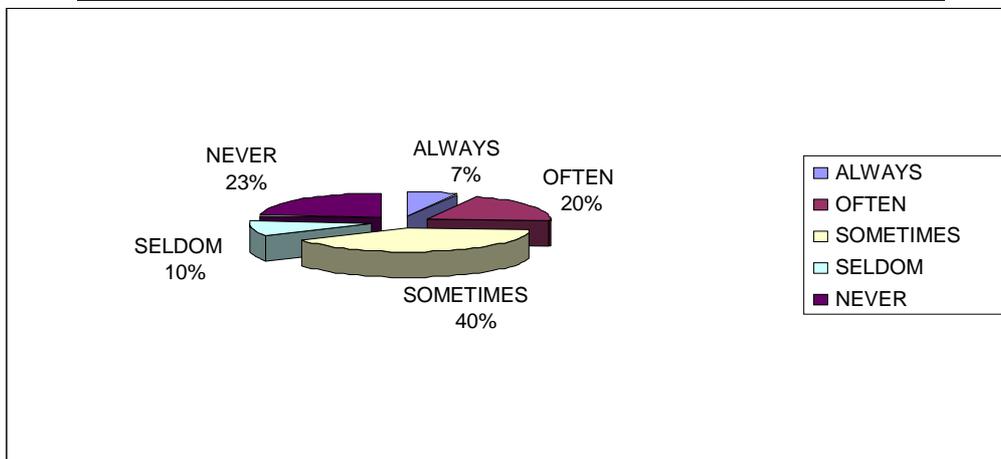


Figure 5.3: The students have obstacles in asking teacher in the class.

Figure 5.3 shows the various answers among the respondents. 7% of the respondents stated always. 20% of the respondents stated often. 40% stated sometimes. 10% stated seldom.

23% stated never. The conclusion is the majority of the students sometimes have obstacles in asking the teacher in the class.

**TABLE IV.4**

**The students worry in conversation class**

OPTION	ALTERNATIVE	F
A	ALWAYS	1
B	OFTEN	2
C	SOMETIMES	17
D	SELDOM	2
E	NEVER	8
	TOTAL	30

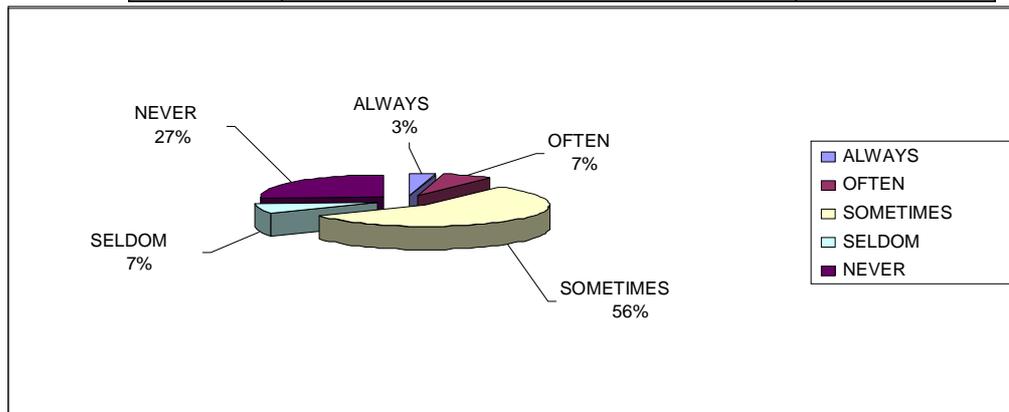


Figure 5.4: the percentages of the students worry in conversation class

Figure 5.4 shows the varieties answers among the respondents. 3% of the respondents stated always. 7% of the respondents stated often. 56% stated sometimes. 7% stated seldom. 27% stated never. The conclusion is the majority of the students sometimes worry in conversation class.

**TABLE IV.5**

**The students are nervous when examination in the class and using WH-question**

OPTION	ALTERNATIVE	F
A	ALWAYS	0
B	OFTEN	5
C	SOMETIMES	6
D	SELDOM	13
E	NEVER	6
	TOTAL	30

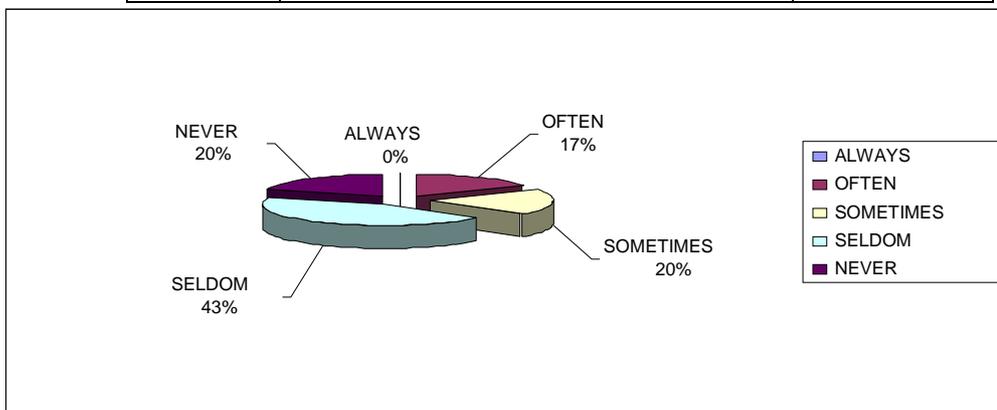


Figure 5.5: the percentages of the students nervous when examination in the class and in using WH-question

The figure above shows the varieties answer among the respondents. 0% of the respondents stated always. 17% of the respondents stated often. 20% stated sometimes. 43% stated seldom. 20% stated never. The conclusion is the majority of the students seldom nervous when examination in the class and using WH-question.

**TABLE IV.6**

**The students are reluctant in expressing ideas in conversation using WH-question**

OPTION	ALTERNATIVE	F
A	ALWAYS	5
B	OFTEN	12
C	SOMETIMES	8
D	SELDOM	4
E	NEVER	1
	TOTAL	30

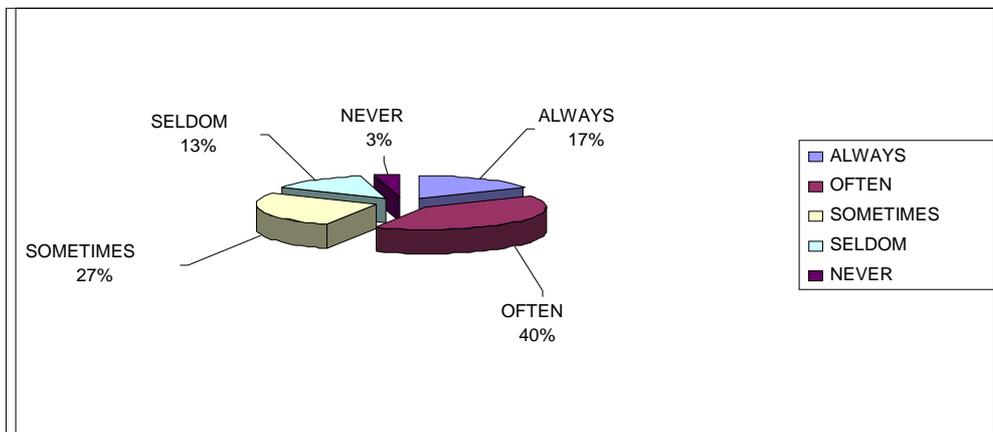


Figure 5.6: The percentages of students who are reluctant in expressing ideas in conversation using WH-question

Figure 5.6 shows the varieties answer among the respondents. 3% of the respondents stated always. 17% of the respondents stated often. 27% stated sometimes. 13% stated seldom. 3% stated never. The conclusion is the majority of the students are often reluctant in expressing ideas in conversation using WH-question.

**TABLE IV.7**

**The students worry to speak in front of audience**

OPTION	ALTERNATIVE	F
A	ALWAYS	5
B	OFTEN	6
C	SOMETIMES	11
D	SELDOM	3
E	NEVER	5
	TOTAL	30

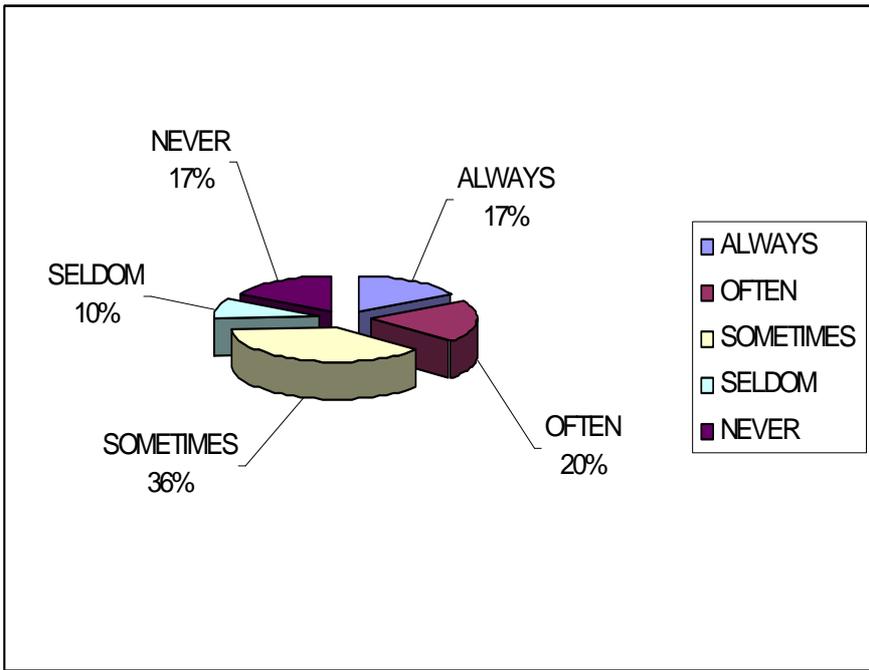


Figure 5.7: the percentages of students who worry to speak in front of audience

Figure 5.7 shows the varieties answer among the respondents. 17% of the respondents stated always. 20% of the respondents stated often. 36% stated sometimes. 10% stated seldom. 20% stated never. The conclusion is the majority of the students sometimes worry to speak in front of audience.

**TABLE IV.8**

**The students have obstacles in conversation in the class**

OPTION	ALTERNATIVE	F
A	ALWAYS	3
B	OFTEN	6
C	SOMETIMES	10
D	SELDOM	6
E	NEVER	5
	TOTAL	30

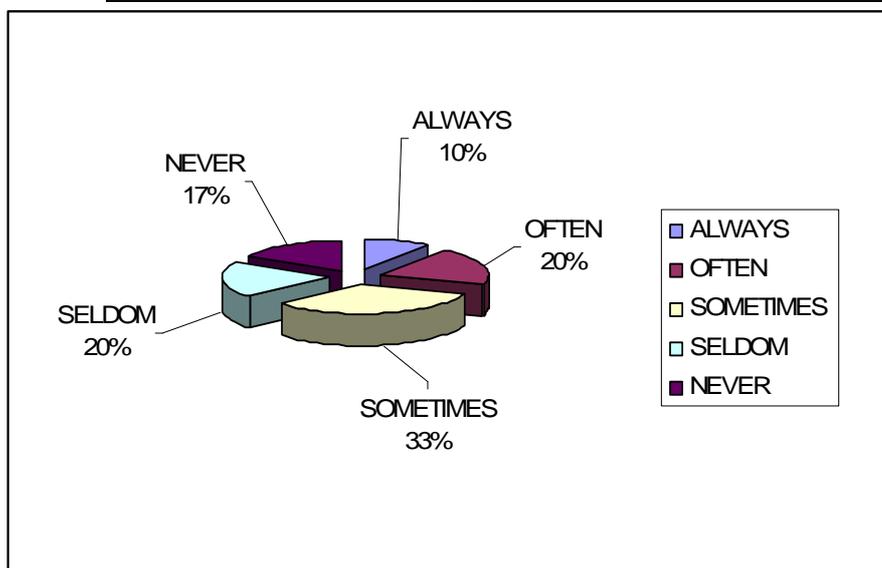


Figure 5.8: The percentages of the students who have obstacles in conversation in the class.

Figure 5.8 shows the varieties answer among the respondents. 10% of the respondents stated always. 20% of the respondents stated often. 33% stated sometimes. 20% stated seldom. 17% stated never. The conclusion is the majority of the students sometimes got obstacles in conversation in the class.

**TABLE IV.9**

**The students are nervous to make question in using WH-question**

OPTION	ALTERNATIVE	F
A	ALWAYS	4
B	OFTEN	8
C	SOMETIMES	10
D	SELDOM	6
E	NEVER	2
	TOTAL	30

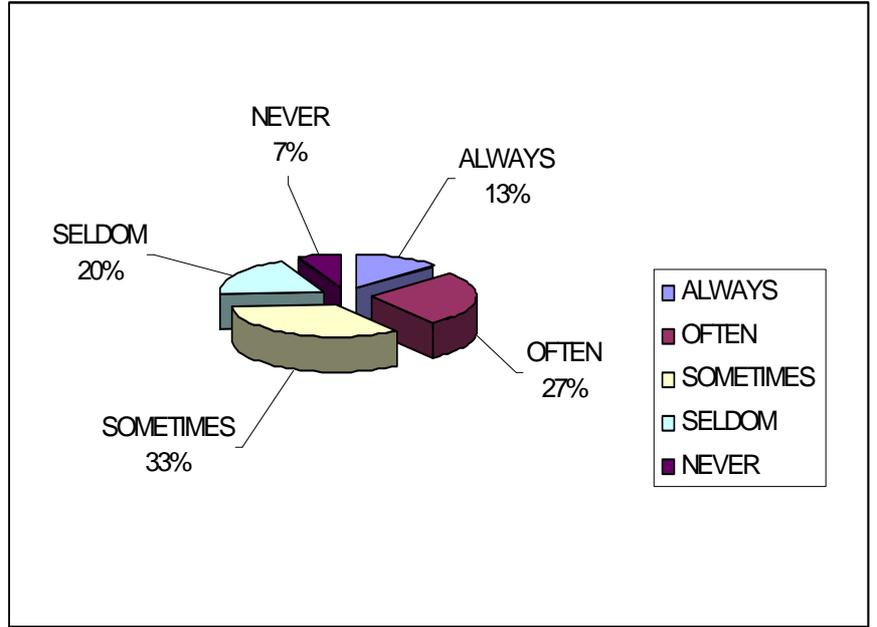


Figure 5.9: the percentages of students who are nervous to make question using WH-question

Figure 5.9 shows the varieties answer among the respondents. 13% of the respondents stated always. 27% of the respondents stated often. 33% stated sometimes. 20% stated seldom. 7% stated never. The conclusion is the majority of the students are sometimes nervous to make question in using WH-question.

**TABLE IV.10**

**The students are nervous to answer the question in using WH-question from the teacher**

OPTION	ALTERNATIVE	F
--------	-------------	---

A	ALWAYS	3
B	OFTEN	12
C	SOMETIMES	8
D	SELDOM	5
E	NEVER	2
	TOTAL	30

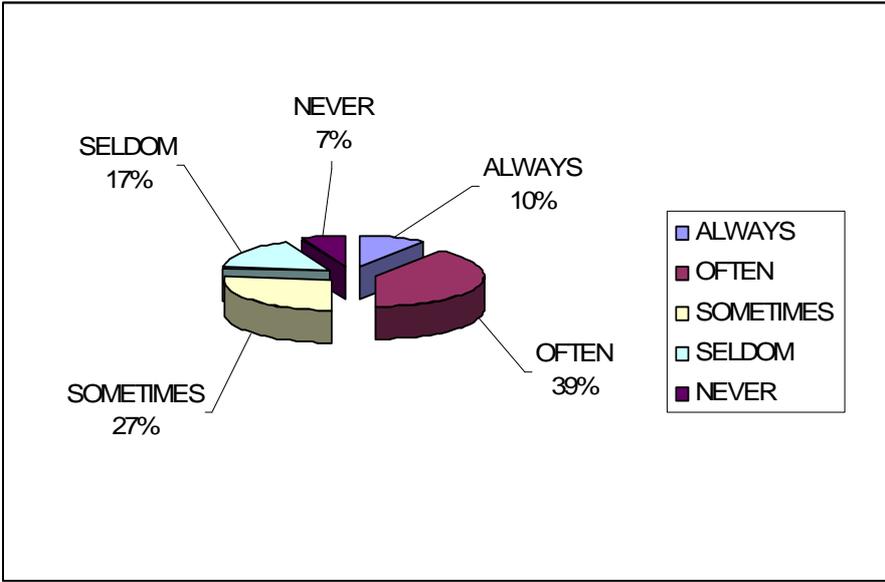


Figure 5.10: the percentages of the students nervous to answer the question in using WH-question from the teacher

Figure 5.10 shows the varieties answer among the respondents. 10% of the respondents stated always. 39% of the respondents stated often. 27% stated sometimes. 17% stated seldom. 7% stated never. The conclusion is the majority of the students are often nervous to answer the question in using WH-question from the teacher.

**TABLE IV.11**

**The students have lack of vocabularies**

OPTION	ALTERNATIVE	F
A	ALWAYS	5

B	OFTEN	11
C	SOMETIMES	6
D	SELDOM	5
E	NEVER	3
	TOTAL	30

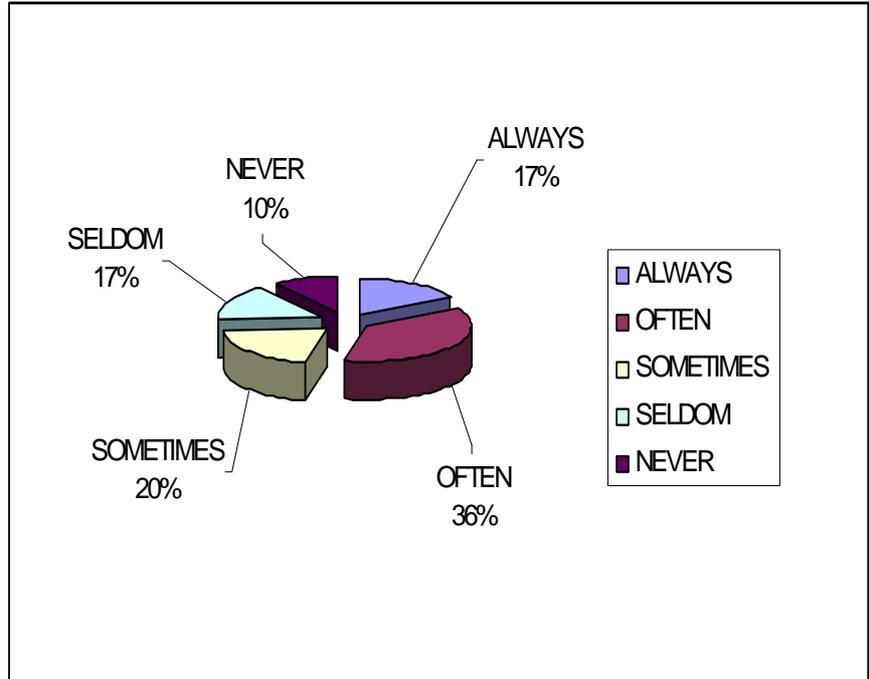


Figure 5.11: the percentages of the students are lack vocabularies

Figure 5.11 shows the varieties answer among the respondents. 17% of the respondents stated always. 36% of the respondents stated often. 20% stated sometimes. 17% stated seldom. 10% stated never. The conclusion is the majority of the students often have lack of vocabularies.

TABLE IV.12

The students are not confident to socialize themselves by using WH-question

OPTION	ALTERNATIVE	F
--------	-------------	---

A	ALWAYS	3
B	OFTEN	4
C	SOMETIMES	11
D	SELDOM	8
E	NEVER	4
	TOTAL	30

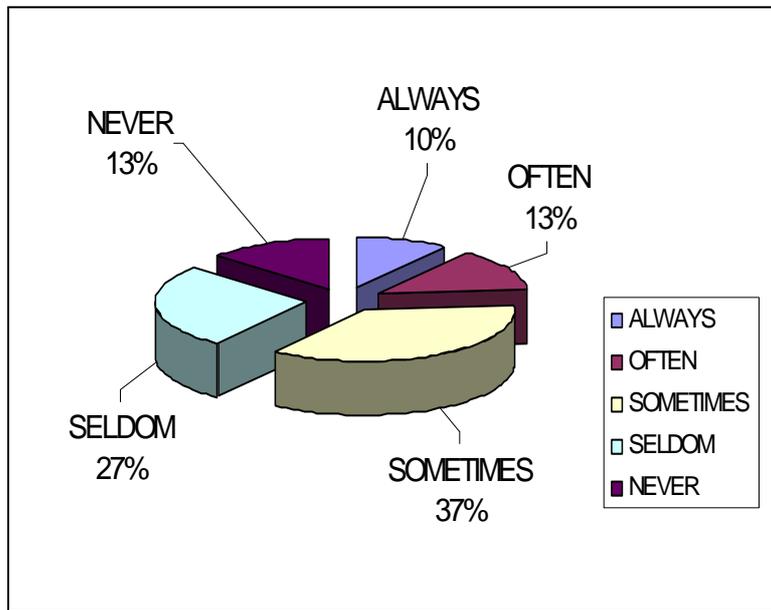


Figure 5.12: The percentages of students who have no confidence to socialize themselves using WH-question

Figure 5.12 shows the varieties answer among the respondents. 13% of the respondents stated always.13% of the respondents stated often. 37% stated sometimes. 27% stated seldom. 13% stated never. The conclusion is the majority of the students sometimes have no confidence to socialize themselves using WH-question.

**TABLE IV.13**

**The students are nervous to speak using WH-question in the class**

OPTION	ALTERNATIVE	F
--------	-------------	---

A	ALWAYS	5
B	OFTEN	13
C	SOMETIMES	6
D	SELDOM	2
E	NEVER	4
	TOTAL	30

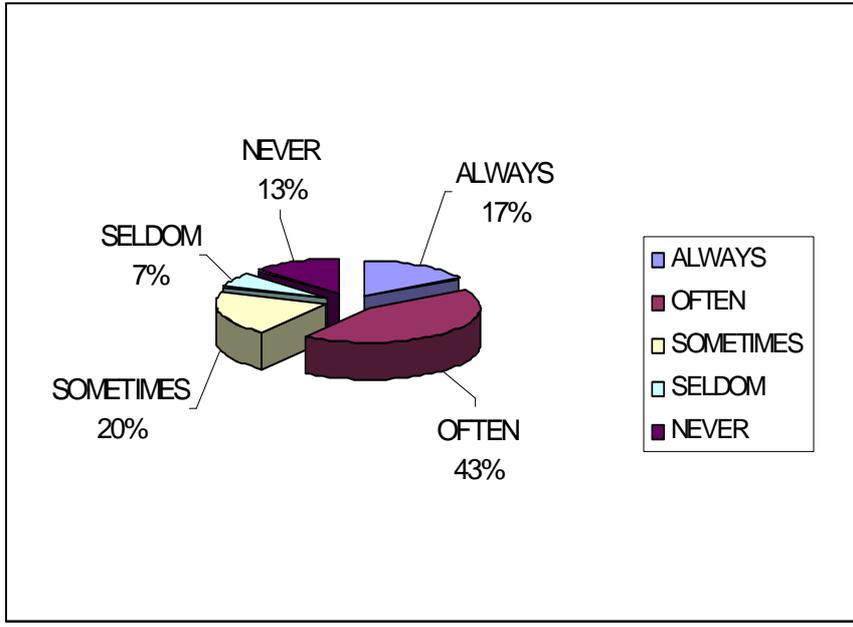


Figure 5.13: The percentages of the students are nervous to speak using WH-question in the class

Figure 5.13 shows the varieties answer among the respondents. 17% of the respondents stated always. 43% of the respondents stated often. 20% stated sometimes. 7% stated seldom. 13% stated never. The conclusion is the majority of the students are often nervous to speak using WH-question in the class.

**TABLE IV.14**

**The students have obstacles about pronunciation**

OPTION	ALTERNATIVE	F
A	ALWAYS	3

B	OFTEN	8
C	SOMETIMES	10
D	SELDOM	6
E	NEVER	3
	TOTAL	30

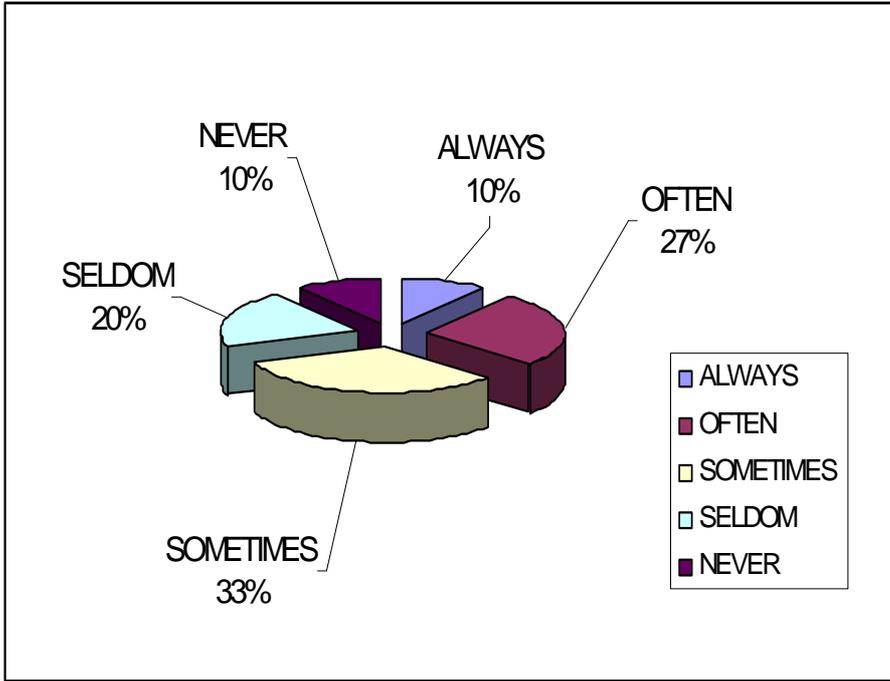


Figure 5.14: the percentages of students who have obstacles about pronunciation

Figure 5.14 shows the varieties answer among the respondents. 10% of the respondents stated always. 27% of the respondents stated often. 33% stated sometimes. 20% stated seldom. 10% stated never. The conclusion is the majority of the students sometimes have obstacles about pronunciation.

TABLE IV.15

The students are confident about their family background if want to begin speaking using

WH-question

OPTION	ALTERNATIVE	F
--------	-------------	---

A	ALWAYS	3
B	OFTEN	12
C	SOMETIMES	6
D	SELDOM	8
E	NEVER	1
	TOTAL	30

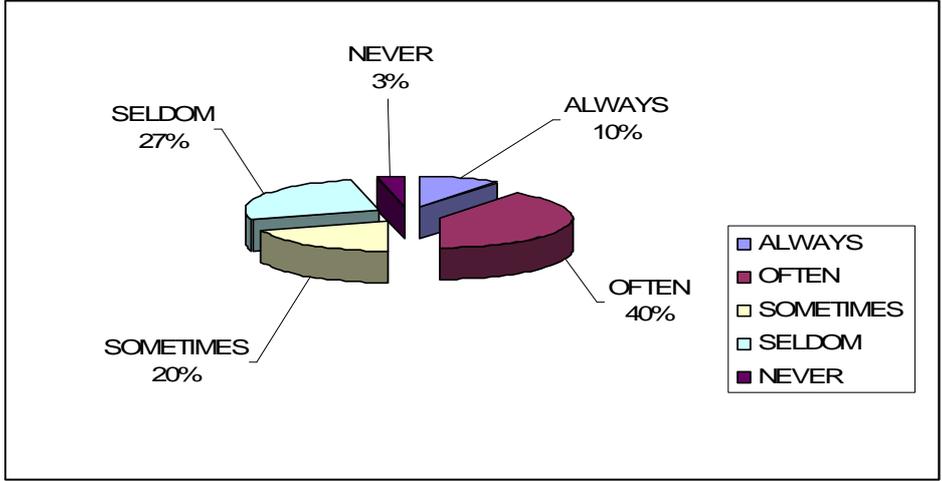


Figure 5.15: the percentages of students who are not confident about their family or the background if want to begin speaking using WH-question

Figure 5.15 shows the varieties answer among the respondents. 10% of the respondents stated always. 40% of the respondents stated often. 20% stated sometimes. 27% stated seldom. 3% stated never. The conclusion is the majority of the students often have not confident about their family or the background if want to begin speak using WH-question.

**TABLE IV.16**

**The students ask WH-questions to their friend whenever they don't understand what to do**

OPTION	ALTERNATIVE	F
A	ALWAYS	6
B	OFTEN	11

C	SOMETIMES	4
D	SELDOM	6
E	NEVER	3
	TOTAL	30

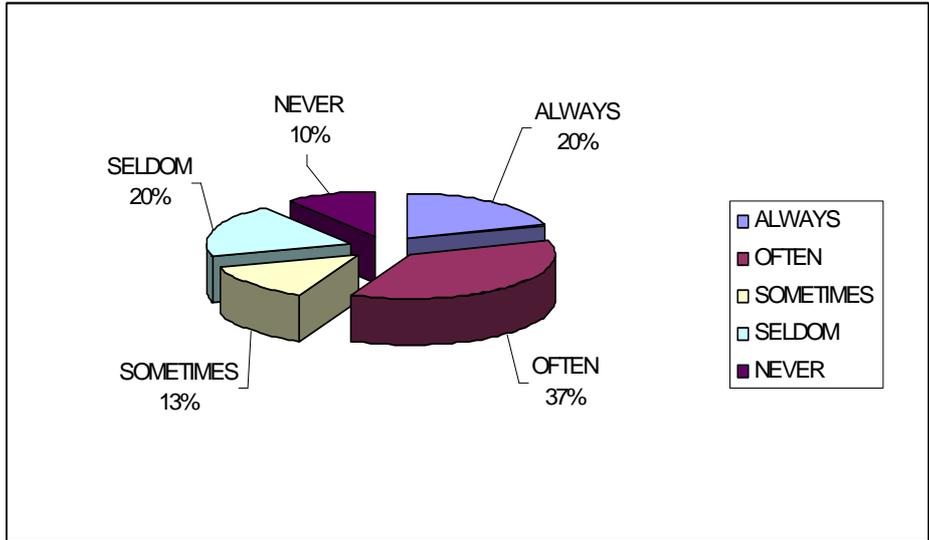


Figure 5.16: the percentages of the students who ask WH-questions to their friends whenever they don't understand what to do

Figure 5.16 shows the varieties answer among the respondents. 20% of the respondents stated always. 37% of the respondents stated often. 13% stated sometimes. 20% stated seldom. 10% stated never. The conclusion is the majority of the students often ask WH-questions to their friends whenever they don't understand what to do.

**TABLE IV.17**

**The students have obstacles to use various vocabularies**

OPTION	ALTERNATIVE	F
A	ALWAYS	4
B	OFTEN	5
C	SOMETIMES	6

D	SELDOM	10
E	NEVER	5
	TOTAL	30

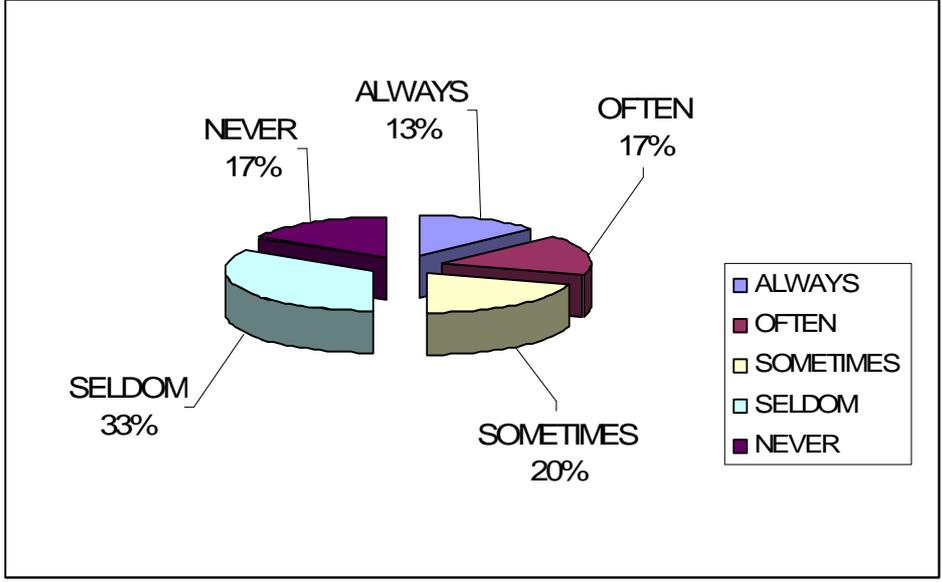


Figure 5.17: the percentages of the students who have obstacles to use various vocabularies

Figure 5.17 shows the varieties answer among the respondents. 13% of the respondents stated always. 17% of the respondents stated often. 20% stated sometimes. 33% stated seldom. 17% stated never. The conclusion is the majority of the students seldom have obstacles to use various vocabularies.

**TABLE IV.18**

**The students are not confident in conversation**

OPTION	ALTERNATIVE	F
A	ALWAYS	2
B	OFTEN	5
C	SOMETIMES	11
D	SELDOM	6
E	NEVER	6

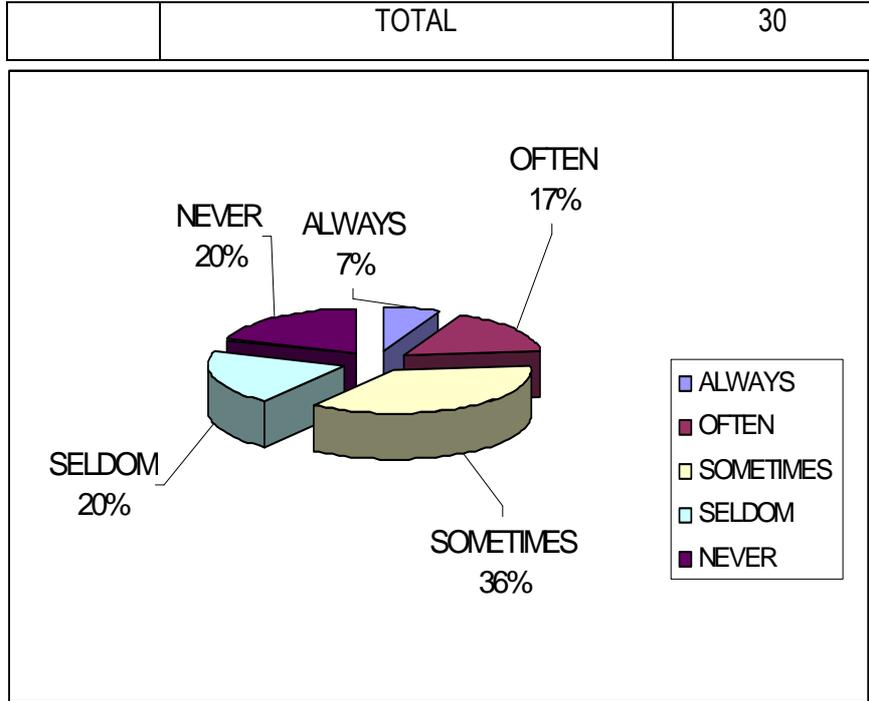


Figure 5.18: the percentages of students have not confident in conversation

The table above shows the varieties answers among the respondents. 7% of the respondents stated always. 17% of the respondents stated often. 36% stated sometimes. 20% stated seldom. 20% stated never. The conclusion is the majority of the students sometimes have no confidence in conversation.

**TABLE IV.19**

**The students have no confidence in making conversation**

OPTION	ALTERNATIVE	F
A	ALWAYS	2
B	OFTEN	5
C	SOMETIMES	11
D	SELDOM	6

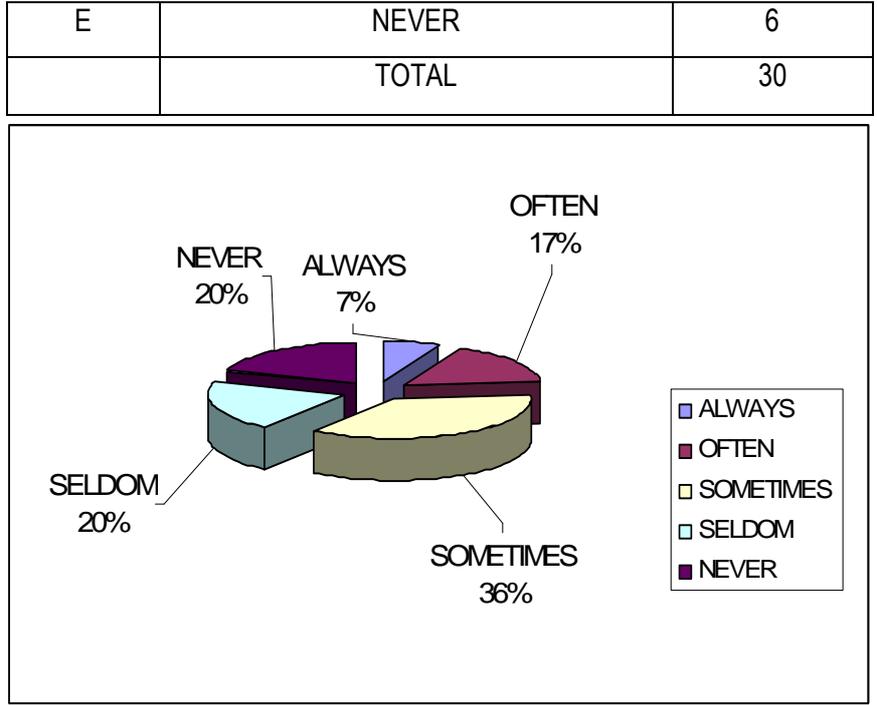


Figure 5.19: the percentages of students have not confidence in making conversation

The table above shows the varieties answers among the respondents. 7% of the respondents stated always. 17% of the respondents stated often. 36% stated sometimes. 20% stated seldom. 20% stated never. The conclusion is the majority of the students sometimes have no confidence in making conversation.

**TABLE IV.20**

**The students are afraid to answer and ask the teacher to explain again the topic of WH-question**

OPTION	ALTERNATIVE	F
A	ALWAYS	2
B	OFTEN	5

C	SOMETIMES	11
D	SELDOM	6
E	NEVER	6
	TOTAL	30

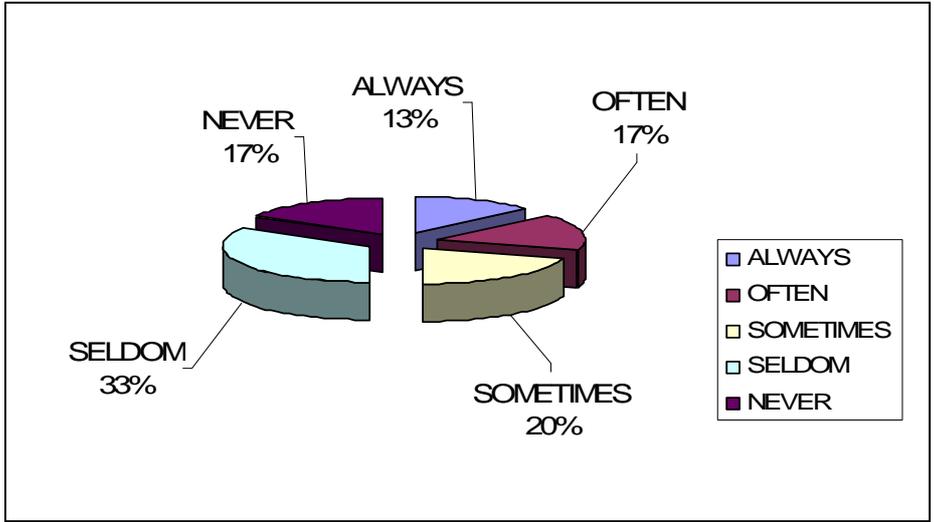


Figure 5.20: the percentages of students who are afraid to answer and make the teacher explain a gain in topic WH-question

Figure 5.20 shows the varieties answer among the respondents. 13% of the respondents stated always. 17% of the respondents stated often. 20% stated sometimes. 33% stated seldom. 17% stated never. The conclusion is the majority of the students are seldom afraid to answer and make the teacher explain again in topic WH-question.

### B. The Data Analysis

As stated previous chapter, this chapter is discussing about the data analysis. In this research descriptive quantitative method is used. The writer has presented the data gathered in the research. In this chapter, the writer will analyze them based on the last chapter.

TABLE IV.21

### The Computation of Students' Answers

Item	A			B			C			D			E			Mean
	F	%	S	F	%	S	F	%	S	F	%	S	F	%	S	
1	4	13	20	6	20	24	10	33	30	2	7	4	8	27	8	2.86
2	3	10	15	11	36	44	8	27	24	3	10	6	5	17	5	3.13
3	2	7	10	6	20	24	12	40	36	3	10	6	7	23	7	2.76
4	1	3	5	2	7	8	17	56	51	2	7	4	8	27	8	2.53
5	0	0	0	5	17	20	6	20	24	13	43	26	6	20	6	2.53
6	5	17	25	12	40	56	8	27	24	4	13	8	1	3	1	3.8
7	5	17	25	6	20	24	11	36	33	3	10	6	5	17	5	3.1
8	3	10	15	6	20	24	10	33	30	6	20	12	5	17	5	2.86
9	4	13	20	8	27	32	10	33	30	6	20	12	2	7	2	3.2
10	3	10	15	12	40	56	8	27	24	5	17	10	2	7	2	3.56
11	5	17	25	11	36	44	6	20	18	5	17	10	3	10	3	3.33
12	3	10	15	4	13	16	11	36	33	8	27	16	4	13	4	2.8
13	5	17	25	13	43	52	6	20	18	2	7	10	4	13	4	3.63
14	3	10	15	8	27	32	10	33	30	6	20	12	3	10	3	3.06
15	3	10	15	12	40	48	6	20	18	8	27	16	1	3	1	3.26
16	6	20	30	11	36	44	4	13	12	6	20	12	3	10	3	3.36
17	4	13	20	5	17	20	6	20	18	10	33	20	5	17	5	2.76
18	2	7	10	5	17	20	11	36	33	6	20	12	6	20	6	2.7
19	2	7	10	5	17	20	11	36	33	6	20	12	6	20	6	2.7
20	2	7	10	5	17	20	11	36	33	6	20	12	6	20	6	2.7
Amount	65	218	325	153	510	628	182	602	552	110	368	226	90	301	90	60.63
Mean	3.1	10.38	15.48	7.29	24.29	29.9	8.67	28.67	26.29	5.24	17.52	10.76	4.29	14.33	4.29	<b>2.76</b>

The table above shows the result of computation on the answers given by the respondents. The total mean score obtained is 2.76, which is categorized into **fair**. The highest score among the items of obstacle is 3.8. It is the item number 6 (The students are reluctant in expressing their ideas in conversation using WH-question). On the other hand, the lowest score among the items is 2.53. They are the items number 4 (The students worry in conversation class) and number 5 (The students are nervous in the examination using WH-question).

The obstacles encountered by the students in using WH-question in daily conversation are shown in the following table. They are listed based on the score gained and rank ordered to show the highest and the lowest.

**TABLE IV.22**

**The Obstacles Encountered by the Students in Using WH-Question in Daily Conversation**

Rank	Item no	Statements	Score
1	6	The students are reluctant to express ideas in conversation using WH-question	3.8
2	13	The students are nervous to speak using WH-question	3.63
3	10	The students are nervous to answer the question in using WH-question	3.56
4	16	The students are nervous to criticize the teacher	3.36
5	11	The students have lack of vocabularies	3.33
6	15	The students are not confident about their family or background to start speaking using WH-question	3.26
7	9	The students are nervous to make question in using WH-question	3.2
8	2	The students have obstacles in using grammatical structure of WH-question in daily conversation	3.13

9	7	The students worry to speak in front of audience	3.1
10	14	The students have obstacles in pronunciation	3.06
11	1	The students are nervous to answer question in using WH-question	2.86
12	8	The students get obstacles in doing conversation in the class	2.86
13	12	The students have no confidence to socialize themselves in using WH-question	2.8
14	3	The students get obstacles in asking the teacher in the class	2.76
15	17	The students have obstacles to use various vocabularies	2.76
16	18	The students are not confident in conversation	2.7
17	19	The students have no confidence to make conversation	2.7
18	20	The students are afraid to answer and ask the teacher to re-explain the topic of WH-question	2.7
19	4	The students worry in conversation class	2.53
20	5	The students are nervous in having examination about using WH-question in the class	2.53

The table above informs that the obstacle that mostly encountered by the students in using WH-question in daily conversation is about their reluctance to express ideas in conversation in using WH-question.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on the result of the data analysis, the conclusion can be drawn as the obstacles encountered by the second year students of MTs Bustanul Ulum in using WH-question in daily conversation are categorized as **FAIR**. The obstacle that mostly encountered by the students in using WH-question in daily conversation is about their reluctance to express ideas in conversation in using WH-question. Clearly, the obstacles are listed based on the rank below:

- The students are reluctant to express ideas in conversation using WH-question
- The students are nervous to speak using WH-question
- The students are nervous to answer the question in using WH-question
- The students are nervous to criticize the teacher
- The students have lack of vocabularies
- The students are not confident about their family or background to start speaking using WH—question
- The students are nervous to make question in using WH-question
- The students have obstacles in using grammatical structure of WH-question in daily conversation
- The students worry to speak in front of audience
- The students have obstacles in pronunciation
- The students are nervous to answer question in using WH-question
- The students get obstacles in doing conversation in the class
- The students have no confidence to socialize themselves in using WH-question
- The students get obstacles in asking the teacher in the class

- The students have obstacles to use various vocabularies
- The students are not confident in conversation
- The students have no confidence to make conversation
- The students are afraid to answer and ask the teacher to re-explain the topic of WH-question
- The students worry in conversation class
- The students are nervous in having examination about using WH-question in the class

### **A. Suggestion**

Based on the conclusions stated above, here the writer tries to give some suggestions, as follows:

#### **1) Suggestions for Teacher**

- a. The teachers are required to use WH-question in teaching and learning process to interact with the students.
- b. The teachers who are going to teach WH-question may need their fluency in English in order to make the class run smoothly and lively.
- c. The teachers should be creative in selecting the technique that can be used in teaching and learning process in order to get better interaction.
- d. A good technique will influence the students' interest in teaching and learning process.

#### **2) Suggestions for Students**

- a. The students should learn English seriously for all of languages skill.
- b. The students need to spend their separate time to using WH-question in daily conversation in teaching and learning process.

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