

# WH-QUESTIONS CONSTRUCTED BY THE STRUCTURE II STUDENTS OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

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## **Abstract.**

*A functional syllabus focuses on fluency which may lead to the less attention on grammatical rules. It accounts for grammar errors in producing sentences including in asking questions. This study explored Wh-question errors by using the Surface Strategy Taxonomy. The results show that the students' ability in constructing Wh-questions in Simple Present Tense, Simple Past Tense and Simple Future Tense was insufficient. The most frequent error in Simple Present Tense was the Wh word; the error consists of 96 errors in misformation; for the Simple Past Tense was verb, the errors consist of: 6 errors in omissions, 59 errors in addition, 64 errors in misformation and 3 errors in misordering, for the Simple Future Tense was the subject, the errors consists of: 6 errors in omission, 2 errors in misformation and 135 errors in misordering.*

**Keywords:** *wh-questions, ability, error*

## **Introduction**

English as an international language is used in many countries around the world, including Indonesia where English is a subject to be taught in formal education. Moreover, there are some education institutions or language courses that offer English programs. There are two kinds of syllabus, the structural syllabus that emphasizes grammar and the functional syllabus that focuses on language functions (Dobson, 1988, p. 33). The effectiveness of communication is more significant than grammatical correctness.

This may fail to present essential grammar adequately because there would be no basis for control, e.g., wh-questions which are significant in grammar may become barriers to clear communication (Kessler, 1984). In line with this problem, and realizing the importance of Wh-questions to be learned, this study analyzed wh-questions as constructed by the Structure II students of the English Department of Widya Mandala University Surabaya. They had learned about yes/no questions and how to construct Wh-questions in 3 basic simple tenses (Simple Present Tense, Simple Past Tense and Simple Future Tense). In this case, this study attempted at finding out about the students' ability in

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constructing WH-questions and the most frequent error which appeared in three simple tenses made by the Structure II students.

This study aimed at finding out the ability in constructing Wh-questions in three basic simple tenses: Simple Present Tense-Simple Past Tense-Simple Future Tense, and the most frequent error which appeared in the Structure II students' Wh-questions construction at the English Department of Widya Mandala University Surabaya.

## Research Method

Several aspects, which are closely related to the research methodology, are the major points of this chapter. They are the research design, the population and sample (the subject), the research instruments, the procedure of collecting data, and the data analysis technique.

This research is a qualitative-descriptive study of inductive data analysis. There was neither direct interaction with the subject s nor hypothesis testing.

The population included 23 students in the structure II Class II in the even semester of the academic year of 2010 of the English Department of Widya Mandala Catholic University Surabaya. Six of them students were the try out students and 15 students as the subjects of the study, 2 of them were absent when the test was administered.

## Findings and Discussions

This chapter is divided into two subchapters, the first subchapter is about the students' ability in constructing Wh-questions in three simple tenses and the second subchapter is about the most frequent errors in constructing Wh-questions in the three simple tenses.

### 1. Ability in Constructing Wh-questions

This subchapter presents the result about the students' ability in constructing Wh-questions in three simple tenses.

#### a. Simple Present Tense

The data of the students' ability in constructing Wh-questions in Simple Present Tense are given in the following table:

**Table**  
**The students' ability in Constructing Wh-questions in**  
**The Simple Present Tense**

ID	Simple Present Tense		
	Correct Number	Converted score	Description of the ability
1	20	66.67	Average
2	7	23.33	Insufficient
3	5	16.67	Insufficient
4	28	93.33	Excellent

5	22	73.33	Average
6	17	56.67	Average
7	12	40	Insufficient
8	16	53.33	Insufficient
9	16	53.33	Insufficient
10	6	20	Insufficient
11	24	80	Excellent

Here are the results of the Structure II students' ability in constructing Wh-questions in the Simple Present Tense: Three students were (20%), five students belong to the "Average" ability (33.33%), and seven students achieved "Insufficient" ability (46.67%). In general, they had insufficient ability in constructing wh-questions in the simple present tense.

#### **b. Simple Past Tense**

The data of the students' ability in constructing Wh-questions in the Simple Past Tense are given in the following table:

**Table**  
**The students' ability in Wh-questions in Simple Past Tense**

ID	Simple Past Tense		
	Correct Number	Converted score	Description of the ability
1	21	70	Average
2	5	16.67	Insufficient
3	0	0	Insufficient
4	25	83.33	Excellent
5	19	63.33	Average
6	16	53.33	Insufficient
7	10	33.33	Insufficient
8	22	73.33	Average
9	18	60	Average
10	5	16.67	Insufficient
11	21	70	Average
12	6	20	Insufficient

Here are the results of the Structure II students' ability in constructing Wh-questions in Simple Future Tense: two students achieved "Excellent" ability (13.33%), three students "Average" ability (20%), and ten students "Insufficient" ability (66.67%).

In general, they had insufficient ability in constructing wh-questions in the simple past tense.

### c. Simple Future Tense

The data of the students' ability in constructing Wh-questions in Simple Future Tense are given in the following table:

**Table**  
**The students' ability in Wh-questions in Simple Future Tense**

ID	Simple Future Tense		
	Correct Number	Converted score	Description of the ability
1	16	53.33	Insufficient
2	7	23.33	Insufficient
3	4	13.33	Insufficient
4	25	83.33	Excellent
5	8	26.67	Insufficient
6	19	63.33	Average
7	7	23.33	Insufficient
8	11	36.67	Insufficient
9	13	43.33	Insufficient
10	15	50	Insufficient
11	29	96.67	Excellent
12	13	43.33	Insufficient
13	16	53.33	Insufficient

Here are the results of the Structure II students' ability in constructing Wh-questions in the Simple Future Tense: two students achieved "Excellent" ability (13.33%), three students "Average" ability (20%), and ten students achieve "Insufficient" ability (66.67%).

In general, the Structure II students' ability in constructing Wh-questions in Simple Future Tense was insufficient.

## 2. Frequency of Error

This subchapter presents the result about the most frequent errors in constructing Wh-questions in three simple tenses.

### a. Simple Present Tense

The data of the errors in constructing Wh-questions in Simple Present Tense are given in the following table:

**Table**  
**The Frequency of Wh-word Errors in Simple Present Tense**

Simple Present Tense – Wh-word			
Omission	Addition	Misformation	Misordering
-	-	55	-

The table shows the frequency of auxiliary Verb Errors in Simple Present Tense. The errors are in the form of omission (54 errors), addition (9 errors), misformation (19 errors) and misordering (1 error). The total of the errors are 83.

An error in Auxiliary Verb omission is:

1. The problem: *The city museums close at 5 o'clock in the evening.*  
The student wrote: *When \_\_\_\_\_ the museums usually close?*  
The correct answer: *When do the museums usually close?*

An error in Auxiliary Verb addition is:

2. The problem: *The time for doing this test is 2 hours.*  
The student wrote: *How long does the time for doing this test is?*  
The correct answer: *How long is the time for doing this test?*

An error in Auxiliary Verb misformation is:

3. The question: *Michael usually likes to study at night.*  
The student wrote: *When did Michael usually like to study?*  
The correct answer: *When does Michael usually like to study?*

An error in Auxiliary Verb misordering is:

4. The question: *She usually feeds her brother's pets twice a day.*  
The student wrote: *Whose does pets she usually feed twice a day?*  
The correct answer: *Whose pets does she usually feed twice a day?*

**Table**  
**The Frequency of Verb Errors in Simple Present Tense**

Simple Present Tense – Verb			
Omission	Addition	Misformation	Misordering
11	51	9	4

The table shows the frequency of Subject Errors in Simple Present Tense. The errors are in the form of omission (6 errors) and misordering (28 errors). There is no error in addition and misformation. The total of the errors are 34.

One of the errors categorized as Subject omission found in the students' work is:

5. The question: *It is about 793 km from Surabaya to Jakarta.*  
The student wrote: *How far is \_\_\_\_\_ from Surabaya to Jakarta?*  
The correct answer: *How far is it from Surabaya to Jakarta?*

An error in subject misordering is:

6. The question: *Lisa shares her serious problems to me.*  
The student wrote: *To whom Lisa does share her serious problems?*  
The correct answer: *To whom does Lisa share her serious problems?*

**Table**  
**The Frequency of Object Errors in Simple Present Tense**

Simple Present Tense - Object			
Omission	Addition	Misformation	Misordering
24	-	-	-

The table shows the frequency of Object Errors in Simple Present Tense. The errors are in the form of omission (24 errors). There is no error in addition, misformation and misordering.

An error in object omission is:

7. The question: *Susanne likes tea better than coffee.*

The student wrote: *Which one does Susanne like better?*

The correct answer: *Which one does Susanne like better? Tea or Coffee?*

**Table**  
**The Frequency of Adverb Errors in Simple Present Tense**

Simple Present Tense - Adverb			
Omission	Addition	Misformation	Misordering
3	-	-	4

An error in adverb omission is:

8. The question: *Linda goes to school by bus everyday.*

The student wrote: *How does Linda go to school \_\_\_\_\_?*

The correct answer: *How does Linda go to school everyday?*

An error in adverb misordering is:

9. The question: *He usually eats in the restaurant on the weekend.*

The student wrote: *Where does on the weekend he usually eat?*

The correct answer: *Where does he usually eat on the weekend?*

**Table**  
**The Frequency of 'Other' Errors in Simple Present Tense**

Number	Simple Present Tense – Others	
	Additional unnecessary words	Blank
Subtotal	26	5
Total	33	

The table shows the frequency of Other Errors in Simple Present Tense. The errors are in the form of additional unnecessary words (26 errors) and blank (5 errors). The total of the errors are 33.

An error in unnecessary word found is:

10. The question: *He doesn't like to eat spicy food.*

The student wrote: *What kind of foods that doesn't he like to eat?*

The correct answer: *What kind of foods doesn't he like to eat?*

The result of the most frequent errors in constructing Wh-questions in Simple Present Tense is Wh-word. There are 96 errors occurrences; it consists of 96 errors in misformation. The students seem to get confused to choose the correct wh-word in constructing Wh-questions; it might be caused of the language transfer. The students tend to transfer/translate directly from their native language to the target language. Besides, perhaps the students did not get enough exercises or they actually didn't really understand about it, did not pay attention when the lecturer explained to them, also they did not want or shy to ask.

#### b. Simple Past Tense

The data of the errors in constructing Wh-questions in Simple Past Tense are given in the following table:

**Table**  
**The Frequency of Wh-word Errors in Simple Past Tense**

Number	Simple Past Tense - Wh word			
	Omission	Addition	Misformation	Misordering
Subtotal	1	-	85	-
Total	86			

The table shows the frequency of Wh-word Errors in Simple Past Tense. The errors are in the form of omission (1 error) and misformation (85 errors). There is no error in addition and misordering. The total of the errors are 86.

One of the error example categorized as Wh-word omission found in the students' work is:

11. The question: *Last Tuesday John went from London to Madrid by plane.*

The student wrote: *Last Tuesday John went from London to Madrid with?*

The correct answer: *How did last Tuesday John go from London to Madrid?*

An error in wh-word misformation is:

12. The question: *Rebecca gave this flower to Mr.Daniel.*

The student wrote: *Who did Rebecca give this flower to?*

The correct answer: *To whom did Rebecca give this flower?*

**Table**  
**The Frequency of Auxiliary Verb Errors in Simple Past Tense**

Number	Simple Past Tense – Auxiliary Verb			
	Omission	Addition	Misformation	Misordering
1	56	9	39	1

The table shows the frequency of Auxiliary Verb Errors in Simple Past Tense. The errors are in the form of omission (56 errors), addition (9

errors), misformation (39 errors) and misordering (1 error). The total of the errors are 105.

An error in Auxiliary Verb omission is:

13. The question: *That car smashed Renita's house last night.*

The student wrote: *Whose house \_\_\_\_ that car smash last night?*

The correct answer: *Whose house did that car smash last night?*

An error in Auxiliary Verb addition is:

14. The question: *Katie and her friend saw Chika in town few days ago.*

The student wrote: *Who did saw Chika in town few days ago?*

The correct answer: *Who saw Chika in town few days ago?*

An error in Auxiliary Verb misformation is:

15. The question: *Rebecca gave this flower to Mr. Daniel.*

The student wrote: *To whom does Rebecca give this flower?*

The correct answer: *To whom did Rebecca give this flower?*

One of the errors categorized as Auxiliary Verb misordering is:

16. The question: *Caroline used to be a kindergarten teacher when she was.*

The student wrote: *What did teacher Caroline use to be when she was?*

The correct answer: *What kind of teacher did Caroline use to be when she was?*

**Table**  
**The Frequency of Verb Errors in Simple Past Tense**

Number	Simple Past Tense – Verb			
	Omission	Addition	Misformation	Misordering
Subtotal	6	59	64	3
Total	131			

The table shows the frequency of Verb Errors in Simple Past Tense. The errors are in the form of omission (6 errors), addition (59 errors), misformation (64 errors) and misordering (3 errors). The total of the errors are 131.

An error in Verb omission is:

17. The question: *My house was 5 kilometers from the train station.*

The student wrote: *How far \_\_\_\_ your house from the train station?*

The correct answer: *How far was your house from the train station?*

An error in Verb addition found is:

18. The question: *Kate borrowed Johnny's book yesterday.*

The student wrote: *Whose book did Kate borrowed yesterday?*

The correct answer: *Whose book did Kate borrow yesterday?*



An error in Verb misformation is:

19. The question: *I bought a new car three days ago.*

The student wrote: *What did you bought three days ago?*

The correct answer: *What did you buy three days ago?*

One of the errors categorized as Verb misordering is:

20. The question: *Kate borrowed Johnny's book yesterday.*

The student wrote: *Whose book did borrow Kate yesterday?*

The correct answer: *Whose book did Kate borrow yesterday?*

**Table**  
**The Frequency of Subject Errors in Simple Past Tense**

Number	Simple Past Tense – Subject			
	Omission	Addition	Misformation	Misordering
Subtotal	4	-	4	19
Total	27			

The table shows the frequency of Subject Errors in Simple Past Tense. The errors are in the form of omission (4 errors), misformation (4 errors) and misordering (19 errors). There is no error in addition. The total of the errors are 27.

One of the errors categorized as Subject omission is:

21. The question: *That car smashed Renita's house last night.*

The student wrote: *Whose house did \_\_\_\_ car smash last night?*

The correct answer: *Whose house did that car smash last night?*

One of the errors categorized as Subject misformation is:

22. The question: *In our last study tour, we went to Bali for a week.*

The student wrote: *How long did you go to Bali in your last study tour?*

The correct answer: *How long did we/they go to Bali in our/their last study tour?*

One of the errors categorized as Subject misordering is:

23. The question: *George wasn't at work last week because he was ill.*

The student wrote: *Why George wasn't at work last week?*

The correct answer: *Why wasn't George at work last week?*

**Table**  
**The Frequency of Object Errors in Simple Past Tense**

Number	Simple Past Tense – Object			
	Omission	Addition	Misformation	Misordering
Subtotal	19	-	-	4
Total	23			

The table shows the frequency of Object Errors in Simple Past Tense. The errors are in the form of omission (19 errors), and misordering (4 errors). There is no error in addition and misformation.

The total of the errors are 23.

One the errors categorized as Object omission is:

24. The question: *They liked blue better than black.*

The student wrote: *Which one did they like better?*

The correct answer: *Which one did they like better? Blue or black?*

One of the errors categorized as Object misordering is:

25. The question: *Rebecca gave this flower to Mr. Daniel.*

The student wrote: *To whom did this flower Rebecca give?*

The correct answer: *To whom did Rebecca give this flower?*

**Table**  
**The Frequency of Adverb Errors in Simple Past Tense**

Number	Simple Past Tense - Adverb			
	Omission	Addition	Misformation	Misordering
Subtotal	2	-	-	4
Total	6			

The table shows the frequency of Adverb Errors in Simple Past Tense. The errors are in the form of omission (2 errors), and misordering (4 errors). There is no error in addition and misformation. The total of the errors are 6.

An error in Adverb omission is:

26. The question: *In our last study tour, we went to Bali for a week.*

The student wrote: *How long did we go to Bali?*

The correct answer: *How long did we go to Bali in our last study tour?*

**Table**  
**The Frequency of 'Other' Errors in Simple Past Tense**

Number	Simple Past Tense – Others	
	Additional unnecessary words	Blank
Subtotal	30	11
Total	39	

The table shows the frequency of Other Errors in Simple Past Tense. The errors are in the form of Additional unnecessary words (30 errors) and blank (11 errors). The total of the errors are 39. An example of errors in Additional unnecessary word is:

27. The question: *Yesterday wasn't a public holiday so the shops opened.*

The student wrote: *Why did the shops open yesterday?*

The correct answer: *Why did the shops open?*

The result shows that the most frequent error in constructing Wh-questions in Simple Past Tense is the verb form. There are 131 errors that consist of: 6 errors in omissions, 59 errors in addition, 64 errors in misformation and 3 errors in misordering. Some students omit the verb, some students forget to change the verb into the verb 1 form after add “auxiliary verb”. If the question asks for the subject of the statement, the

verb form is the same as the one in the statement. Those kinds of errors might be caused of the language transfer. Language transfer happens especially when the system of native language is different from the target language; the students adopt the rule of their native language and apply them to the target language. Besides, perhaps the students did not get enough exercises about it or they did not really understand and pay attention when the lecturer explained to them, also they did not want or shy to ask.

### 3. Simple Future Tense

The data of the errors in constructing Wh-questions in Simple Future Tense are given in the following table:

**Table**  
**The Frequency of Wh-word Errors in Simple Future Tense**

Number	Simple Future Tense - Wh word			
	Omission	Addition	Misformation	Misordering
Subtotal	-	-	110	-
Total	110			

The table shows t the frequency of Wh-word Errors in Simple Future Tense. The errors are in the form of misformation (110 errors). There is no error in omission, addition and misordering. The total of the errors is 110.

An error in Wh-word misformation is:

28. The question: *It will take an hour to go to the Jakarta from Surabaya by plane.*

The student wrote: *How many hours will it take to go to the Jakarta from Surabaya by plane?*

The correct answer: *How long will it take to go to the Jakarta from Surabaya by plane?*

**Table**  
**The Frequency of Auxiliary Verb Errors in Simple Future Tense**

Number	Simple Future Tense – Auxiliary Verb			
	Omission	Addition	Misformation	Misordering
Subtotal	2	51	8	5
Total	66			

The table shows the frequency of Auxiliary Verb Errors in Simple Future Tense. The errors are in the form of omission (2 errors), addition (51 errors) misformation (8 errors) and misordering (5 errors). The total of the errors is 66.

An error in auxiliary verb omission is:

29. The question: *Magdalena will walk 10 meters to go to the bus station over there.*

The student wrote: *How far \_\_\_\_ Magdalena walk to go to the bus station over there?*

The correct answer: *How far will Magdalena walk to go to the bus station over there?*

An example of errors in verb addition is:

30. The question: *Tomorrow they will be in Amsterdam.*

The student wrote: *Where are will they be tomorrow?*

The correct answer: *Where will they be tomorrow?*

An example of errors in verb misordering is:

31. The question: *One apple a day will keep the doctors away.*

The student wrote: *How many will apple a day keep the doctors away?*

The correct answer: *How many apple a day will keep the doctors away?*

**Table**  
**The Frequency of Verb Errors in Simple Future Tense**

Number	Simple Future Tense - Verb			
	Omission	Addition	Misformation	Misordering
subtotal	2	-	1	10
Total	13			

The table shows the frequency of Verb Errors in Simple Future Tense. The errors are in the form of omission (2 errors), misformation (1 error) and misordering (10 errors). There is no error in addition. The total of the errors is 13.

An example of errors in verb omission is:

32. The question: *Magdalena will walk 10 meters to go to the bus station over there..*

The student wrote: *How far will Magdalena \_\_\_\_ to go to the bus station over there?*

The correct answer: *How far will Magdalena walk to go to the bus station over there?*

An error in verb misformation is:

33. The question: *We will go out this evening.*

The student wrote: *Who will be going out this evening?*

The correct answer: *Who will go out this evening?*

An error in verb misordering is:

34. The question: *At 10 o'clock tomorrow, Claire will be at work.*

The student wrote: *Where will be Claire at 10 o'clock tomorrow?*

The correct answer: *Where will Claire be at 10 o'clock tomorrow?*

**Table**  
**The Frequency of Subject Errors in Simple Future Tense**

Number	Simple Future Tense - Subject			
	Omission	Addition	Misformation	Misordering
Subtotal	6	-	2	135
Total	143			

The table shows the frequency of Subject Errors in Simple Future Tense. The errors are in the form of omission (6 errors), misformation (2 errors) and misordering (135 errors). There is no error in addition. The total of the errors is 143.

An example of errors in subject omission is:

35. The question: *It will take an hour to go to the Jakarta from Surabaya by plane.*

The student wrote: *How long will \_\_\_\_ take to go to the Jakarta from Surabaya by plane?*

The correct answer: *How long will it take to go to the Jakarta from Surabaya by plane?*

One of the errors in subject misformation is:

36. The question: *We are going to give a PDA cell phone for her present.*

The student wrote: *What kind of cell phone are you going to give for her present?*

The correct answer: *What kind of cell phone are we/they going to give for her present?*

An example of subject misordering is:

37. The question: *Laura will keep her unhealthy body away from Nonce around 1 meter.*

The student wrote: *How far Laura will keep her unhealthy body away from Nonce?*

The correct answer: *How far will Laura keep her unhealthy body away from Nonce?*

**Table**  
**The Frequency of Object Errors in Simple Future Tense**

Number	Simple Future Tense – Object			
	Omission	Addition	Misformation	Misordering
Subtotal	1	1	1	2
Total	5			

The table shows the frequency of Object Errors in Simple Future Tense. The errors are in the form of omission (1 error), addition (1 error), misformation (1 error) and misordering (2 errors). The total of the errors are 5.

One of the errors in omission is:

38. The question: *Tomorrow I will take Singapore Airlines.*

The student wrote: *Which \_\_\_\_\_ will you take tomorrow?*

The correct answer: *Which Airlines will you take tomorrow?*

An example of object addition is:

39. The question: *Lisa and her husband are going to be parents.*

The student wrote: *What are Lisa and her husband going to be parents?*

The correct answer: *What are Lisa and her husband going to be?*

One of the errors in object misformation is:

40. The question: *Grandma is going to take these medicines three times a day.*

The student wrote: *How often is grandma going to take this medicine?*

The correct answer: *How often is grandma going to take these medicines?*

An example of errors in object misordering is:

41. The question: *One apple a day will keep the doctors away.*

The student wrote: *How many apple a day will the doctors keep away?*

The correct answer: *How many apple a day will keep the doctors away?*

**Table**  
**The Frequency of Adverb Errors in Simple Future Tense**

Number	Simple Future Tense - Adverb			
	Omission	Addition	Misformation	Misordering
Subtotal	5	-	-	3
Total	8			

The table shows the frequency of Adverb Errors in Simple Future Tense. The errors are in the form of omission (5 errors) and misordering (3 errors). There is no error is addition and misformation. The total of the errors is 8.

An example of adverb omission is:

42. The question: *My mom and I are going to the church two hours later.*

The student wrote: *When are you and your mom going \_\_\_\_\_?*

The correct answer: *When are you and your mom going to the church?*

One of the errors in adverb misordering is:

43. The question: *It will take an hour to go to Jakarta from Surabaya by plane.*

The student wrote: *How long to go to Jakarta from Surabaya will it take by plane?*

The correct answer: *How long will it take to go to Jakarta from Surabaya by plane?*

**Table**  
**The Frequency of ‘Other’ Errors in Simple Future Tense**

Number	Simple Future Tense – Others	
	Additional unnecessary words	Blank
Subtotal	5	11
Total	16	

An error in additional unnecessary word is:

44. The question: *You will pass this exam by studying hard.*

The student wrote: *How can you will pas this exam?*

The correct answer: *How will you pass this exam?*

The table shows the frequency of Other Errors in Simple Future Tense. The errors are in the form of additional unnecessary words (5 errors) and blank (11 errors). The total of the errors are 16. An example of errors in additional unnecessary words is:

45. The question: *You will pass this exam by studying hard.*

The student wrote: *How can you will pas this exam?*

The correct answer: *How will you pass this exam?*

The result shows that the most frequent error in constructing Wh- uestions in Simple Future Tense is the Subject. There are 143 errors (6 errors in omission, 2 errors in misinformation and 135 errors in misordering). Some students omitted the subject, some students misformed the subject and some students misordered the subject. The students were not aware of the order of the words in constructing wh-questions especially in placing the subject, possibly because the students who tended to transfer/translate directly from their native language to the target language and used the wrong strategies of second language communication and learning. Besides, perhaps the students did not get enough exercises or they did not understand and did not pay attention when the lecturer explained the materials and they were shy to ask.

## Conclusions

There two conclusions. The first is about the students’ ability in constructing Wh-questions in three simple tenses. From the written test in the form of conversion type, In Simple Present Tense, seven students) with insufficient ability dominated and the percentage is 46.67%; it can be concluded that the Structure II students’ ability in constructing Wh-questions in Simple Present Tense is insufficient. In Simple Past Tense, seven students with insufficient ability dominated and the percentage is 46.67 %; it can be concluded that the Structure II students’ ability in constructing Wh-questions in Simple Past Tense is insufficient. In Simple Future Tense, ten students with insufficient ability dominated and the percentage is 66.67%; it can be concluded that the Structure II students’ ability in constructing Wh-questions in Simple Past Tense is insufficient.

The Second conclusion is about the most frequent error in three simple tenses in Wh-questions construction. From the written test in the form of conversion type, In Simple Present Tense, the most frequent kind of error is Wh-word (96 occurrences); it consists of: 96 errors in misformation. It can be concluded that the most frequent kind of error in Simple Present Tense is the Wh-word. In Simple Past Tense, the most frequent kind of error is verb (131 errors occurrence); it consists of: 6 errors in omissions, 59 errors in addition, 64 errors in misformation and 3 errors in misordering, it can be concluded that the most frequent kind of error in Simple Past Tense is Verb. In Simple Future Tense, the most frequent kind of error is subject (143 errors occurrence); it consists of: 6 errors in omission, 2 errors in misformation and 135 errors in misordering, it can be concluded that the most frequent kind of error in Simple Future Tense is the Subject.

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