CHAPTER IV

ANALYSIS OF DATA

4.0 INTRODUCTION

This chapter deals with the data obtained for the purposes of this study. The data will be reported and analyzed accordingly. The analysis will be divided into the following sections:

Section A: The Analysis of the data from the questionnaire.
Section B: The Analysis of the data from the test.

4.1 The Questionnaire

The questionnaire consists of 27 questions and it consists of three parts:

Part I: Language Proficiency
Part II: English Language usage at home
Part III: English Language usage in school
4.1.1 Part I: Language Proficiency

This part requires students to provide information on their English Language proficiency, how much of their school work is in English, how often they use English question words and how they, as students of an Arabic school, perceive their English Language proficiency in the following language skills:

(a) Listening
(b) Speaking
(c) Reading and
(d) Writing

Below is the analysis of data obtained from this part.

Q. 1. How would you describe your English proficiency in the four language skills?

Table 1 below is the summary of the data obtained from question 1 that requires students to state their English Language proficiency in the four skills.
Table 1

Students Perceived Proficiency in Listening, Speaking, Reading and Writing

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Weak</th>
<th>Very Weak</th>
<th>Total Student</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Listening</td>
<td>6 (7.5%)</td>
<td>52 (65%)</td>
<td>22 (27.5%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>(b) Speaking</td>
<td>0 (0%)</td>
<td>2 (2.5%)</td>
<td>55 (68.75%)</td>
<td>23 (28.75%)</td>
<td>0 (0%)</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>(c) Reading</td>
<td>7 (8.75%)</td>
<td>45 (56.25%)</td>
<td>28 (35%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>(d) Writing</td>
<td>0 (0%)</td>
<td>12 (15%)</td>
<td>45 (56.25%)</td>
<td>22 (27.5%)</td>
<td>1 (1.25%)</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 1 above, 6 students or 7.5% perceived themselves as being very good in listening and 7 students or 8.75% in reading. In addition 52 students or 65% perceived themselves as being good in listening, 45 students or 56.25% in reading. 55 students or 68.75% claimed that they are ‘average’ in speaking and 45 students or 56.25% in writing.

None claimed as being weak in listening and reading, but 23 students or 28.75% perceived themselves as being very weak in speaking and 22 students or 27.5% weak in writing. Almost nobody perceived as being very weak in any of the four skills except for 1 student or 1.25% who perceived herself as being very weak in writing.
In summary, they perceived themselves as being good listeners and readers with average proficiency in speaking and writing. None stated that they are very good in speaking and writing, and that neither are they weak in speaking and listening.

Q. 2 How much of your discussion with your peers in subjects other than English subject is done in English?

Table 2

Percentage of English Used in Discussion With Peers

<table>
<thead>
<tr>
<th>0 – 24%</th>
<th>25 – 49%</th>
<th>50 – 75%</th>
<th>75% or More</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>31</td>
<td>30</td>
<td>-</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 2 above shows that the highest percentage of students who held discussion with their peers in English is between 25% - 49%. This involves 31 students or 38.75%. The second is between 50% - 75% involving 30 students or 37.5%, and between 0% - 24%, involving 19 students or 23.75% who discuss with their peers in English. None of the students claim to hold discussion with their peers in English for 75% or more of the time. Therefore, it can be seen that 61 out of 80 students use English between 25% – 75% in their discussion time.

Q. 3 How do you, as an Arabic school student, describe the importance of English in the following skills?
Table 3 below is the summary of data obtained from question 3 that requires students to state the importance of English in the four skills namely listening, speaking, reading and writing.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Most Important</th>
<th>Important</th>
<th>Some Importance</th>
<th>Little Importance</th>
<th>Not Important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Listening</td>
<td>20 (25%)</td>
<td>55 (68.75%)</td>
<td>5 (6.25%)</td>
<td>-</td>
<td>-</td>
<td>80</td>
</tr>
<tr>
<td>(b) Speaking</td>
<td>32 (40%)</td>
<td>37 (46.25%)</td>
<td>8 (10%)</td>
<td>3 (3.75%)</td>
<td>-</td>
<td>80</td>
</tr>
<tr>
<td>(c) Reading</td>
<td>27 (33.75%)</td>
<td>51 (63.75%)</td>
<td>2 (2.5%)</td>
<td>-</td>
<td>-</td>
<td>80</td>
</tr>
<tr>
<td>(d) Writing</td>
<td>25 (31.25%)</td>
<td>44 (55%)</td>
<td>11 (13.75%)</td>
<td>-</td>
<td>-</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 3 above shows that among the four English Language skills in the 'most important' category, 'speaking' has the highest percentage with 32 students or 40%, second is 'reading' with 27 students or 33.75%, third is 'writing' with 25 students or 31.25% and the least is 'listening' with 20 students or 25%.

In analysing the two 'important' categories i.e. 'most important' and 'important,' 'reading' has the highest number with 78 students or 97.5% indicating that it is either the 'most important' or an 'important' skill. Second is 'listening' with 75 students or 93.75% indicating that it
is either 'most important' or 'important'. Meanwhile equal number of students that is 69 students or 86.25% indicate that speaking and writing skills are either most important or important.

In the 'some importance' category, 11 students or 13.75% claim that 'writing' has some importance, 8 students or 10% consider 'speaking' as having 'some importance', 5 students or 6.25% perceived 'listening' as having some importance, and 2 students or 2.5% claimed that 'reading' has some importance. None of them considered the four skills as having 'little importance', except 3 students or 3.75% who considered 'speaking' as being of little importance.

In summary, the data above shows that none of the four language skills is considered by the students as not important and that both listening and reading are important skills to them.

4.1.2 Part II: English Usage At Home

This part of the questionnaire attempts to assess the frequency of English Language usage at home in activities like watching English programme, reading English newspaper, writing the diary in English and other relevant activities that would enhance the learning of the subject.
Q. 1 How often do you use English at home?

Table 4

Frequency of English Usage At Home

<table>
<thead>
<tr>
<th>No. of students</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>-</td>
<td>7</td>
<td>52</td>
<td>14</td>
<td>7</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 4 above shows that out of the total 80 students, none of them claimed to have ‘always’ used English at home. 7 students (8.75%) claimed to ‘often’ use English at home, 52 students (65%) ‘sometimes’ use English at home, 14 students (17.5%) ‘rarely’ and 7 students (8.75%) claimed they ‘never’ use English at home.

Q. 2(a) How often do you use English with your mother, father, sister, brother, aunt, uncle, neighbour, friends and visitors?
### Table 5

**Frequency of English Usage With The Following People**

<table>
<thead>
<tr>
<th>People</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Father</td>
<td>-</td>
<td>1 (1.25%)</td>
<td>10 (12.5%)</td>
<td>13 (16.25%)</td>
<td>56 (70%)</td>
<td>80</td>
</tr>
<tr>
<td>(b) Mother</td>
<td>-</td>
<td>1 (1.25%)</td>
<td>13 (16.25%)</td>
<td>15 (18.75%)</td>
<td>51 (63.75%)</td>
<td>80</td>
</tr>
<tr>
<td>(c) Sister</td>
<td>1 (1.25%)</td>
<td>11 (13.75%)</td>
<td>27 (33.75%)</td>
<td>25 (31.25%)</td>
<td>16 (20%)</td>
<td>80</td>
</tr>
<tr>
<td>(d) Brother</td>
<td>-</td>
<td>8 (10%)</td>
<td>25 (31.25%)</td>
<td>22 (27.5%)</td>
<td>25 (31.25%)</td>
<td>80</td>
</tr>
<tr>
<td>(e) Uncle</td>
<td>-</td>
<td>4 (5%)</td>
<td>8 (10%)</td>
<td>17 (21.25%)</td>
<td>51 (63.75%)</td>
<td>80</td>
</tr>
<tr>
<td>(f) Aunt</td>
<td>-</td>
<td>6 (7.5%)</td>
<td>6 (7.5%)</td>
<td>17 (21.25%)</td>
<td>51 (63.75%)</td>
<td>80</td>
</tr>
<tr>
<td>(g) Neighbour</td>
<td>-</td>
<td>1 (1.25%)</td>
<td>13 (16.25%)</td>
<td>13 (16.25%)</td>
<td>53 (66.25%)</td>
<td>80</td>
</tr>
<tr>
<td>(h) Friends</td>
<td>7 (8.75%)</td>
<td>17 (21.25%)</td>
<td>36 (45%)</td>
<td>15 (18.75%)</td>
<td>5 (6.25%)</td>
<td>80</td>
</tr>
<tr>
<td>(i) Visitors</td>
<td>1 (1.25%)</td>
<td>1 (1.25%)</td>
<td>13 (16.25%)</td>
<td>22 (27.5%)</td>
<td>43 (53.75%)</td>
<td>80</td>
</tr>
</tbody>
</table>

The frequency of using English with the people listed in Table 5 above shows that out of the 80 students, none of them claimed to be always using English with their father, mother, uncle, aunt and neighbour. Only 2 students or 2.5% who always use English with her sister and visitor, while 7 students or 8.75% always use English with their friends.
The number of students who often use English with the various people listed is low. Only 17 students or 21.25% often use English with friends, 11 students or 13.75% of them use English with their sisters, 8 students or 10% with their brothers, 6 students or 7.5% use English with their aunts, 4 students or 5% with their uncles while only one student or 1.25% use English with their father, mother, neighbour and visitor.

It is found that the number of students who 'sometimes' use English with the various people is low too. The data shows that 36 students or 45% of them sometimes use English with their friends, 27 students or 33.75% with their sisters, 25 students or 31.25% with their brothers, and 13 students or 16.25% with their mothers, neighbours and visitors. Therefore, the percentage of students using English with each category of people does not exceed 50%.

The percentage of students who 'rarely' use English is below 50% in all the categories of the people listed. The highest is only 25 students or 27.5% using English with their brothers and visitors respectively.

Out of the five categories of frequency, 'never' constituted the highest number of students. 56 students or 70% never use English
with their fathers and 53 students or 66.25% never use English with their neighbours.

51 students or 63.75% never use English with their mothers, uncles and aunts. 43 students or 53.75% never use English with their visitors, 25 students or 31.25% never use English with their brothers, and 16 students or 20% never use English with their sisters. The least number of students who 'never' use English is 5 students or 6.25% who never use English with their friends.

In summary, it is found that more than half of them 'never' use English with their parents, uncles, aunts and neighbours. The lowest number of students who use English among the various categories is 7 students or (8.75%) who always use English with their friends, and 1 student or (1.25%) with their sisters and visitors respectively.

The second lowest is 'often', with 17 students (21.25%) who often use English with their friends, 11 students (13.75%) with their sisters, 8 students (10%) with their brothers, 6 students (7.5%) with their aunts, 4 students (5%) with their uncles, and 1 student (1.25%) with their fathers, mothers, neighbours and visitors respectively.

Q. 2(b) If never specify the reasons
(a) They don’t understand English at all.
(b) They understand but cannot reply in English.
(c) Seldom meet.
(d) I don’t have confidence using English with them.

Table 6 below is the data given by the students from question 2(b), that requires students to state why they ‘never’ use English with the people listed in question 2(a); father, mother, sister, brother, uncle, aunt, neighbour, friend and visitor.

<table>
<thead>
<tr>
<th>The Reasons</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) They do not understand English at all</td>
<td>38</td>
</tr>
<tr>
<td>(b) They understand English but cannot reply in the language</td>
<td>5</td>
</tr>
<tr>
<td>(c) Seldom meet</td>
<td>2</td>
</tr>
<tr>
<td>(d) I don’t have confidence using English with them</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>

It is noted that 74 students or 92.5% who claimed that they do not or ‘never’ communicate in English with the people listed is mainly due to the ‘inability’ of the people i.e. father, mother, sister, brother etc. to understand English. For example, 38 students or 51.35% (38/74 x
100) said that the persons listed do not understand English at all. 29 students or 39% stated that since they have no confidence in using English they therefore do not use English with the people concerned.

Q. 3(a) How often do you ask for help from the following people to improve your English?

Question 3(a) above is specifically focusing only on 2 categories of people i.e. elder sisters and brothers. This question requires students to state their frequency in getting assistance from them in order to improve their English.

Table 7 below shows the frequency of students seeking help from their elder sisters and elder brothers.

<table>
<thead>
<tr>
<th>People</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Elder sister</td>
<td>2</td>
<td>11</td>
<td>24</td>
<td>18</td>
<td>25</td>
<td>80</td>
</tr>
<tr>
<td>(b) Elder brother</td>
<td>2</td>
<td>11</td>
<td>19</td>
<td>19</td>
<td>29</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 7 above shows a very low percentage of students i.e. 2 students or 2.5% who 'always' ask for help from their elder sisters and brothers as compared to 25 students or 31% who have never asked
help from their elder sisters, and 29 students or 36% who have never asked help from their elder brothers.

Table 8 below is the data obtained from Question 3(b), that requires students to specify the reasons for 'never' asking help to improve their English from their elder sisters and brothers.

Table 8

The Reasons for Never Asking Help From the People Listed

<table>
<thead>
<tr>
<th>People</th>
<th>They don't know English at all</th>
<th>They know little English</th>
<th>They are busy with their activities</th>
<th>No sister</th>
<th>No brother</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elder sister</td>
<td>2</td>
<td>16</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>2. Elder brother</td>
<td>3</td>
<td>17</td>
<td>5</td>
<td>-</td>
<td>4</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 8 above identifies the persons from whom the students obtain assistance to improve their English, that is their elder sisters and elder brothers.

However, it is found that their elder sisters and brothers do not have enough knowledge of English, for instance, 16 students or 20% and 17 students or 21.25% do not ask help from either their elder sisters and elder brothers because they themselves are in no position to help improve the English of their younger sisters as they know only little English.
Q. 4(a) How often do you do the following activities?

Table 9 below shows the frequency of involvement students have in the various activities i.e. listening to English radio programmes, watching English TV programmes, watching English video and movies, reading English newspaper/magazines, reading English story books and novels and writing their diaries in English in order to improve their English.

Table 9
Frequency of Students Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Listen to English radio programmes</td>
<td>13</td>
<td>9</td>
<td>36</td>
<td>20</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>(b) Watch English TV programmes</td>
<td>19</td>
<td>27</td>
<td>20</td>
<td>14</td>
<td>-</td>
<td>80</td>
</tr>
<tr>
<td>(c) Watch English video and movies</td>
<td>12</td>
<td>15</td>
<td>22</td>
<td>14</td>
<td>17</td>
<td>80</td>
</tr>
<tr>
<td>(d) Read English newspapers/magazines</td>
<td>4</td>
<td>5</td>
<td>27</td>
<td>41</td>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>(d) Read English storybook, novels</td>
<td>1</td>
<td>8</td>
<td>30</td>
<td>30</td>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>(e) Write diaries in English</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>39</td>
<td>31</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>66</td>
<td>142</td>
<td>158</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

The number of students who 'always' do the activities listed in Table 9 is very small. For instance, 19 students or 23.75% who 'always' watch English TV programmes, 13 students or 16.25% who
'always' listen to English radio programmes and only 12 students or 15% who 'always' watch English video and movies.

With regard to 'often', it is found that the highest number of student who often watch English TV programmes is 27 or 33.75%. In addition, it is found that the highest number of student who 'sometimes' listen to English radio programmes is 36 students or 45%. With regard to 'rarely,' the highest number who rarely read English newspapers is 41 or 51.25%.

In summary, out of the various frequencies, the students either 'sometimes' or 'rarely' did the listed activities that involved using English.

Q 4(b) If never, specify the reasons

(a) I cannot understand/read English.

(b) Not interested in the movies, programme.

(c) Stories are not in line with our culture.

(d) Busy revising.

Table 10 below is the summary of the data obtained from Question 4(b) that requires students to state the reasons why they have 'never' done the activities listed.
<table>
<thead>
<tr>
<th>Activities (4a)</th>
<th>Reasons (4b)</th>
<th>No. of student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen to English Radio programmes</td>
<td>(a) I cannot understand/read English</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(b) Not interested in the movies/ programmes</td>
<td>1</td>
</tr>
<tr>
<td>2. Watch English TV programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Watch English video and movies</td>
<td>(a) I cannot understand/read English</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(b) Not interested in the movies/ programmes</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(c) Busy revising</td>
<td>2</td>
</tr>
<tr>
<td>4. Read English newspapers, magazines</td>
<td>(a) Busy revising</td>
<td>3</td>
</tr>
<tr>
<td>5. Read English story books, novels</td>
<td>(a) I cannot understand/read English</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(b) Stories are not in line with our culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(c) Busy revising</td>
<td>3</td>
</tr>
</tbody>
</table>

The data in Table 10 above shows that 33 students or 41.25% who have never done the activities listed in Q 4(a), with the exception of activity (2); watching English TV programmes, as no one claimed to have never watch English TV programmes, and activity (f); writing the diary in English, as it is dealt separately in 4(c) (Table 11).

The general reasons for not doing those activities are (a) "I cannot understand/read English". (b) Busy revising.
Q. 4(c) Specify the reasons for not writing your diary in English

(i) Difficult to form sentences.

(ii) Afraid of making grammatical mistakes.

(iii) Cannot express fully and have limited vocabulary.

There are 31 students or 38% who do not write diaries in English. The reasons for not writing diaries in English vary. Table 11 below states the reasons students do not write diaries in English.

**Table 11**

**The Reasons for Not Writing Diaries in English**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reasons</th>
<th>No. of student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing diaries in English</td>
<td>(a) Difficult to form sentences</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(b) Afraid of making grammatical mistakes</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(c) Cannot express fully and have limited vocabulary</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

It is found that there are 14 students who cannot express themselves well in English due to limited vocabulary in English. This resulted in them not writing their diaries in English. 13 students state that they found difficulty in forming sentences using English that discouraged them from using English when writing in their diaries. 4
students state that they are afraid of making mistakes that resulted in them not writing their diaries in English.

Q. 5 How often do you do the following activities during the free time?

(i) Watch TV.
(ii) Read Malay newspaper.
(iii) Play with friends.
(iv) Look after younger siblings.
(v) Gardening
(vi) Read English newspaper.

Question 5 above is aimed at eliciting information about students commitment in devoting their time to improve English on their own initiative such as reading English newspaper (item f) above, during their free time.

Table 12 below is the summary of data from question 5, that requires students to state their activity during their free time.
Table 12

Breakdown of Students Free-Time Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Watch TV</td>
<td>36</td>
<td>25</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>(b) Read Malay newspaper</td>
<td>28</td>
<td>25</td>
<td>20</td>
<td>5</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>(c) Play with friends</td>
<td>3</td>
<td>14</td>
<td>22</td>
<td>30</td>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>(c) Look after younger siblings</td>
<td>5</td>
<td>8</td>
<td>26</td>
<td>27</td>
<td>14</td>
<td>80</td>
</tr>
<tr>
<td>(d) Gardening</td>
<td>5</td>
<td>4</td>
<td>24</td>
<td>31</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>(e) Read English Newspaper</td>
<td>5</td>
<td>-</td>
<td>23</td>
<td>43</td>
<td>9</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 12 above shows that more students spend their free time at home watching TV and reading newspaper, where 36 students or 45% who 'always' watch TV and 28 students or 35% read Malay newspaper. However, only 5 students or 6.25% read English newspaper.

25 students or 31.25% 'often' watch TV, and read Malay newspaper respectively. However, no student often reads English newspaper. 26 students or 32.5% 'sometimes' look after their younger siblings. 43 students or 53.5% 'rarely' read English newspaper and 16 students or 20% 'never' do gardening. Therefore, it can be concluded that students did not have much initiative to improve their English.
4.1.3 Part III: English Usage At School

This part of the questionnaire attempts to gather information on the students' attitude towards English usage at school such as how often they use English with their teachers, classmates, office staff and friends.

Q. 1(a) How often do you use English with the following people

(i) Teachers.
(ii) Classmates.
(iii) Office staff.
(iv) School friends.

Table 13 below is the summary of data from question 1(a), that requires students to state their frequency in using English with their teachers, classmates, office staff and school friends.
### Table 13

**Frequency of English Usage At School**

<table>
<thead>
<tr>
<th>People</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>1. Teachers</td>
<td>10</td>
<td>14</td>
<td>25</td>
<td>29</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>(12.5%)</td>
<td>(17.5%)</td>
<td>(31.25%)</td>
<td>(36.25%)</td>
<td>(2.5%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>2. Classmates</td>
<td>5</td>
<td>20</td>
<td>26</td>
<td>22</td>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>(6.25%)</td>
<td>(25%)</td>
<td>(32.5%)</td>
<td>(27.5%)</td>
<td>(8.75%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>3. Office staff</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>71</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(5%)</td>
<td>(6.25%)</td>
<td>(88.75%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>4. School friends</td>
<td>3</td>
<td>3</td>
<td>29</td>
<td>34</td>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>(3.75%)</td>
<td>(3.75%)</td>
<td>(36.25%)</td>
<td>(42.5%)</td>
<td>(13.75%)</td>
<td>(100%)</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>37</td>
<td>84</td>
<td>90</td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

The data in Table 13 shows that 29 students or 36.25% ‘rarely’ use English with their teachers, and 34 students or 42.5% ‘rarely’ use English with their school friends. 26 students or 32.5% ‘sometimes’ use English with their classmates, and 71 students or 88.75% ‘never’ use English with the office staff. Therefore, it can be seen that the students ‘sometimes’, ‘rarely’ or ‘never’ use English with the people concerned at school.

Q. 1(b) If never, indicate the reasons:

(i) I am shy and lack confidence in using English.

(ii) They don’t speak English at all.

(iii) They speak little English and cannot reply in the language.
The breakdown of reasons why some of the students 'never' use English with the people concerned are listed in Table 14 below:

### Table 14

**The Reasons for 'Never' Using English With the Following People**

<table>
<thead>
<tr>
<th>People</th>
<th>No. of students who never use English</th>
<th>The reasons</th>
<th>Total no. of students who never use English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers</td>
<td>2</td>
<td>(i) I am shy and lack confidence in using English</td>
<td>2</td>
</tr>
<tr>
<td>2. Classmates</td>
<td>2</td>
<td>(i) I am shy and lack confidence in using English</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>(ii) They don't speak English at all</td>
<td></td>
</tr>
<tr>
<td>3. Office staff</td>
<td>24</td>
<td>(i) I am shy and lack confidence in using English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>(ii) They don't speak English at all</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>(iii) They speak little English and cannot reply in the language</td>
<td></td>
</tr>
<tr>
<td>4. School friends</td>
<td>1</td>
<td>(ii) They don't speak English at all</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>(iii) They speak little English and cannot reply in the language</td>
<td></td>
</tr>
</tbody>
</table>

It is found that the main reason why a great number of students who never use English with office staff is due to the latters' 'cold' attitude towards English. For instance, 42 students or 59.15% out of 71 total number of students who never use English with office staff, claim that it is because the office staff do not use English at all.
24 students or 33.8% never use English with the office staff because they are shy and lack confidence in using English. A common reason why they never use English with their classmate, office staff and school friends is because they do not speak English at all.

8 students or 10% never use English with school friends because they speak little English and cannot reply in the language, and 1 student or 1.25% do not speak English at all. 5 students or 6.25% never speak English with their classmates because they do not speak English at all, and 2 students or 2.5% are shy and lack confidence in using English with them.

Meanwhile, 2 students or 2.5% never use English with their teachers because they are shy and lack confidence in using English with them. This shows that the students have little opportunity to use English in their school environment.

Q. 1(c) For what purpose do you have to use English with them?
Table 15 below shows the data obtained from question 1(c), that requires students to state the purpose of using English with the people listed in Table 14 above.

Table 15
The Purpose of Using English

<table>
<thead>
<tr>
<th>To make introduction</th>
<th>To give information</th>
<th>To receive information</th>
<th>To socialise</th>
<th>To discuss studies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>9+ (11.25%)</td>
<td>10 (12.5%)</td>
<td>29 (36.25%)</td>
<td>32 (40%)</td>
<td>80</td>
</tr>
</tbody>
</table>

The data shows that 32 students or 40% use English ‘to discuss studies’, 29 students or 36.25% ‘to socialise’, 10 students or 12.5% ‘to receive information’, 9 students or 11.25% ‘to give information’. It is also found that none of the 80 students use English ‘to make introduction’. Therefore, these students use English for academic reasons.

Q. 2(a) Can you understand the teaching of English by your English teacher?

Table 16 below is the data obtained from question 2(a), that requires students to state whether they could understand the teaching of their English teacher.
Table 16

Responses To Understanding English Teaching

<table>
<thead>
<tr>
<th>No. of Student</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 (100%)</td>
<td>32  (40%)</td>
<td>-</td>
<td>48 (60%)</td>
<td>80 (100%)</td>
</tr>
</tbody>
</table>

The data in Table 16 indicates that only 32 students or 40% understand the teaching of English by their English teacher and 48 students or 60% sometimes understand what their teacher is teaching. Therefore, it can be said that more than half of the students do not fully understand the teaching of English in the classroom.

Q. 2(b) If you don't understand, what do you do?

The students' degree of understanding of the teaching of English in the class varies from one individual to another and therefore they adopt different strategies in facing the situation.

Table 17 below shows the breakdown of students' responses to question 2(b), that requires student to state what they do, if they don't understand the teaching of their English teacher.
Table 17

Actions Taken When Unable to Understand English Lessons

<table>
<thead>
<tr>
<th>No. of student</th>
<th>Keep quiet</th>
<th>Focus on other thing</th>
<th>Ask teacher to explain in class</th>
<th>Ask teacher to explain after class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>8</td>
<td>44</td>
<td>8</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

The table above shows that there are students who adopt an indifferent attitude when they cannot understand the English lesson. It is found that 20 students or 25%, just keep quiet when they do not understand the teacher. This 'silent' attitude is damaging particularly for weak students as they will never improve their English by doing so.

However, 44 students or 55% are more positive as they would ask the teacher to explain whenever they are in doubt, and another 8 students or 10% would ask their teacher after class. 8 students or 10% would rather focus on other activities while the English teacher is teaching.

Q. 3(a) Does your English teacher use only English while teaching?

Table 18 below shows the data obtained from question 3(a), that requires students to state whether the English teacher uses only English while teaching.
Table 18

Students' Responses On Whether Teacher Uses Only English

<table>
<thead>
<tr>
<th>No. of student</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>73</td>
<td>5</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>(91.25%)</td>
<td>(6.25%)</td>
<td>(2.5%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 18 above shows that 73 students or 91.25% acknowledge that the teacher uses only English while teaching the language, and 5 or 6.25% say that it happens 'sometimes', while 2 students say that their teachers do not use English all the time when teaching English.

Therefore, it can be said that the English teachers use only English in class in accordance with the needs of the English learners when teaching English to them.

Q. 4 Does your English teacher always asks questions in English?

Table 19 below shows the breakdown of data obtained from question 4, that requires students to state whether their English teacher asks questions in English.
Table 19
A Summary of Data on Whether English Teacher Asks Question in English

<table>
<thead>
<tr>
<th>No. of student</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>71 (88.75%)</td>
<td>9 (11.25%)</td>
<td>-</td>
<td>80</td>
</tr>
</tbody>
</table>

The data from Table 19 above clearly shows that the English teacher uses English when asking questions, i.e. 71 students or 88.75% responded 'Yes' to the question, 9 students or 11.25% said their English teacher "sometimes" asks questions in English.

Q. 5 Does your English teacher translate the questions into Bahasa Melayu?

Table 20 below is a summary of data obtained from question 5, that requires students to state whether their English teacher translates the questions into Bahasa Melayu (BM).

Table 20
Students' Responses On Whether the Teacher Translate Questions Into Bahasa Malaysia

<table>
<thead>
<tr>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 (16.25%)</td>
<td>67 (83.75%)</td>
<td>-</td>
<td>80</td>
</tr>
</tbody>
</table>
The data above shows that the English teacher does not usually translate the questions asked into Bahasa Melayu (BM), unless it is necessary, for instance, 67 students or 83.75% responded that 'sometimes' teacher translates questions into BM, against 13 students or 16.25% who said that the teacher translates question into BM.

Q. 6(a) Do you always ask questions in English?

Table 21 below is the data obtained from the students about question 6(a) that requires students to state whether they ask questions in English.

**Table 21**

Frequency of Students Asking Questions in English

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>57</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td>(%)</td>
<td>(10%)</td>
<td>(71.25%)</td>
<td>(18.75%)</td>
<td></td>
</tr>
</tbody>
</table>

It is found that there are very few students who ask questions in English, for instance, 8 students or 10% use English to ask questions, 57 students or 71.25% 'sometimes' use English and 15 students or 18.75% do not use English at all to ask questions. It simply means that those 15 students who never ask questions in English may have used BM all the time when asking questions.
The percentage of students who do not ask questions in English is small, i.e. 15 students or 18.75%. Therefore, it indicates that the majority of students sometimes ask questions in English, and we can deduce that they ask their teachers these questions since it is found that they use English more with their teachers.

Q. 6(b) If no, indicate the reasons

Table 22 is the summary of the data obtained from question 6(b), that requires students to state the reasons they do not ask questions in English.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to form questions</td>
<td>3</td>
</tr>
<tr>
<td>Shy and better to keep quiet</td>
<td>10</td>
</tr>
<tr>
<td>Negative attitude of fellow students</td>
<td>2</td>
</tr>
</tbody>
</table>

3 students or 3.75% indicate that they are unable to ask question in English because they cannot form questions in English. 10 students or 12.5% do not ask questions in English because they are shy and therefore they feel it is better to keep quiet. 2 students or 2.5% do not ask questions in English because of the negative attitude
of fellow students. It probably means that whenever a weak student tries to ask a question in English, she is teased and gets ill remarks from her fellow students. Such a remark and without encouragement for her effort, hampers the student’s interest to ask questions in English.

Q. 7 Can you ask questions in English using ‘wh’ words?

Table 23 below is the summary of data obtained from question 7, showing the number of students who perceive that they are unable to ask questions using the ‘wh’ words.

**Table 23**

**Number of Students Who Cannot Ask Questions Using the Various ‘wh’ Words**

<table>
<thead>
<tr>
<th>‘wh’ words</th>
<th>No. of student</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What</td>
<td>1</td>
<td>1.25</td>
<td>1</td>
</tr>
<tr>
<td>(b) When</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(c) Why</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(d) Who</td>
<td>5</td>
<td>6.25</td>
<td>5</td>
</tr>
<tr>
<td>(e) Whom</td>
<td>39</td>
<td>48.75</td>
<td>39</td>
</tr>
<tr>
<td>(f) Where</td>
<td>1</td>
<td>1.25</td>
<td>1</td>
</tr>
<tr>
<td>(g) How</td>
<td>7</td>
<td>8.75</td>
<td>7</td>
</tr>
<tr>
<td>(h) Whose</td>
<td>27</td>
<td>33.75</td>
<td>27</td>
</tr>
<tr>
<td>(i) Which</td>
<td>10</td>
<td>12.75</td>
<td>10</td>
</tr>
</tbody>
</table>
The most difficult word for the students is 'whom', 39 students or 48.75% have difficulty with the word, followed by 27 students or 33.75% who have problems in forming questions with 'whose'.

10 students or 12.5% find difficulty in forming questions with 'which' while 7 students or 8.75% find difficulty in forming questions with 'how'. Students face least difficulty with 'what' and 'where'. Only 1 student or 1.25% each of the 80 total number of students who perceive that they cannot ask question using 'what' and 'where'. Meanwhile, all the 80 total number of students perceive that they can ask question using 'when' and 'why'.

Q. 8 How do you respond when your teacher asks questions in English?

Table 24 below is the summary of data obtained from question 8, that requires students to state their responses when their English teacher asks them questions in English.

<p>| Table 24 |
|------------------|----------------|----------------|----------------|----------------|----------------|
| Students’ Responses When Teacher Asks Questions In English |</p>
<table>
<thead>
<tr>
<th>Immediately</th>
<th>Slowly (need time)</th>
<th>Keep quiet</th>
<th>Refer to friend for help</th>
<th>Inform teacher that you do not understand</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>51</td>
<td>3</td>
<td>20</td>
<td>6</td>
<td>80</td>
</tr>
</tbody>
</table>
Table 24 above shows that none of the students are able to respond 'immediately' when the teacher asks them questions in English. However, 51 students need time to slowly answer the question and 20 students or 25% of them will seek their friends help in answering the question. 6 students or 75% will inform the teacher if they do not understand what the teacher asks them in English and 3 students or 3.75% will simply keep quiet.

Q. 9 What is your reaction when somebody speaks English with you?

Table 25 below is the summary of data obtained from question 9, that requires students to state their reaction when somebody speaks English with them.

**Table 25**

Students Reaction When Somebody Speaks English With Them

<table>
<thead>
<tr>
<th>Do not mind</th>
<th>Negative attitude towards the person using English</th>
<th>Feel encouraged to use English</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>-</td>
<td>59</td>
<td>80</td>
</tr>
</tbody>
</table>

From the data above, it shows that the majority of the students have a positive attitude towards people who speak in English with them, with 59 students or 63.75% saying that they 'feel encouraged when someone speaks English' with them. 21 students or 26.25%
confirm that they 'do not mind' if somebody speaks English with them, and none of the 80 total number of students responds negatively or dislikes the person for using English with them.

Therefore, it can be said that the students' attitude towards English language is generally positive, but what discourages them from using English as the language of communication with others could probably be their lack of competence in the language.

SECTION B

4.2 The Results Of The Test

The test consists of four sections:

1. Section A: Form 'wh' question from the constituent underlined.
2. Section B: Form Yes/No question using verbs 'to be'.
3. Section C: Form Yes/No question using auxiliary verbs have, has, had and 'modals' can, will.
4. Section D: Form Yes/No question using 'do' verbs.

4.2.1 Categorization Of Errors

(a) Section A: Form 'wh' question from the constituent underlined.
A student's answer in the test is categorized as an incorrect answer if the incorrect 'wh' question word is used for the constituent being questioned and that the word has not been fronted.

(b) Section B: Form Yes/No question using verbs to-be

A student's answer in the test is categorized as an incorrect answer if the incorrect 'verb to-be' word is used, and the question word has not been fronted.

(c) Section C: Form Yes/No question using auxiliary verbs 'have' and 'modals'

A student's answer in the test is categorized as an incorrect answer if the incorrect auxiliary is used as the question word and that the word has not been moved to the front of the question.

(d) Section D: Form Yes/No question using 'do' verbs

A student answer in the test is categorized as an incorrect answer, if the incorrect 'do' verb is used as the question word and that it is not placed in the initial position of the question.
4.3 Percentage Of Errors

Table 26 shows the percentage of errors made by the students in the test. The test consists of four sections:

Section A: Forming 'wh' question from the words underlined.

Section B: Forming Yes/No question using verbs to be.

Section C: Forming Yes/No question using the auxiliary verbs 'have' and 'modals'.

Section D: Forming Yes/No question from 'do' verbs.

<table>
<thead>
<tr>
<th>Type of question</th>
<th>No. of student who made errors and percentage</th>
<th>No. of student with 100% correct answer and percentage</th>
<th>Total no. of student and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Form 'wh' question from the words underlined</td>
<td>38 (47.5%)</td>
<td>42 (52.5%)</td>
<td>80 (100%)</td>
</tr>
<tr>
<td>2. Form Yes/No question using verbs to-be</td>
<td>52 (65%)</td>
<td>28 (35%)</td>
<td>80 (100%)</td>
</tr>
<tr>
<td>3. Form Yes/No question using auxiliary verbs 'have' and 'modals'</td>
<td>78 (97.5%)</td>
<td>2 (2.5%)</td>
<td>80 (100%)</td>
</tr>
<tr>
<td>4. Form Yes/No question using 'do' verbs</td>
<td>77 (96.25%)</td>
<td>3 (3.75%)</td>
<td>80 (100%)</td>
</tr>
</tbody>
</table>

It is found that the overall results of the test on the 4 types of questions listed reveals that the students have great difficulties in using
auxiliary verbs 'have', 'do' and 'modals' as question words. 78 students or 97.5% have errors in using verbs 'have' and 'modals', 77 students or 96.25% have errors in using 'do' verbs as question words.

In forming yes-no questions using verbs to-be, 52 students or 65% make errors. The students face the least difficulty in forming wh questions where only 38 students or 47.5% of them make errors. In other words, students have the most difficulty in forming yes-no questions using auxiliary verbs 'have' and 'modals', and the least difficulty is forming wh questions from the words underlined.

The breakdown of the errors for each type of question will be discussed separately. This is followed by the discussion of the error. Examples of errors obtained from students' test will also be included.

Table 27 shows the distribution of errors in using wh words; 'whose', 'which', 'when', 'where', 'who', 'whom', 'how', 'why', when formulating questions. However, it can be seen that with regard to the two words; 'when' and 'why', there is a 100% correct in the usage of these words as question words.

'What' was not included in the list of wh words given because the researcher found through his observation that most students have
the tendency to use 'what' in most of their questions. The exclusion of 'what' would therefore overcome the situation and students are made to actually think of the appropriate question word rather taking the easy way out by using 'what' in all instances when forming questions.

Table 27

Frequency Of Errors In Using 'wh' Words

<table>
<thead>
<tr>
<th>The words</th>
<th>No. of students who made the errors</th>
<th>%</th>
<th>No. of students with correct usage</th>
<th>%</th>
<th>Total no. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whose</td>
<td>5</td>
<td>6.25</td>
<td>75</td>
<td>93.75</td>
<td>80</td>
</tr>
<tr>
<td>2. Which</td>
<td>20</td>
<td>25</td>
<td>60</td>
<td>75.00</td>
<td>80</td>
</tr>
<tr>
<td>3. When</td>
<td>-</td>
<td>-</td>
<td>80</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>4. Where</td>
<td>3</td>
<td>3.75</td>
<td>77</td>
<td>96.25</td>
<td>80</td>
</tr>
<tr>
<td>5. Who</td>
<td>4</td>
<td>5.00</td>
<td>76</td>
<td>95.00</td>
<td>80</td>
</tr>
<tr>
<td>6. Whom</td>
<td>23</td>
<td>28.75</td>
<td>57</td>
<td>71.25</td>
<td>80</td>
</tr>
<tr>
<td>7. How</td>
<td>6</td>
<td>7.5</td>
<td>74</td>
<td>92.05</td>
<td>80</td>
</tr>
<tr>
<td>8. Why</td>
<td>-</td>
<td>-</td>
<td>80</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

From the data above, it is found that the majority of the students is able to use the 'wh' question words as the percentage of using them correctly is above 50% in all categories of the words. For example, with 'when' and 'why' students scored a 100% correct, with 'where' 77 students or 96.25% using it correctly, with 'who' 76 students or 95%, with 'whose' 75 students or 93.75%, 'how', 74 students or 92.5%, 'which', 60 students or 75%, and 'whom', 57 students or 71.25% using it correctly.
4.3.1 Analysis Of Errors In Using 'wh' word 'Whose' As A Question Word

Q. 1  Given statement:  Mary's cat was found in the drain.
Sample answer:  Whose cat was found in the drain?
Forming the question: In forming the question, the students have to use the 'wh' word 'whose' to show possessive in place of the underlined constituent (Mary's). Then they have to 'front' the selected question word.

Table 28 below shows 5 students who made various errors which will be categorized into types A and B with regard to the use of 'wh' question word 'whose'. The answer script numbers are provided for reference.

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: &quot;Where&quot; instead of &quot;whose&quot;</td>
<td>4</td>
<td>16, 23, 63, 66</td>
<td>80</td>
</tr>
<tr>
<td>B: &quot;Who&quot; instead of &quot;whose&quot;</td>
<td>1</td>
<td>67</td>
<td>20</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>5</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

From the data in Table 28, it can be seen that there are two types of errors made by the students when forming question using 'wh' word 'whose'. They are:
1. Type A: The error for using 'where' instead of 'whose'.

2. Type B: The error for using 'who' instead of 'whose'.

In both types, the students were able to put their question words in the subject position. In other words wh fronting has taken place. However, they made errors in selecting the correct question word. This is classified as a lexical error. From the data, it is found that students have the tendency to use 'where' more than 'who' as the incorrect lexical item.

1. Type A error

In this type of error the students used 'where' instead of 'whose' at the beginning of the question. Below are some samples of questions with Type A error:

1. Where Mary's cat found? (script # 16)
2. Where the Mary's cat was found? (script # 63)

From script # 16, it can be seen that the student has failed to use 'whose' and instead used 'where'. 'Where' is used to ask questions regarding location, place, or direction for instance:

Where is Mary's cat?
However, the constituent underlined is 'Mary's' which entails a question word referring to possession which is 'whose'. Therefore, it can be said that the students are found to have inadequate knowledge about 'possessive' (whose) word which in turn resulted in the incorrect usage of the question word.

2. Type B error

In Type B error, the student used 'who' instead of 'whose' at the beginning of the question. Below is a sample of error categorized as Type B error:

1. * Who cat was found in the drain? (script # 67)

From script # 67 it can be seen that the student has used the inappropriate 'wh' word, 'who', instead of 'whose' in front of the question, as the constituent underlined is 'Mary's'.

Therefore, it can be said that the student finds difficulty in distinguishing between a 'wh' word that shows a possessive or ownership that is 'whose' and 'who' which is a question used for person(s).
4.3.2 Analysis Of Error In Using ‘Which’ As A Question Word

Q. 2 Given statement: She wore the blue blouse to the market

Sample answer: Which blouse did she wear to the market?

Forming the question: In forming the question, the students should use a wh word ‘which’, which refers to choice or selection in place of the underlined constituent ‘blue’. Then, they have to place the question word in the initial position of the question.

Table 29 shows the data of which 20 students or 25% of the total number of students make various errors and this will be categorized into Type A and B errors. The answer script numbers are included for reference.

<table>
<thead>
<tr>
<th>Types of error</th>
<th>No. of error</th>
<th>Scripts number with error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: “What” instead of ‘which’</td>
<td>19</td>
<td>1, 2, 6, 10, 15, 16, 21, 22, 23, 45, 51, 57, 58, 60, 64, 65, 67, 72, 74</td>
<td>95</td>
</tr>
<tr>
<td>B: “Where” instead of ‘which’</td>
<td>1</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
From the data above it can be seen that there are two types of errors made by the students when forming question using "which". They are:

1. Type A: The error in using 'what' in the subject position
2. Type B: The error in using 'where' in the subject position

In both types, students were able to do 'wh' fronting. The table also shows that 95% of the students incorrectly use 'what' instead of 'which', in their questions.

1. Type A error

In Type A error, the students used 'what' instead of 'which' at the beginning of the question. The substituent underlined is 'blue' which requires the 'wh' word 'which' to replace it as the question word. Below are some samples of questions categorized as Type A error:

1. "What colour the blouse she wore to the market? (script # 1)
2. "What is a colour of blouse her wore to the market? (script # 51).

'What' is usually used with a noun or verb to inquire about persons or things, for instance:
What books do you read? - with noun
What do you do? - with verb.

The student is found to have difficulty in choosing the appropriate word to substitute the underlined word when the student used 'what' instead of 'which' when forming the question. In addition, 'what' is not included in the list of 'wh' word that the students can choose from to form the question.

2. Type B error

Type B is an error when the student used 'where' instead of 'which' at the beginning of the question. Below is a sample of question with Type B error:

1. *Where she wore the blue blouse? (script # 19)

From script # 19, it can be seen that the student has failed to use the appropriate 'wh' word when the student used 'where' instead of 'which' at the beginning of the question as the constituent underlined is 'blue'. 'Where' is used to enquire about place for instance,

Where does she go on Fridays?
It is found that the error made is due to the student's inability to use the appropriate question word that is 'which'. Therefore, this could be classified as a lexical error where the student has selected the wrong word item. Possible cause of this error is simply that she does not have the knowledge of when to use 'which'.

### 4.3.3 Analysis Of Error In Using 'Where' As A Question Word

**Q. 3** Given statement: His sister is studying in the United Kingdom.

Sample answer: Where is his sister studying?

**Forming the question:** In forming the question, the students would have to use the 'wh' word 'where' in place of the underlined constituent followed by the verb 'is'. 'Where' has to be placed in initial position of the question.

Table 30 presents the data showing 3 students or 3.75% of the total number of students who made errors when required to use 'where' as the question word. The errors will be categorized into types A and B. The answer scripts number pertaining to the particular types of errors are also provided.
Table 30

Types Of Errors In Using 'Where'

<table>
<thead>
<tr>
<th>Type of error</th>
<th>No. of errors</th>
<th>Script numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: &quot;Which&quot; instead of 'where'</td>
<td>1</td>
<td>19</td>
<td>33.3</td>
</tr>
<tr>
<td>B: &quot;Who&quot; instead of 'where'</td>
<td>2</td>
<td>64, 65</td>
<td>66.6</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>3</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

From the data, it can be seen that there are two types of errors made by the students when forming 'wh' question using 'where'. They are:

1. Type A: The error in using 'which' instead of 'where'.
2. Type B: The error in using 'who' instead of 'where'.

In both error types, students were able to do 'wh-fronting'. The data also shows that about 2/3 of the time, students would incorrectly use 'who' than to incorrectly use 'which' as the question word.

1. Type A Error

In Type A error, the student used 'which' instead of 'where' at the beginning of the question. The constituent underlined is 'United Kingdom' which refers to a place and therefore requires 'where' as the
word to be substituted for the substituent. Below is a sample of question with Type A error:

1. "Which place that your sister studying? (script # 19)

From the example, it can be said that the student has failed to use 'where' when the student used 'which' instead. Usually the use of 'which' is suited for making a choice, for example:

"Which way shall we go? Is it to the right or to the left?"

However, the question in the given statement clearly indicates that a particular place i.e. United Kingdom is underlined as the statement reads:

His sister is studying in the United Kingdom.

Unless more than one place is mentioned in the statement and it is the constituent underlined, then this would entail choices and the use of 'which' as the question word is justified.
Therefore, the errors made show that the students have not acquired the ability to use 'where' as a question word. This is, therefore, a lexical error where again the cause is that students may not have knowledge of when to use 'where'.

1. Type B error

In Type B error students used 'who' instead of 'where' at the beginning of the question.

Below is a sample of question with Type B error:

1. *Who is studying in the United Kingdom? (script #64).

'Who' is used in a question to enquire about the identity of a person usually in the subject position of the noun phrase. For example:

Who are you?
Who am I?

Unless the words underlined in the statement is His sister, then the usage of 'who' is justified. The usage of 'who' as the question word would therefore be a lexical error. It is found that the student lacks the
knowledge to differentiate between a question which needs to know about a place or of a person.

4.3.4 Analysis Of Error In Using ‘Who’ As The Question Word

Q. 4 Given statement: Madam Koh cooked the porridge.
Sample answer: Who cooked the porridge?

Forming the question: This question is focused on the subject NP, i.e. Madam Koh (subject). In forming the question, the students should use a ‘wh’ word which is to inquire about person(s) that is, in this case, ‘who’, and to put the word in front of the question.

Table 31 below shows 4 students or 5% of the total number of students who made errors which will be categorized into types A, B and C. The script numbers pertaining to the particular types of errors are provided as reference.

Table 31

Types Of Errors In Using ‘Who’

<table>
<thead>
<tr>
<th>Type of errors</th>
<th>No. of errors</th>
<th>Script numbers with error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Whom</td>
<td>1</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>B: Whose</td>
<td>2</td>
<td>41, 51</td>
<td>50</td>
</tr>
<tr>
<td>C: What</td>
<td>1</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>4</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
From the data, it can be seen that there are three types of errors made by the students when forming the question using 'who' as the question word. They are:

1. Type A: The error for using 'whom' as the question word.
2. Type B: The error for using 'whose' as the question word.
3. Type C: The error for using 'what' as the question word.

1. Type A error

In Type A error, the student used 'whom' as the question word instead of 'who'. Below is a sample of question with Type A error:

1. *Whom cooked the porridge? (script # 22).

From script # 22, it can be seen that the student, although has successfully used a 'wh' word in front of the question, has chosen an inappropriate word when the student used 'whom' instead of 'who'. The constituent underlined is 'Madam Koh', the Subject NP which requires 'who' as the question word. 'Whom' is used in these occasions:

(a) As the object of a defining relative clause such as:

The girl whom we chose was Mary's cousin.
(b) As the object of a non-defining relative clause such as:

Mary, whom you probably met yesterday evening, is my friend's cousin.


In addition, 'whom' in a question is used to replace the object NP not the subject NP. It is also used to replace the object of the preposition for example:

Whom did you talk to?

Both 'who' and 'whom' in L1/BM translates as 'siapa', but in English interrogative, they differ as 'who' is nominative and 'whom' is object for example:

Who (not whom) do you believe to be? and

Whom (not who) do you want to see?

Therefore, this would be regarded as an interlingual cause of error when intrusion of L1 (Malay) has confused the student in trying to use L2 in their questions.

In conversations, the interrogative 'who' is often used in place of 'whom' even by educated people for example:
Who did you see? instead of;

Whom did you see?


This inconsistency in usage could confuse students even more. Therefore, because of this student found difficulty in using the two ‘close’ words, ‘who’ and ‘whom’.

2. Type B error

In Type B error, the student used ‘whose’ instead of ‘who’ at the beginning of the question. Below is a sample of question formed with Type B error:

1. *Whose cooked the porridge? (script # 41).

From script # 41, it can be seen that the student has failed to use an appropriate ‘wh’ word when the student used ‘whose’ instead of ‘who’ as the question word.

‘Whose’ is used to show possession and ownership. Although it can be used after things, it is normally used only in connection with people as:
I know the girl whose brother won the championship.

A.R.B. Etherton.

In addition, it is found that the student has a limited knowledge of the usage of 'whose', in which 'whose' should be followed by an object and not by a verb for instance:

Whose pen is it? and not

*Whose cooked the porridge? (script # 41).

Therefore, it can be said that the student lack knowledge about using 'whose' with the 'object' when the student used the verb 'cooked' instead.

2. Type C error

In Type C error, the student has used 'what' instead of 'who' at the beginning of the question even though 'what' is not listed as one of the question words to choose from. Below is a sample of a question with the Type C error:

From the script # 76, it can be seen that the student has succeeded in using one of the 'wh' question words, 'what' at the beginning of the question. However, the student has chosen an inappropriate question word when the student used 'what' instead of 'who' at the beginning of the question. 'What' is used in the position of Subject NP, object NP and demonstrative determiner.

However, the constituent underlined being a subject NP referring to a person would require 'who' as the question word. Therefore, the error made by the student is due to the student's failure to use the appropriate 'wh' word and this could be due to the fact that 'what' can also be used in the Subject NP as 'who' can. However, 'what' is not used with person. Therefore, the complexity of usage of L2 question word was caused the student to make an error.

4.3.5 Analysis Of Error In Using 'Whom'

Q. 5 Given statement: Encik Ali submitted his working paper to his head of department.

Sample answer:
(a) Whom did Encik Ali submit his working paper to?, or
(b) To whom did Encik Ali submit his working paper?
Forming the question: In forming the question, the students have to use 'To' followed by 'whom', or 'whom' at the beginning of the question.

Table 32 below shows 23 students or 28.75% of the total number of students who made various errors which are categorized into types A, B, C, D, E and F. The script number of various types of errors are provided as reference.

Table 32
Types Of Errors In Using 'Whom'

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: &quot;Who&quot; instead of 'whom'</td>
<td>12</td>
<td>7, 9, 14, 20, 33, 34, 41, 51, 61, 62, 74, 80</td>
<td>52</td>
</tr>
<tr>
<td>B: &quot;What&quot; instead of 'whom'</td>
<td>5</td>
<td>12, 13, 19, 59, 75</td>
<td>21</td>
</tr>
<tr>
<td>C: &quot;When&quot; instead of 'whom'</td>
<td>2</td>
<td>64, 65</td>
<td>9</td>
</tr>
<tr>
<td>D: &quot;Where&quot; instead of 'whom'</td>
<td>2</td>
<td>40, 66</td>
<td>9</td>
</tr>
<tr>
<td>E: &quot;How&quot; instead of 'whom'</td>
<td>1</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>F: &quot;Why&quot; instead of 'whom'</td>
<td>1</td>
<td>63</td>
<td>4</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>23</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

It is found that 'who' constitutes the highest percentage of error in this question. Among the students who had difficulty using this
question word, 12 students or 52% used 'who' and 5 students or 21.75% used 'what' at the beginning of the question.

From the data above, it can be seen that there are six types of errors made by the students when forming question using 'whom'. They are:

1. Type A: The error in using 'who'
2. Type B: The error in using 'what'
3. Type C: The error in using 'when'
4. Type D: The error in using 'where'
5. Type E: The error in using 'how'
6. Type F: The error in using 'why'

1. Type A error:

In Type A error, the students used 'who' instead of 'whom' at the beginning of the question. Below is a sample of question formed with Type A error:


From script # 9, it can be seen that the student has succeeded in using a 'wh' word at the beginning of the question. However, the
student failed to use the appropriate 'wh' word when the student used
'who' instead of 'whom'. In forming this question, an object pronoun,
'whom' and not a nominative pronoun 'who' should be used at the
beginning of the question.

'Who' and 'Whom' is found to be a problem with L2/English
learners. In L1/BM 'who' and 'whom' translates as 'siapa' which are
similar in meaning. In the English interrogative, they differ as 'who' is
used in place of nominative, while 'whom' is used in place of an object
pronoun. 'Whom' is used in these instances:

(a) As the object of a defining relative clause for instance;
The girl 'whom' we chose is Mary's cousin.

(b) As the object of a non-defining relative;
Mary, whom you probably met yesterday evening, is my
friend's cousin.

A.R.B. Etherton.
Mastering Modern English. 1966.

Therefore, it can be said that the student lacks knowledge of
when to use the object pronoun 'whom' when she used a nominative
pronoun 'who' instead at the beginning of the question. Therefore, the
complexity in the usage of L2 question word may have caused the
error.
2. Type B error

In Type B error, the student used ‘what’ instead of ‘whom’ at the beginning of the question. Below is a sample question formed with Type B error:


From script #12, it can be seen that the student has failed to choose an appropriate ‘wh’ question word for this question, when the student used ‘what’ instead of ‘whom’. ‘What’ is used to ask question pertaining to Subject NP, Object NP and demonstrative determiner. However, the constituent underlined is the object of preposition/pronoun which therefore requires ‘whom’ as the question word.

Therefore, the student lacks the ability to use ‘whom’ due to her inability to establish that ‘whom’ is used with the object of a preposition of person. The students need not make the distinction of when to use ‘whom’ in their L1. This could therefore be an interlingual cause of error.
3. Type C error

In Type C error, the student used 'when' instead of 'whom' at the beginning of the question. Below is a sample of question with Type C error:

1. *To when Encik Ali submitted his working paper? (script # 64).

In script # 64, it can be seen that the student has used one of the 'wh' question words, i.e. 'when' at the beginning of the question. However, the student failed to use the appropriate word, for the correct word should have been 'whom'. 'When', an adverbial of time, is used in asking questions regarding 'time' for instance;

When did Encik Ali submit his working paper to his head of departmen?

However, students are required to use a 'wh' word to substitute the words underlined; Head of Department. The appropriate 'wh' word to be used to form this question is 'whom', and not an adverbial of time 'when' for instance:

To whom did Encik Ali submit his working paper?, and not;

* To when Encik Ali has submitted his working paper? (script # 64).
Therefore, it can be said that the student lacks knowledge of the usage of ‘when’ that is to refer to time. This could be due to ignorance of using an appropriate lexical item.

4. Type D error

In Type D error, the student used ‘where’ instead of ‘whom’ at the beginning of the question. Below is a sample of question with Type D error:


From script # 66, it can be seen that the student has used one of the ‘wh’ question words in front of the question. However, the student made the wrong choice of the word when she used ‘where’ instead of ‘whom’, which should be the correct question word. ‘Where’ is used in asking about place, location or direction, for example:

Where has Encik Ali submitted his working paper?

However, students are to use the question word ‘whom’ to substitute the words underlined, that is Head of Department.
Therefore, it can be said that the student lacks knowledge of using 'wh' word 'whom' in place of an object of preposition (Head of Department), when forming the question. Similarly, this is due to ignorance of using the appropriate lexical item.

5. Type E error

In Type E error, the student used 'how' instead of 'whom' at the beginning of the question. Below is a sample of question with Type E error:


In script # 23, it can be seen that the student has used one of the 'wh' words in forming the question to substitute the words underlined in the statement. However, the student failed to use the appropriate question word when the student used 'how' instead of 'whom', which should be the correct word. 'How' is used in asking a question about 'in what way', 'by what means', 'in what condition', 'to what extent', such as:

How did Encik Ali submit his working paper?
However, students are to use the question word ‘whom’ to substitute the words underlined, that is; Head of Department. Therefore, the answer should be:

To whom did Encik Ali submit his working paper?

Therefore, the student seems to lack knowledge or is ignorant in using the appropriate lexical item.

6. Type F error

In Type F error, the student used ‘why’ instead of ‘whom’ at the beginning of the question. Below is a sample of question formed with Type F error:


From script # 63, it can be seen that the student succeeded in using one of the ‘wh’ question words ‘why’, but the student failed to choose the appropriate question word to substitute the words underlined in this statement, that is, head of department. The correct question word is ‘whom’. ‘Why’ is usually used with regard to ‘reason’ or ‘cause’ of something to happen and not to refer to a person.
Therefore, it can be said that the student lacks knowledge in using 'whom', which replaces the object pronoun. In addition, the student seems not to be able to use 'why' appropriately too.

4.3.6 Analysis Of Errors In Using ‘How’

Q. 6 Given statement: Lina goes to school by bus.
Sample answer: How does Lina go to school?
Forming the question: In forming the question, the students have to use 'wh' word 'how' followed by a 'do' verb 'does' at the beginning of the question.

Table 33 below shows 6 students or 7.8% of the sample who made various errors which are categorized into Types A and B. Script numbers of the errors are provided for reference.

Table 33
Types Of Errors In Using ‘How’

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: &quot;What&quot; instead of</td>
<td>2</td>
<td>7, 9</td>
<td>33</td>
</tr>
<tr>
<td>'how'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: &quot;By&quot; instead of</td>
<td>4</td>
<td>14, 20, 40, 75</td>
<td>67</td>
</tr>
<tr>
<td>'how'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of errors</td>
<td>6</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
From the data above, it can be seen that there are 2 types of errors made by the students when forming question using 'how'. They are:

1. Type A: The error for using 'what'
2. Type B: The error for using 'by'

Below is the discussion of the two types of errors.

1. Type A error

In Type A error, the student used 'what' instead of 'how' at the beginning of the question. Below is a sample of question categorized as Type A error:

1. "What transport Lina goes to school? (script # 7).

From script # 7, it can be seen that the student has correctly used a 'wh' word question 'what' in front of the question. But the student failed to choose the appropriate 'wh' word for this question that is, 'how'. 'What' is usually used with a noun or verb to inquire about persons or things, for instance:

2. What does she teach? – with verb.
However, the constituent underlined is by bus, that requires 'how' to replace it as a question word. For instance:

How does Lina go to school?, and not;
* What transport Lina goes to school? (script # 7).

Therefore, it can be said that the student lacks knowledge about the usage of 'what' and 'how' and therefore had selected the incorrect lexical item as the question word.

2. Type B error

In Type B error the student used 'by' instead of 'how' at the beginning of the question. Below is a sample of question with Type B error:

1. *By what Lina goes to school? (script # 14).

From script # 14, it can be seen that the student failed to use any of the 'wh' question words when the student used 'by' instead of 'how' at the beginning of the question. 'By' is a preposition used in these occasions:

(a) To indicate the agent after a passive verb.
(b) To indicate the person responsible for a creative work, for example: This work is by Schubert.

(c) To indicate extent after a comparative, for example: It is hotter by five degrees.

(d) To indicate not later than before for example: Return the books by Friday.


However, the constituent underlined is by bus, which requires a 'wh' word 'how' to replace it as a question word. For instance,

How does Lina go to school?, and not;

*By what Lina goes to school? (script # 14).

Therefore, it can be said that the student lacks knowledge about the usage of 'wh' question word 'how' and the preposition 'by' when forming the question.

4.4 Categories Of Errors In Using Verbs to-be Question Words

Table 34 below is the summary of data of errors in using verbs to-be; 'is', 'are', 'was' and 'were' as question words.
Table 34

Summary Of Errors In Using Verbs To-Be As Question Words In Yes/No Questions

<table>
<thead>
<tr>
<th>Question words</th>
<th>No. of student who made errors</th>
<th>%</th>
<th>No. of student with all correct answers</th>
<th>%</th>
<th>Total no. students and %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is</td>
<td>39</td>
<td>48.75</td>
<td>41</td>
<td>51.25</td>
<td>80 (100)</td>
</tr>
<tr>
<td>2. Are</td>
<td>19</td>
<td>23.75</td>
<td>61</td>
<td>76.25</td>
<td>80 (100)</td>
</tr>
<tr>
<td>3. Was</td>
<td>33</td>
<td>41.25</td>
<td>47</td>
<td>58.75</td>
<td>80 (100)</td>
</tr>
<tr>
<td>4. Were</td>
<td>18</td>
<td>22.5</td>
<td>62</td>
<td>77.5</td>
<td>80 (100)</td>
</tr>
</tbody>
</table>

Table 34 presents a summary of errors in using verbs to-be as question words in yes-no questions.

It can be seen that usage of 'is' as the question word constitutes the highest percentage of error among the four verbs to-be words listed. 39 students or 48.75% of them were unable to use the verb when forming questions.

Second, is 'was' with 33 students or 41.25% of them having difficulty using it as the question word. Third, is 'are' with 19 students or 23.75% of them not being able to use the word as the question word. The least difficult is 'were' with 18 students or 22.5% producing errors.
Generally, students are found to have difficulties in obtaining 100% correct in using any of the verbs to-be when forming questions. However, the average percentage of errors is below 50%.

4.4.1 Analysis Of Error In Using ‘Is’

Q. 1 Given statement: You need to know whether it is a boarding school.

Sample answer: Is it a boarding school?

Forming the question: In forming the question, the students have to inverse the position of the Verb ‘is’ with the subject ‘it’. This means that ‘is’ the question word, will be fronted.

Table 35 below shows 34 students of 42.5% out of the total number of students who made various types of errors. These errors will be categorized into types: A, B, and C, with regard to the use of the verb to be ‘is’ as a question word. The script numbers with the particular types of errors are also provided.

Table 35

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Are + you</td>
<td>25</td>
<td>5, 6, 10, 12, 13, 15, 18, 19, 23, 32, 43, 45, 47, 60, 62, 63, 64, 65, 66, 67, 69, 71, 72, 77, 80.</td>
<td>73.52</td>
</tr>
<tr>
<td>B: It + is</td>
<td>7</td>
<td>7, 9, 11, 20, 41, 51, 76</td>
<td>20.5</td>
</tr>
<tr>
<td>C: This + is</td>
<td>2</td>
<td>2, 33</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4.4.2 Analysis On The Various Types Of Errors In Students’ Script

From the data above, there are three types of errors made by the students when forming question using verb to-be ‘is’. They are:

1. Type A: The error for using ‘are’ as the question word + you (subject)
2. Type B: The error for using ‘it’ as the question word + is (verb to be)
3. Type C: The error for using ‘this’ as the question word + is (verb to be).

It can be seen that Type A error has the highest percentage with 73.5% and the least is Type C with 6%.

1. Type A error

In Type A error, the students used ‘are’ instead of ‘is’ at the beginning of the question. Below are some samples of questions formed with Type A error:

1. *Are you need to know whether it is a boarding school? (script # 5)
2. *Are the school is a boarding? (script # 60)

From script # 5, it can be seen that the student has failed to use the appropriate question word for this question when she used ‘are’
instead of 'is' which is the correct question word to be used at the beginning of the question.

In forming the question, she has simply attached the verb-to-be 'are' in front of the question. Even if 'are' agrees with 'you', the question has not been correctly formed. The test does not require students to transform the entire embedded sentence into a question. 'Are' is used in the following situations:

(a) As a question word for a plural noun, for example:

Are these boarding schools?

(b) As a question word for the Second Person singular 'you' and Third Person plural 'they', for example:

Are you a new student?
Are they going to school?

Therefore, when the students used 'are', a verb to be used in agreement with things and persons, it does not agree with the singular noun i.e. 'a' boarding school, as the given statement reads:

You need to know whether it is a boarding school.
2. Type B error

In Type B error, the student used 'it is' instead of 'is it' at the beginning of the question. Below is a sample question with Type B error:

1. *It is a boarding school? (script # 7)

Script # 7 above shows that the student has mistakenly used 'it', instead of 'is' at the beginning of the question. In forming a yes/no question with a verb to-be, the verb should be moved to the front of the question and this is followed by a subject of Third Person singular; she, he, it, for example,

Is he a musician?

Therefore, the student did not invert the subject with 'is', when the student used 'it' in front of the question.

This simply shows that the student lacks knowledge of inversion or is not able to invert the subject with the verb in yes/no questions. Therefore, it seems that she does not know the rule of inversion in forming a yes/no question. This could also be a performance error where the student simply forgot to do the inversion.
3. Type C error

In Type C error, the student used 'this', as a question word at the beginning of the question. Below are some samples of questions with Type C error:

1. *This is boarding school? Don't it? (script # 2)
2. *This a boarding school? (script # 22)

Script # 2 above shows that the student failed to use any of the verbs to be as question words when the student used "this" instead of 'is'. 'This' is a determiner and is not usually used as a question word. Thus, 'is' does not qualify to be placed in front of the question. It is usually used in a declarative or a statement, for instance:

This is a boarding school.

When the student formed a declarative sentence instead of a question, therefore, it can be said that the student lacks the ability or knowledge in forming the question with the verb to-be 'is'. In script # 2, the student should have inversed 'this' with 'is' to form the question. Failing this shows that she is not aware of this rule in forming yes/no question or she was careless and therefore forgets to do the inversion.
4.4.3 Analysis Of Error In Using Verb To-Be ‘Are’

Q. 2 Given statement: Your brother asked you whether you are interested in joining the District Youth Club.

Sample answer: Are you interested in joining the District Youth Club?

Forming the question: In forming the question, the students have to move the verb to-be ‘are’ to the front of the question, and this is followed by the subject ‘you’, i.e. ‘Are you....’ In order words, the students have to inverse the position of ‘you’ with ‘are’.

Table 36 below shows 14 students or 17.5% out of 80 students, who made various errors with regard to the use of verb to-be ‘are’ as the question word. These errors will be categorized into Type A, B C and D. The script numbers pertaining to the particular types of errors are also provided.

Table 36

Types Of Errors In Using Verb To-Be ‘Are’

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: “Is” instead of ‘is’</td>
<td>3</td>
<td>12, 13, 63</td>
<td>21.428</td>
</tr>
<tr>
<td>B: “Was” instead of ‘are’</td>
<td>3</td>
<td>15, 62, 72</td>
<td>21.42</td>
</tr>
<tr>
<td>C: “Were” instead of ‘are’</td>
<td>6</td>
<td>11, 14, 19, 20, 61, 67</td>
<td>42.85</td>
</tr>
<tr>
<td>D: “What” instead of ‘are’</td>
<td>2</td>
<td>70, 80</td>
<td>14.28</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>14</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4.4.4 Analysis On The Various Types Of Errors In Students' Script

From the data, it can be seen that there are four types of errors made by the students when forming the question using verb to-be 'are'. There is one student who did not attempt the question (script # 59). The error types are as follows:

1. Type A: The error for using 'is' at the beginning of the question.
2. Type B: The error for using 'was' at the beginning of the question.
3. Type C: The error for using 'were' at the beginning of the question.
4. Type D: The error for using 'what' at the beginning of the question.

It can be seen that 'were' constituted the highest number of errors with 42.9% and the least is 'what' with 14.3%.

1. Type A error

In Type A error, the student used 'is' instead of 'are' at the beginning of the question. Below are some samples of questions with Type A error:
1. *Is interested to joining the District Youth Club? (script # 12)

2. *Is your brother asked whether you are interested in joining the District Youth Club? (script # 63).

From the examples above, it can be seen that the students have successfully used one of the verbs to-be question word at the beginning of the question. However, they have made the wrong choice of question word when they used 'is' instead of 'are', which is the question word to be used at the beginning of the question. 'Is' is used with the third person singular; 'she', 'he', 'it'. Since students are required to form question with 'you' as the subject of the question, the appropriate verb to-be to be used in front of the question is 'are' since it agrees with 'you', a subject of second singular/plural.

In script # 63, the student has simply put 'is' in front of the sentence to form the question. Even though 'is' agrees with 'your brother', it is however, not the subject of the question.

Therefore, the students lack knowledge of subject and verb agreement when forming the question.
2. Type B error

In Type B error, the students used 'was' instead of 'are' at the beginning of the question. Below are some samples of questions with Type B error:

1. *Was you interested in joining the District Youth Club? (script # 62)

2. *Was your brother asked whether is interested in joining the District Youth Club? (script # 5)

From script # 62, it can be seen that the student has used one of the verbs to-be question word in front of the question. However, the student has chosen the wrong question word, when she used 'was' instead of 'are'. 'Are' is used with a first person plural 'we', second person singular/plural 'you' and third person plural 'they'.

The students are to form a question with the second person singular 'you' as the subject of the question as the statement reads:

Your brother asked you whether you are interested in joining the District Youth Club.

Meanwhile the use of 'was' as the question word as produced by the student, is suited with a subject of third person singular; 'she', 'he', 'it'. It therefore, does not agree with the subject of second person
'you'. In addition, 'was' is a past tense verb to-be, whereas the question to be formed is a question in the present tense.

Therefore, the student lacks knowledge of 'tenses' of the verb to-be words or perhaps that the L2 verbal system is rather complex for them to acquire that the student used 'was' instead of 'is'.

2. Type C error

In Type C error, the student used 'were' instead of 'are' at the beginning of the question.

Below are samples of questions with Type C error:

1. *Were you interested in joining the District Youth Club? (script # 11).

2. *Were your brother asked whether you are interested in joining the District Youth Club? (script # 19).

From the two samples above, it can be seen that the students had used one of the verbs to-be 'were' as the question word. However, the students used an inappropriate question word 'were' instead of 'are' at the beginning of the question. 'Were' is the past tense of 'are', and is the verb to-be used with an action in the past, for example:
Were you interested in joining the District Youth Club?

However, students are to form a question referring to a present action, and not about a past action as the given statement reads:

Your brother asked you whether you are interested in joining the District Youth Club.

Therefore, the appropriate verb to-be is 'are' and not 'were'.

The error is due to the lack of knowledge about L2 (English) tenses. This is further hampered by the fact that the student's L1 (Malay) does not distinguish temporal distinction through verbal morphological changes (Kaur, 1996). This is, therefore, an interlingual error.

3. Type D error

In Type D error, the student used 'what' instead of 'are' at the beginning of the question. Below are examples of questions with Type D error:

1. *What do you interested in joining the District Youth Club? (script # 70).
2. *What you are want interested in joining the District Youth Club? (script # 80).
From the two examples of errors, it can be seen that the students failed to form a question using the verb to-be word, ‘are’, when the student used ‘what’.

‘What’, a determiner, is used to replace subject or object in a wh question and is usually used with a noun in requesting information.

What is his job?

Since students are to form a yes/no question and not a question asking for information, the use of ‘what’ is therefore, inappropriate. The error made is because the student is found to have not known when to use a wh word and verb to-be word as a question word this is considered a lexical error.

4.4.5 Analysis Of Errors In Using Verb To-Be ‘Was’

Q. 3 Given statement: You like to know whether there was a big crowd in front of Leela’s restaurant at 4 p.m. yesterday.

Sample answer: Was there a big crowd in front of Leela’s Restaurant at 4 p.m. yesterday?

Forming the question: In forming the question, the students have to inverse the verb ‘was’ with ‘there’ and therefore ‘was’ will be placed at the beginning of the question.
Table 37 below shows 30 students or 37.5% out of the total number of students who made various errors which are categorized into types: A, B, C, D and E. 5 students did not attempt the question. The script numbers pertaining to the particular types of errors are also provided.

Table 37
Types Of Error In Using Verb To-Be 'Was'
As The Question Word

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: &quot;There&quot; instead of 'was'</td>
<td>5</td>
<td>1, 5, 14, 20, 57</td>
<td>16.6</td>
</tr>
<tr>
<td>B: &quot;Are&quot; instead of 'was'</td>
<td>7</td>
<td>3, 29, 30, 44, 52, 53, 71</td>
<td>23.33</td>
</tr>
<tr>
<td>C: &quot;Were&quot; instead of 'was'</td>
<td>10</td>
<td>10, 15, 19, 21, 22, 33, 34, 61, 64, 65</td>
<td>33.33</td>
</tr>
<tr>
<td>D: &quot;Is&quot; instead of 'was'</td>
<td>2</td>
<td>62, 72</td>
<td>7.00</td>
</tr>
<tr>
<td>E: &quot;What&quot; instead of 'was'</td>
<td>1</td>
<td>80</td>
<td>3.3</td>
</tr>
<tr>
<td>Did not attempt</td>
<td>5</td>
<td>2, 6, 59, 60, 70</td>
<td>16.6</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>30</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4.4.6 Analysis On The Various Types Of Errors In Students Scripts

There are five types of errors made by the students when forming question with 'was'. They are:
1. Type A: The error in using 'there' as the question word.

2. Type B: The error in using 'are' as the question word.

3. Type C: The error in using 'were' as the question word.

4. Type D: The error in using 'is' as the question word.

5. Type E: The error in using 'what' as the question word.

1. Type A error

In Type A error, the students used 'there' instead of 'was' at the beginning of the question. Below are some samples of questions with Type A error:

1. *There was a big crowd here at 4 p.m. yesterday? (script # 1)

2. *There are big crowd in front of Leela's Restaurant at 4 p.m. yesterday? (script # 5)

From script # 1, it can be seen that the student failed to form a question, when the student used a non question word, 'there' as the question word. Usually 'there' is used for a 'declarative' sentence or 'statement', and not in forming question for example:

There was a big crowd in front of Leela's restaurant yesterday.
However, students are to form a question inquiring whether there ‘was’ a big crowd in front of Leela’s Restaurant the day before. Thus, when they used ‘there’, it has become the ‘statement’, and not a question as ‘was’ has not been moved to the front of the question. This could be due to the student’s lack the knowledge of inversion when forming question. This is a syntactic error.

2. Type B error

In Type B error, the students used ‘are + there’ instead of ‘was + there’ at the beginning of the question. Below are some samples of questions with Type B error:

1. *Are there existing a big crowd in front of Leela Restaurant at 4 p.m. yesterday? (script # 3)

2. *Are there a big crowd in front of Leela Restaurant at 4 p.m. yesterday? (script # 29)

From script # 3, it can be seen that the student failed to use an appropriate question word, when the student used ‘are’ instead of ‘was’ at the beginning of the question.

Usually the use of the verb to-be ‘are’ is for a present tense action in concord with a plural noun. However, students are required
to form a question inquiring about a singular event that has happened in the past. The student should have used ‘was’, a past tense verb referring to a past action.

Therefore, students are weak in using the appropriate tenses and in ensuring that there is agreement between subject and verb. This could be considered as an interlingual cause of error as L1 BM does not require students to make such distinction.

3. Type C error

In Type C error, the students used ‘were’ instead of ‘was’ at the beginning of the question. Below are some samples of questions formed with Type C error:

1. *Were there exist a big crowd in front of Leela Restaurant at 4 p.m. yesterday? (script # 10)

2. *Were you like to confirm whether exist a big crowd in front of Leela Restaurant at 4 p.m. yesterday (script # 15).

From script # 10, it can be seen that the student has used an inappropriate verb to-be question word, ‘were’ instead of ‘was’ at the beginning of the question. The use of ‘were’ is with plural noun referring to events that had happened sometime in the past.
Students are required to form a question inquiring whether there ‘was’ (since the subject is singular) and not there ‘were’ a big crowd in front of Leela Restaurant at 4 p.m. yesterday.

Therefore, it can be said that the student lacks knowledge about tenses and subject verb agreement. Similarly, this could also be a result of L1 BM interference in learning the second language, English.

4. Type D error

In Type D error, the students used ‘is’ instead of ‘was’ at the beginning of the question. Below are some samples of questions with Type D error:

1. *Is you like to confirm the exist a big crowd in front of Leela Restaurant at 4 p.m. yesterday? (script # 62)

2. *Is there in front of Leela’s Restaurant exist a big crowd at 4 p.m. yesterday? (script # 72)

From script # 62, it can be seen that the student has managed to use one of the verbs to-be, ‘is’ as the question word, and has placed it in front of the question. However, the student has incorrectly used the question word ‘is’ a verb to-be in the present tense, while in this case, ‘was’ should be used since it refers to an action/event that has occurred sometime in the past.
'Is' is used with the third person singular: 'she', 'he', 'it' or as an auxiliary verb pertaining to an action happening at the present moment, which is also known as present continuous tense for example:

Is she coming?

However, students are to form a question inquiring about an activity that has happened in the past. This is again evidence that students are weak in using the correct tenses.

5. Type E error

In Type E error, students used 'what' instead of 'was' at the beginning of the question. Below is a sample of questions with Type E error:

1. "What you were to confirm the exist of a crowd in front of Leela Restaurant at 4 p.m. yesterday? (script # 80).

From the example, it can be seen that the student has failed to use the appropriate verb to-be word which is 'was' when the student used a wh word 'what' instead. The question needs a verb to-be fronting, and not a wh word to inquire about whether or not there was a crowd in front of the restaurant. Since students are required to form a
yes/no question, using 'what' which is used to obtain information would be incorrect.

The student is found to have not acquired the ability to differentiate between wh word 'what' and a verb to-be 'was'. This is a lexical error which could probably be due to either carelessness or ignorance of the appropriate word to use.

4.4.7 Analysis Of Errors In Using Verb To-Be 'Were' As Question Word

Q. 4 Given statement: Puan Zarina wants to know whether the students were attending a meeting at 9 a.m. yesterday.

Sample answer : Were the students attending a meeting at 9 a.m. yesterday.

Forming the question : In forming the question, the students have to use the verb to-be 'were' in the front of the question and this is followed by Third Person Plural 'they', i.e. 'were they'.

Table 38 below shows 15 students or 18.75% out of the total number of students who made various types of errors which are categorized into types: A, B, C, D, E and F with regard to the use of verb to-be 'were' in questions. Script numbers pertaining to the particular types of errors are also provided. 3 students did not attempt the question.
Table 38
Types Of Error In Using Verb To-Be ‘Were’ As The Question Word

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type A: They and I</td>
<td>1</td>
<td>2, 21</td>
<td>13.33</td>
</tr>
<tr>
<td>Type B: ‘Was’ instead of ‘were’</td>
<td>2</td>
<td>5, 14</td>
<td>13.33</td>
</tr>
<tr>
<td>Type C: ‘Are’ instead of ‘were’</td>
<td>3</td>
<td>63, 71, 77</td>
<td>2.0</td>
</tr>
<tr>
<td>Type D: ‘All’ instead of ‘were’</td>
<td>1</td>
<td>66</td>
<td>6.6</td>
</tr>
<tr>
<td>Type E: ‘WhatWho’ Instead of ‘were’</td>
<td>2</td>
<td>80, 28</td>
<td>13.33</td>
</tr>
<tr>
<td>Type F: ‘Is’ instead of ‘were’</td>
<td>2</td>
<td>43, 49</td>
<td>13.33</td>
</tr>
<tr>
<td>Did not attempt</td>
<td>3</td>
<td>(23, 59, 70)</td>
<td>2.0</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>12</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4.4.8 Analysis On The Various Types Of Errors In Students’ Scripts

The above data shows that there are six types of errors made by the students when forming question with the verb-to-be ‘were’. They are as follows:

1. Type A: The error in using ‘they’ and ‘I’ as the question word.
2. Type B: The error in using ‘was’ as the question word.
3. Type C: The error in using ‘are’ as the question word.
4. Type D: The error in using ‘all’ as the question word.
5. **Type E:** The error in using 'what' and 'who' as the question word.

6. **Type F:** The error in using 'is' as the question word.

1. **Type A error**

   In Type A error, the students use either 'they' or 'I' which are pronouns instead of the verb to-be 'were' at the beginning of the question. Below are some samples of questions with Type A error:

   1. *They attended a meeting at 9 a.m. yesterday? (script # 2).*
   2. *I was attending a meeting at 9 a.m. yesterday? (script # 21).*

   From scripts # 2 and 21, it can be seen that the students failed to use the verb to-be question word, 'were', when the students used 'they' and 'I'. Pronouns are used in initial position of 'declarative' sentences or statements, for example:

   1. They are attending a meeting at 9 a.m. yesterday morning.
   2. I was reading at 10 p.m. last night.

   Therefore, students lack the ability to form question when the students used a non verb to-be question word at the beginning of the
question and instead used pronoun i.e. "they' and 'I' as question words.

2. Type B error

In Type B error, the student used 'was' instead of 'were' at the beginning of the question. Below are some samples of questions formed with Type B error:

1. "Was Puan Zarina wants to know whether the students were attending a meeting at 9 a.m. yesterday? (script # 5).

2. "Was they attending a meeting at 9 a.m. yesterday? (script # 14)

From example # 1, it can be seen that the student has, in fact used one of the verbs to-be 'was' at the beginning of the question. However, the student failed to use the correct word, that is in this case, the verb to-be 'were' that should be used at the beginning of the question. The student is found not to know that the verb to-be 'was' is a past tense verb used with third person such as:

Was she talking to you last night?

The students are to form a question inquiring whether students were attending a meeting in the morning the day before. Since the
subject is plural and the action has happened in the past, 'were' should be used as it agrees with the subject and the tense.

Therefore, it can be said that the student lacks the knowledge of subject and verb agreement, when the student uses the verb 'was', signalling a past action for a third person singular, instead of 'were', signalling a past action for a third person plural (they/students).

3. Type C error

In Type C error, the students used 'are' instead of 'were' at the beginning of the question. Below are some samples of questions formed with Type C error:

1. *Are you want to know whether the students were attending a meeting at 9 a.m. yesterday morning? (script # 63).

2. *Teacher, are the students were attending a meeting at 9 a.m. yesterday morning? (script # 71)

From example # 63, it can be seen that the student has succeeded in using one of the verbs to-be question words, 'are' at the beginning of the question. However, the student has made the wrong choice of the verb when she used 'are' instead of 'were' which should be used at the beginning of the question.
The verb to-be 'are' is used with the second person singular/plural 'you', and the third person plural 'they', in the present tense for example:

Are you talking to your brother?
Are they new students?

However, students are to form a question to obtain information of whether the students 'were' attending a meeting at 9 a.m. the morning before. In this case, 'were', the past tense of 'are' would have to be used as it indicates action(s) done by third person plural i.e. 'they' in the past at the given time, i.e. at 9.00 a.m. the morning before.

Therefore, it can be said that the student lacks the knowledge of tenses, i.e. when the student used 'are', which agrees with the subject but not with the tense.

4. Type D error

In Type D error, the student used 'all' instead of 'were' at the beginning of the question.

Below is a sample of question formed with Type D error:

1. *All the students were attending a meeting at 9 a.m. yesterday morning (script # 66).
From the example, it can be seen that the student has used a non-question word that is 'all', instead of 'were' at the beginning of the question. She has formed the question by simply putting a question mark (?) at the end of it with no question word 'fronting' and no 'inversion' of subject and verb.

The student is found to have lack knowledge on how to form questions, as she does not use a question word in forming the question.

5. Type E error

In Type E error, the student uses 'what' and 'who' which are not verb to-be question words, instead of 'were' at the beginning of the question.

Below are some samples of questions formed with Type E error:

1. *What you all want to know whether the students were attending a meeting at 9 a.m. yesterday morning? (script # 80).

2. *Who were the students attending a meeting at 9 a.m. yesterday morning? (script # 28)

'What' is used in place of the subject or object when forming a 'wh' question. However, students are to form a question using the verb to-be
'were' and to place it in front of the question. 'Who', is an interrogative pronoun (Hornby, 1963), or a question word inquiring about person(s). It is placed in subject position of a noun phrase, for example:

Who is that gentleman?

However, students are to form a question inquiring whether the students were attending a meeting at 9 a.m. the morning before. The most appropriate question word for this question is 'were', and not 'what' or 'who', for instance:

Were the students attending a meeting at 9 a.m. yesterday?

Therefore, it can said that the students do not have knowledge to use appropriate question word, for a yes/no question.

6. Type F error

In Type F error, the student used 'is' instead of 'were' at the beginning of the question. Below is a sample of a question formed with Type F error:

1. *Is Puan Zarina wants to know whether the students attending a meeting at 9 a.m. yesterday morning? (script # 43).
From the example, it can be seen that the student has not succeeded in selecting the correct verb to-be question word, when the student used 'is' instead of 'were' at the beginning of the question. The verb to be 'is', is a present tense verb used with third person singular: 'he', 'she', 'it' or as an auxiliary verb in the present continuous tense:

1. Is she attending a meeting now?
2. Is he a carpenter?

Therefore, it can be said that the student has correctly placed a verb to-be in front of the question. However, the verb used does not agree with the plural subject 'they' and neither does it agree with the tense of the statement. When the student used 'is', errors were made in terms of agreement in tense and subject, as:

(a) Tense

'Is', a verb to-be, and an auxiliary verb in the present continuous tense, for instance:

Is she doing her homework now?

However, the tense of the given statement is in the past.
(b) Subject

‘Is’, the verb to-be, is used in agreement with a singular subject. However, the subject of the given statement is ‘they’ which is plural.

It shows that the student lacks the knowledge of subject and verb agreement and using a verb with the appropriate tense when forming the question.

Section B: Part III – Auxiliary Verbs ‘have’ and ‘modals’

4.5 Categories Of Errors In Using Auxiliary Verbs ‘Have’ and Modals

Table 39 below is the summary of data of errors in using the auxiliary verbs ‘have’, ‘has’, ‘had’, and ‘modals’, ‘will’ and ‘can’ obtained from the students’ scripts.
Table 39
Errors In Forming Questions Using Auxiliary Verb Have, Has, Had And Modals Will and Can

<table>
<thead>
<tr>
<th>The word</th>
<th>No. of students who made errors</th>
<th>%</th>
<th>No. of students with all correct answers</th>
<th>%</th>
<th>Total no. of students and %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Will</td>
<td>4</td>
<td>5</td>
<td>76</td>
<td>95</td>
<td>80 (100)</td>
</tr>
<tr>
<td>2. Can</td>
<td>21</td>
<td>26.25</td>
<td>59</td>
<td>73.75</td>
<td>80 (100)</td>
</tr>
<tr>
<td>3. Has</td>
<td>30</td>
<td>37.5</td>
<td>50</td>
<td>62.5</td>
<td>80 (100)</td>
</tr>
<tr>
<td>4. Had</td>
<td>46</td>
<td>57.5</td>
<td>34</td>
<td>42.5</td>
<td>80 (100)</td>
</tr>
<tr>
<td>5. Have</td>
<td>22</td>
<td>27.5</td>
<td>58</td>
<td>72.5</td>
<td>80 (100)</td>
</tr>
</tbody>
</table>

It can be seen from Table 39 that ‘had’ contributes the highest percentage of errors among the auxiliary verbs and modals listed, whereby 46 students or 57.5% of the total number of students made errors when forming questions with this verb. The second is ‘has’, with 30 students or 37.5% of them making error. The third is ‘have’, with 32 students or 27.5% making error. The fourth is ‘can’ with 21 students or 26.25% error. Students made the least error when using ‘will’ to form questions with only 4 students or 5% of them making errors.

4.5.1 Analysis Of Error In Using Modal ‘Will’ As A Question Word

Q. 1 Given statement: A dentist will visit our school next month.
Sample answer: Will a dentist visit our school next month?

Forming the Question: In forming the question, students would have to inverse 'will' with the subject 'a dentist'.

Table 40 shows 5 students or 6.25% who made various errors, and one student who did not attempt the question. The errors are categorized into Types A, B and C.

The script numbers pertaining to the particular types of errors are also provided.

**Table 40**

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: &quot;When&quot; instead of 'will'</td>
<td>1</td>
<td>63</td>
<td>25</td>
</tr>
<tr>
<td>B: &quot;Has&quot; instead of 'will'</td>
<td>1</td>
<td>66</td>
<td>25</td>
</tr>
<tr>
<td>C: &quot;A dentist&quot; instead of 'will'</td>
<td>2</td>
<td>69, 80</td>
<td>50</td>
</tr>
<tr>
<td>Did not attempt</td>
<td>1</td>
<td>.70</td>
<td>-</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>5</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4.5.2 Analysis Of The Various Types of Errors From Students' Script

The errors are made when the students used 'when', 'has' and 'a dentist' instead of 'will' at the beginning of the question. There are three types of errors made by the students when forming questions with the modal 'will'. They are:

1. **Type A**: The error in using 'when' at the beginning of the question.

2. **Type B**: The error in using 'has' at the beginning of the question.

3. **Type C**: The error in using 'a dentist' at the beginning of the question.

1. **Type A error**

   In Type A error, the student used 'when' instead of 'will' at the beginning of the question.

   *When a dentist will visit our school? (script # 63).

   For example, it can be seen that the student fails to use the modal 'will' in the question.
The students are to form a question asking for 'confirmation' about the intention of a dentist to visit the school as scheduled sometime next month, a future action. The most appropriate modal is 'will' to be used in front of the question.

Therefore, it can be said that the student does not know when to use the wh word 'when' and the modal 'will' in questions. This is a lexical error.

1. Type B error

In Type B error, the student uses 'has' instead of 'will' at the beginning of the question. Below is a sample of error with Type B error:

1. *Has a dentist will visit or school? (script # 66)

From the example, it can be seen that the student has used the verb 'has' in front of the question. However, students are to form a question using a 'modal' 'will' as the question word. 'Has', is used with the Third Person Singular subject, 'she', 'he', 'it' in asking question pertaining to action(s) that has taken place in the past for instance:

Has he visited our school?
However, the students are to form a question to inquire about a 'future' event, i.e. to confirm whether a dentist 'will' visit the school next month.

Thus, when the student uses the auxiliary verb 'has' which is a present perfect tense verb, it can be seen that the student has made an error in using the correct tense. Therefore, it can be said that the student is unable to use words with the correct tense in the question.

3. Type C error

In Type C error, the students uses 'a dentist' instead of 'will' at the beginning of the question. Some samples of questions formed with Type C error are as follows:

1. *A dentist will visit our school next month? (script # 69)
2. *A dentist will be visited our school next month? (script # 80)

From the examples, it can be seen that the students failed to use a question word, when the students use 'a dentist' instead of 'will' at the beginning of the question. A 'dentist' is a subject of the third person singular and is used in forming a 'declarative' sentence or 'statement' for instance:
A dentist reported for duty this morning.

It is found that the students have made errors in the following areas:

(i) Making a statement instead of forming a question
(ii) 'Fronting' has not taken place that is 'will' should be put in front question by inverting 'will' with the subject 'dentist'.

The question would be correctly formed if the students have moved the modal 'will' to the front of the question, for instance:

Will a dentist visit our school next month?

In other words, the students did not invert the subject and modal when forming the question. This could either be due to ignorance or carelessness on the part of the student to do the inversion.

4.6 Analysis Of Error In Using Modal 'Can'

Q. 2 Given statement: Your mother asked you to get permission from your father for a trip to Kuala Terengganu.

Sample answer : Can I go on a trip to Kuala Terengganu?
Forming the Question: In forming the question, the students have to use 'can' in front of the question, and this is allowed by the subject 'I', that is, 'Can I...?'

Table 41 below shows that there are 25 students or 31.25% out of 80 students who made various errors categorized as Types A, B, C, D and E with regard to the use the modal ‘can’ as the question word. 4 students did not attempt the question. Script numbers pertaining to the particular types of errors are also provided.

**Table 41**

Types Of Errors In Using Modal ‘Can’ As A Question Word

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type A: “I” instead of ‘can’</td>
<td>4</td>
<td>3, 18, 32, 62</td>
<td>16</td>
</tr>
<tr>
<td>Type B: “Has” instead of ‘can’</td>
<td>1</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Type C: “Have” instead of ‘can’</td>
<td>13</td>
<td>5, 6, 7, 8, 9, 14, 15, 20, 21, 44, 45, 59, 60</td>
<td>52</td>
</tr>
<tr>
<td>Type D: “Had” instead of ‘can’</td>
<td>2</td>
<td>43, 67</td>
<td>8</td>
</tr>
<tr>
<td>Type E: “How” instead of ‘can’</td>
<td>1</td>
<td>63</td>
<td>4</td>
</tr>
<tr>
<td>Did not attempt</td>
<td>4</td>
<td>(1, 2, 69, 70)</td>
<td>16</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>25</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4.6.1 Analysis Of The Various Types Of Errors In The Students’ Scripts

The errors are made when the students used ‘I’, ‘has’, ‘have’, ‘had’ and ‘how’ instead of ‘can’ at the beginning of the question.

‘Have’ contributes the highest percentage of error with 13 students of 52%, out of 25 students who failed to use the correct question word ‘can’. The second is ‘I’ with 4 students or 16% of the students and the least is ‘has’ and ‘how’ with one student or 4% respectively.

From the data above, it can be seen that there are various types errors made by the students when forming a question with the modal ‘can’. They are as follows:

1. Type A: The error in using ‘I’ as the question word.
2. Type B: The error in using ‘has’ as the question word.
3. Type C: The error in using ‘have’ as the question word.
4. Type D: The error in using ‘had’ as the question word.
5. Type E: The error in using ‘how’ as the question word.
1. Type A error

In Type A error, students use 'I' or 'you' which are pronouns instead of the modal 'can' at the beginning of the question. Below are some samples of questions formed as Type A error:

1. *I go to Kuala Trengganu for a trip father? (script # 3).
2. *You can get permission from your father first? (script # 18).

From the first and second examples, it can be seen that the statements failed to use any of the modals as the question word when the students used 'I' and 'you' instead of 'can' at the beginning of the question. Both 'I' and 'you' are pronouns in the subject position and therefore are not question words.

Therefore, students seem not to know that a modal is needed in forming the question as they have used subjects/pronouns as the question word. This lexical error could be due to the fact that the students do not know when to use 'can' for asking permission.
2. Type B error

In Type B error, the student used 'has' instead of 'can' at the beginning of the question. Below is a sample of question with Type B error:

1. "Has you get permission from your father for a trip to Kuala Trengganu? (script # 23).

From the example, it can be seen that the student has used the auxiliary verb 'has' in forming the question. However, the student has used the incorrect question word when the student used the auxiliary verb 'has', instead of the modal 'can' at the beginning of the question. 'Has' is used with a subject of third person singular; 'he', 'she', 'it', and it refers to an action that has already taken place sometime in the past.

When the student used 'has' at the beginning of the question, it thus contradicts with the needs of the question that requires the student to form a question asking permission from her father to go on a 'future' trip to Kuala Trengganu.

To form this question, the 'modal' 'can' should be used in front of the question followed by a subject of the first person singular 'I' for instance.
Can I go on a trip to Kuala Trengganu, father?, and not;

*Has you get permission from your father for a trip to Kuala Trengganu? (script # 23).

Therefore, it can be said that the student lacks the knowledge of using 'can' to refer to permission/ability.

3. Type C error

In Type C error, the student used 'have' instead of 'can' at the beginning of the question. Below are some sample questions formed with Type C errors:

1. *Have you get permission from your father for the trip to Kuala Trengganu? (script # 5)

2. *Have your mother asked you get permission from your father? (script # 21).

From script # 5, it can be seen that the student has used one of the auxiliary verbs, that is 'have' at the beginning of the question. However, the student has not used the appropriate question word, when the student used 'have', instead of 'can' at the beginning of the question. 'Have' as a question word is suited for asking about actions that occurred in the past whose time is not given. It is to be used with the 1st person singular/plural
'I/we', second person singular/plural 'you', and third person plural 'they', for example:

1. Have I/we wasted your time?
2. Have you forgotten your promise?
3. Have they given you something in return?

However, students are to form a question to get permission from their fathers on a 'future' trip to Kuala Trengganu. The most appropriate verb for asking 'permission' is 'can', and not 'have' as,

Can I go on a trip to Kuala Trengganu, father?, and not;

*Have you get permission from your father for the trip to Kuala Trengganu? (script # 5).

Therefore, it can be said that the student does not know when to use the modal 'can', when the student uses 'have' instead. This is a lexical error.

4. Type D error

In Type D error, the students used 'had' instead of 'can' at the beginning of the question. Below are some samples of questions formed with Type D error:

1. *Had your mother asked to get permission? (script # 43)

2. *Had your mother asked to get permission from your father? (script # 67).

From the examples, it can be seen that the students fail to use the correct question word, when they use 'had' instead of 'can' at the beginning of the question. 'Had' is used when referring to a past action whose time or period is mentioned in the past. However, students are to form a question to ask permission from their fathers for a future trip to Kuala Trengganu, as the given statement reads:

Your mother asked you to get permission from your father for a trip to Kuala Trenggahu.

The most appropriate verb to be used as a question word to form this question is the modal 'can', to refer to permission/ability for instance:

Father, can I go for a trip to Kuala Trengganu?

The student is found to have not known the usage of verb 'had' and the modal 'can' when forming the question. Similarly, this is a lexical error.
5. Type E error

In Type E error, the student uses 'how' instead of 'can' at the beginning of the question. Below is the only error with Type E error:

1. *How your mother asked you to get permission from your father for a trip to Kuala Trengganu? (script # 63).

From the example, it can be seen that the student has incorrectly used 'how' instead of 'can' at the beginning of the question. 'How' a wh question word is used in asking a question about 'in what way', 'by what means', 'in what condition', 'to what extent' such as in the following examples:

How do you go to school?
How did you escape?

However, students are to form a question asking for permission which requires a 'modal' 'can' as the question word. For example:

Father, can I go for a trip to Kuala Trengganu?, and not;

*How your mother asked you to get permission from your father for a trip to Kuala Trengganu? (script # 63).

It is found that the error made is due to fact that the student lacks knowledge about the usage of the 'wh' word 'how' and the modal 'can'.
4.6.2 Analysis Of Error In Using Auxiliary Verb ‘Has’ As A Question Word

Q. 3 Given statement: Your teacher asked you whether Leela has done her homework that was assigned to her a few days ago.

Sample answer: Has Leela done her homework that was assigned to her a few days ago?

Forming the Question: In forming the question, students have to use 'has' as the question word followed by the subject Leela, i.e. 'Has Leela...'

Table 42 below shows that 35 students or 43.75% who had made various types of errors categorized as Types A, B, C, D, E and F, with regard to the use of auxiliary verb ‘has’ as the question word. 5 students did not attempt the question. The script numbers with the particular types of errors are also provided.
Table 42

Types Of Errors In Using The Word ‘Has’

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type A: “Had” instead of ‘has’</td>
<td>18</td>
<td>6, 7, 9, 10, 11, 17, 26, 29, 30, 43, 49, 52, 53, 60, 67, 72, 73, 74</td>
<td>5</td>
</tr>
<tr>
<td>Type B: “Have” instead of ‘has’</td>
<td>6</td>
<td>31, 47, 50, 64, 65, 68</td>
<td>17.14</td>
</tr>
<tr>
<td>Type C: “Will” instead of ‘has’</td>
<td>2</td>
<td>71, 77</td>
<td>6</td>
</tr>
<tr>
<td>Type D: “Do” instead of ‘has’</td>
<td>1</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Type E: “You” instead of ‘has’</td>
<td>2</td>
<td>45, 63</td>
<td>6</td>
</tr>
<tr>
<td>Type F: “Can” instead of ‘has’</td>
<td>1</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>Did not attempt</td>
<td>5</td>
<td>(1, 2, 59, 69, 70)</td>
<td>14</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>30</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4.6.3 Analysis On The Various Types Of Errors From Students’ Scripts

The types of errors are: ‘had’, ‘have’, ‘will’, ‘do’, ‘you’, and ‘can’ used as question words.

‘Had’ contributes the highest percentage of errors with 18 students or 51.42% making the error. The least is ‘do’ and ‘can’ with only one student or 2.85% respectively.
The data above shows the various types of errors made by students when forming questions with auxiliary verb 'has'. They are:

1. Type A: The error in using 'had' as the question word.
2. Type B: The error in using 'have' as the question word.
3. Type C: The error in using 'will' as the question word.
4. Type D: The error in using 'do' as the question word.
5. Type E: The error in using 'you' as the question word.
6. Type F: The error in using 'can' as the question word.

1. Type A error

In Type A error, students use 'had' instead of 'has' at the beginning of the question. Below are some samples of questions formed with Type A error:

1. *Had Leela has done her homework? (script # 10).
2. *Had you finished your homework that assigned to you a days ago? (script # 17)

From example # 1, it can be seen that the student has incorrectly used 'had' instead of 'has' at the beginning of the question. 'Had' is used when referring to a past action whose time or period is mentioned or in other words is a past perfect tense verb.
As Wren & Martin (1974), in 'High School English Grammar and Composition says;

'Past Perfect Tense' describes an action completed before a certain moment in the past, as;

"I met him in New Delhi in 1970. I had not seen him last four years"

Students are to form a question to obtain information about whether Leela has done her homework that was assigned to her a few days ago. This refers to an indefinite time in the past.

'Has', which is a present perfect tense verb functions to express past action with no definite time given for example:

Has Leela done her homework that was assigned to her a few days ago?

Therefore, it can be said that the students are confused over the function of the auxiliary verb 'has' (present perfect tense) and 'had', (past perfect tense) and thus they are not able to correctly use them as question words when forming the question.
2. Type B error

In Type B error, the students used 'have' instead of 'has' at the beginning of the question. Below are some samples of questions with Type B error:

1. *Have you did your homework Leela? (script # 50).
2. *Have your teacher asked whether Leela has done her homework (script # 65).

From example # 1, it can be seen that the student has used 'have' instead of 'has' at the beginning of the question.

Students are to form a question with a third person singular 'Leela' as the subject on whether she has done the homework that was assigned to her earlier.

However, when the student used 'have' which only agrees with a subject of second person she has thus made an error. 'Have' does not agree with the subject of the sentence which is a third person singular 'she/Leela'. Therefore, the student lacks knowledge of subject verb agreement and thus has selected the incorrect word as the question word.
3. Type C error

In Type C error, the students use 'will' instead of 'has' at the beginning of the question. Below is a sample of question with Type C error:

1. *Leela, will you done your homework to his a few days ago? (script # 71).

From example # 1, it can be seen that the student has used one of the modals 'will', at the beginning of the question.

However, the student has used an incorrect question word 'will', instead of 'has' at the beginning of the question. The use of 'will' is associated with 'future' actions, such as time referring to 'tomorrow', and next month for instance:

Will Leela do her homework tomorrow?

The students are required to form a question to obtain further information of a 'past' action done by a third person singular 'she' (Leela). In forming the question, an auxiliary verb to show a past action done by a third person that is, 'has' should be the question word followed by a subject of third person singular, that is 'Leela'.
Therefore, it can be said that the student lacks the knowledge of what auxiliary words to be used with past and future actions. This is again a lexical error.

4. Type D error

In Type D error, the student uses 'do', instead of 'has' at the beginning of the question. Below is the only script with Type D error:

1. *Do your homework that assigned to you a few days ago? (script # 27).

From script #27, it can be seen that the student has failed to use the auxiliary verb 'has', when the student uses 'do' at the beginning of the question. The use of 'do' fronting is valid in a yes/no question that does not have 'has' as the auxiliary verb in the given sentence. However, the sentence has an auxiliary verb 'has' and students need to move it to the front of the question by inverting the position of the subject 'Leela' with the verb 'has' as the statement of the question reads:

Your teacher asked you whether Leela has done her homework that was assigned to her a few days ago.

Therefore, it can be said that the student lacks the knowledge of when to use 'do' and 'has' as question words. In addition, the student is not aware/ignorant of the inversion rule in forming question.
5. Type E error

In Type E error, the student uses 'you' instead of 'has' at the beginning of the question. Below is a sample of question with type E error:

1. *You have done her homework? (script # 45).

For example # 1, it can be seen that the student fails to use any of the question words when the student uses a subject 'you' instead of the verb 'has' at the beginning of the question. In forming the question, an auxiliary verb 'has' should be the question word followed with a subject of third person singular i.e. "Leela", for example in;

Has Leela done her homework that was assigned to her a few days ago?

Therefore, it can be said that the student lacks the knowledge of forming a question when the student uses the subject 'you' instead of a question word at the beginning of the question.

6. Type of F error

In Type F error, the student uses 'can' instead of 'has' at the beginning of the question. Below is the only error with Type F error:
1. "Can Leela done her homework that was assigned to her a few days ago? (script # 52).

From the example # 1, it can be seen that the student fails to use the appropriate auxiliary verb 'has', when the student uses the modal 'can' at the beginning of the question. Modal 'can', refers to the ability of person or persons with reference to a present or future action for instance:

Can you do me a favour?

Students are to form a question to obtain information about an activity/action in the past and not about an 'ability', as the given statement of the question reads:

Your teacher asked you whether Leela 'has done' her homework that was assigned to her a few days ago.

The most appropriate word to be used to form this question is therefore, a verb that is used to indicate a past action and in agreement with a third person singular, i.e. 'has,' for example:

Has Leela done her homework that was assigned to a few days ago?

Therefore, it can be said that the student lacks the knowledge of when to use 'has and 'can' as question words. This is therefore, a lexical error.
4.7 Analysis Of Errors In Using Auxiliary Verb 'Had' As A Question Word

Q. 4 Given statement: His wife wants to know whether Ali had eaten his lunch yet?

Sample answer: Had Ali eaten his lunch yet?

Forming the Question: In forming the question, students have to use an auxiliary verb 'had' in front of the question, and this should be followed by the subject 'Ali', i.e. 'Had Ali...?'

Table 43 shows 53 students or 66.25% out of 80 students who made various types of errors. The errors are categorized into Types A, B, C, D and E. 7 students did not attempt the question. The script numbers pertaining to the particular types of error are also provided.

Table 43

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type A: &quot;Have&quot; instead of 'had'</td>
<td>28</td>
<td>3, 5, 12, 13, 14, 17, 23, 24,26, 27, 29, 30, 33, 34, 35, 36, 37, 40, 41, 42, 44, 46, 47, 52, 53, 54, 56, 80</td>
<td>52.8</td>
</tr>
<tr>
<td>Type B: &quot;Has&quot; instead of 'had'</td>
<td>11</td>
<td>7, 8, 9,16, 18, 28, 38, 45, 49, 50, 72</td>
<td>20.7</td>
</tr>
<tr>
<td>Type C: &quot;Can&quot; instead of 'had'</td>
<td>4</td>
<td>43, 64, 65, 67</td>
<td>7.5</td>
</tr>
<tr>
<td>Type D: &quot;Ali&quot; instead of 'had'</td>
<td>1</td>
<td>71</td>
<td>2/00</td>
</tr>
<tr>
<td>Type E: &quot;Will&quot; instead of 'had'</td>
<td>2</td>
<td>10, 21</td>
<td>3.8</td>
</tr>
<tr>
<td>Did not attempt</td>
<td>7</td>
<td>(1, 2, 6, 59, 60, 69, 70)</td>
<td>13.2</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>53</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4.7.1 Analysis Of The Various Types Of Errors In The Students’ Script

There are five types of errors made by the students when forming auxiliary verb question ‘had’. They are:

1. Type A: The error in using ‘have’ as the question word.
2. Type B: The error in using ‘has’ as the question word.
3. Type C: The error in using ‘can’ as the question word.
4. Type D: The error in using ‘Ali’ as the question word.
5. Type E: The error in using ‘will’ as the question word.

1. Type A error

In Type A error, the students used ‘have’ instead of ‘had’ at the beginning of the question. Below are some samples of questions with Type A error:

1. *Have you eaten your lunch? (script # 3)

From example 1, it can be seen that the student failed to use the appropriate question verb, when the student used ‘have’ instead of ‘had’ at the beginning of the question. The use of ‘have’, a verb used with a
second person pronoun functions in the present perfect tense, referring to past action whose time is not given, for instance.

Have you briefed him about tomorrow’s meeting?

Students are to form a question to obtain further information of whether Ali had eaten his lunch yet, signaling an action in the past, of which time is indirectly mentioned i.e. ‘lunch’. The most appropriate verb for this question is ‘had’ and not ‘have’ to be used at the beginning of the question, for example:

Had Ali eaten his lunch yet?, and not;

*Have you eaten your lunch? (script # 3).

Therefore, it can be said that the student has not acquired the ability to distinguish between a verb to show a past action with a given time, with a past action of which time is not mentioned, or that the student is confused with the function of past perfect tense word ‘had’ and present perfect tense word ‘have’ when forming the question. As such, the student has chosen the incorrect lexical item.
2. Type B error

In Type B error, the students used 'has' instead of 'had' at the beginning of the question. Below are some samples of questions with type B error:

1. *Has you want to eat lunch yet?* (script # 7)
2. *Has Ali eaten his lunch yet?* (script # 38)

From example # 1, it can be seen that the student has failed to use the appropriate question word 'had', when the student used 'has' as the question word. 'Has' is used with a subject of third person singular pronoun 'he', 'she', 'it' for asking whether an action has already taken place sometime in the past of which time is not mentioned as in the following sentence:

Has Aminah written a letter to her husband?

Students are to form a question to obtain information whether Ali had taken/eaten his lunch yet. This refers to an action in the past. Therefore, this question needs the auxiliary verb 'had' which refers to an action of which time is mentioned directly/indirectly that is 'lunch' which
bears a specific 'time', and not 'has' which is a present perfect tense verb referring to an indefinite time.

Therefore, it can be said that the student is confused over the usage of the verbs 'has' and 'had' and thus, has used an incorrect lexical item in the question.

3. Type C error

In Type C error, the students used 'can' instead of 'had' at the beginning of the question. Below are some samples of questions with Type C error:

1. *Can his wife know whether Ali had eaten his lunch yet? (script # 64)
2. *Can I know whether Ali has eaten his lunch yet? (script # 67).

From script # 64, it can be seen that the student has failed to use the appropriate question verb, when the student used a modal 'can', instead of the auxiliary verb 'had' as the question word. 'Can' is used to express ability, request, wish, for instance:

(a) Can you climb the tree? – asking about the ability.
(b) Can you do me a favour please? – asking for a favour.
However, students are to form a question to inquire about a past action about a third person pronoun 'Ali'.

The appropriate verb is the auxiliary verb 'had'. Therefore, 'had' in the given sentence needs to be moved to the front of the question by inverting its position with the subject 'Ali'.

Had Ali eaten his lunch yet?, and not;

*Can his wife know whether Ali had eaten his lunch yet? (script # 64).

The student is found to have not acquired the ability to use 'had' and 'can' as question words. The student is also found not to be able to inverse subject with the verb or are simply ignorant about the rule in forming a question.

4. Type D error

In Type D error, the student used 'Ali' instead of 'had' as the question word. Below is the only error with Type D error:

1. *Ali, ate your lunch yet? (script # 71)

From the sample, it can be seen that the student has failed to use the auxiliary verb 'had'. Instead, the student used a non question word,
i.e. 'Ali' at the beginning of the question. Usually 'Ali', a subject of the third person singular is used in forming a 'statement' or 'declarative' sentence for instance:

- Ali has a new car
- Ali, he has done nothing so far!

Students are to form a question to obtain information about a past action referring to a definite time which therefore requires them to use the past perfect tense verb as the statement of question reads:

His wife wants to know whether Ali had eaten his lunch yet.

The most appropriate verb to be used to form this question is the auxiliary verb 'had', and not 'Ali'.

Had Ali eaten his lunch yet?, and not;

*Ali, ate your lunch yet? (script # 71)

It is found that the student lacks the knowledge of forming question using the appropriate question word.
5. Type E error

In Type E error, the student uses 'will' instead of 'had' at the beginning of the question. Below is a sample of question with Type E error:

1. *Will Ali had eaten his lunch yet? (script # 21)*

From script # 21, it can be seen that the student has failed to use the appropriate question verb, when the student uses 'will', a modal, instead of an auxiliary verb 'had' as the question word. 'Will' is used for expressing a future action, for instance:

Ali will have lunch with his wife today.

Students are to form a question inquiring whether Ali had eaten his lunch yet. This indicates an action that had occurred in the past of which time is given i.e. 'lunch'. However, the student uses 'will' which refers to a future action.

Therefore, it can be said that the student lacks the knowledge of correctly using 'had' and 'will' as question words. This is basically because the student is unable to distinguish between a past and future action.
4.8 Analysis Of Errors In Using Auxiliary Verb ‘Have’ As A Question Word

Q. 5 Given statement: You have been teaching in this school for a long time. You need to know from Zaki whether he has been teaching here for more than ten years.

Sample answer: Have you been teaching here for more than ten years?

Forming the Question: In forming the question, the students have to use the verb ‘have’ as the question word and this is followed by a subject of the second person pronoun ‘you’, i.e. ‘Have you...’

Table 44 shows 29 students or 36.25% of the 80 students who made various types of errors categorised into Types: A, B, C, D, E and F with regard to the use of the verb ‘have’ as a question word. 7 students did not attempt the question. Script numbers with particular types or errors are also provided.
Table 44

Types Of Errors In Using Auxiliary Verb 'Have'
As A Question Word

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: &quot;Has&quot; instead of 'have'</td>
<td>11</td>
<td>3, 8, 12, 17, 18, 19, 31, 44, 46, 47, 48</td>
<td>38</td>
</tr>
<tr>
<td>B: &quot;Had&quot; instead of 'have'</td>
<td>2</td>
<td>22, 25</td>
<td>6.8</td>
</tr>
<tr>
<td>C: &quot;How&quot; instead of 'have'</td>
<td>2</td>
<td>14, 20</td>
<td>6.8</td>
</tr>
<tr>
<td>D: &quot;You&quot; instead of 'have'</td>
<td>2</td>
<td>13, 16</td>
<td>6.8</td>
</tr>
<tr>
<td>E: &quot;Can&quot; instead of 'have'</td>
<td>3</td>
<td>5, 15, 65</td>
<td>10.38</td>
</tr>
<tr>
<td>F: &quot;Will&quot; instead of 'have'</td>
<td>2</td>
<td>7, 9</td>
<td>6.8</td>
</tr>
<tr>
<td>Did not attempt</td>
<td>7</td>
<td>(1, 2, 6, 59, 60, 69, 70)</td>
<td>24.13</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>29</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4.8.1 Analysis Of The Various Types Of Errors In The Students’ Scripts

There are six types of errors made by the students when forming a question with the auxiliary verb 'have'. They are:

1. Type A: The error in using 'has' as the question word.
2. Type B: The error in using 'had' as the question word.
3. Type C: The error in using 'how' as the question word.
4. Type D: The error in using 'you' as the question word.
5. Type E: The error in using ‘can’ as the question word.

6. Type F: The error in using ‘will’ as the question word.

1. Type A error

In Type A error, the students use ‘has’ instead of ‘have’ at the beginning of the question. Below are some samples of questions formed with Type A error:

1. *Has been you teaching here for more than ten years? (script # 8).

2. *Has you been teaching in this school for more than ten years? (script # 18)

From script # 8, it can be seen that the student fails to use the appropriate verb ‘have’ when the student uses ‘has’ at the beginning of the question. ‘Has’ is a verb used with reference to the third person singular pronoun ‘he’ (Zaki) for instance:

Has Zaki been teaching here for more than ten years?

However, students are to form a question to directly ask from the subject ‘Zaki’. As such, the pronoun ‘you’ has to be used to refer to Zaki. Therefore, the second person pronoun, ‘you’ need to be used with the
present perfect tense verb, 'have', in line with the needs of the question that reads:

You have been teaching in this school for a long time. You need to know from Zaki whether he has been teaching here for more than ten years.

When the student uses 'has' as the question word, instead of 'have' she has made the following error. The verb 'has' for third person singular pronoun does not agree with the subject of the second person pronoun 'you', that is 'has you' as produced by the student, (script # 18).

Therefore, it can be said that the student lacks the knowledge of subject and verb agreement when forming the question and as such, has chosen an incorrect verb as the question word.

2. Type B error

In Type B, the student uses 'had' instead of 'have' as the question word. Below is a sample with Type B error:

1. *Had you been teaching for more than ten years? (script # 22)

From sample script # 22, it can be seen that the student fails to use the appropriate verb when the student uses 'had' instead of 'have', which should be used at the beginning of the question. 'Had', a past perfect
continuous verb is used for an action which began before a certain point in the past and continued up to that time; as,

When I came to this school in 1945, Mr. Lee had already been teaching here for five years.

Students are to form a question to obtain further information on whether the subject of the second person pronoun, ‘you’ have been teaching in this school for more than ten years.

The most appropriate question word to be used to form this question is the verb used for the present perfect continuous tense ‘have’, and this is followed by the subject of the second person pronoun ‘you’. The present perfect continuous tense is used for an action which began

some time in the past and is still happening as;

You have been reading for two hours.

Therefore, it can be said that the student is confused with when to use ‘had’ which is used to indicate a past action that has happened and has ended, and ‘have’ or ‘has’ which is used to indicate an action which has been happening for sometime, and is still continuing to happen. This confusion has led to the student choosing an incorrect lexical item as the question word.
3. Type C error

In Type C error, the student used 'how' instead of 'have' at the beginning of the question. Below are some samples of the Type C error:

1. *How long you has teaching here? (script # 14)
2. *How long you has been teaching here? (script # 20).

From script # 14, it can be seen that the student failed to use the auxiliary verb 'have' when the student uses 'how' as the question word. 'How', a wh question word, is used in asking a question about 'in what way,' 'by what means', 'in what condition', 'to what extent' such as in:

How does he go to school?

Students are to form a question to obtain confirmation about whether a subject of a second person pronoun 'you' have been teaching in the school for more than ten years. The appropriate question word to be used to form this question is 'have', which is a present perfect continuous tense verb. It is used to indicate an action which has been happening for sometime in the past, and is still happening for example:

Zaki, have you been teaching here for more than ten years?
Therefore, it can be said that the student has not acquired the ability to use 'have' and 'how'.

4. Type D error

In Type D error, the students used 'you' instead of 'have' at the beginning of the question. Below are some sample questions with Type D error:

1. *You teaching for more than ten years? (script # 13)
2. *You taught here for more than ten years? (script # 16).

From script # 13, it can be seen that the student failed to use any of the question words, when the student uses a subject noun 'you' as a question word. In forming this question, an auxiliary verb 'have' is to be used, and this is followed by a subject of the second person pronoun, 'you', for instance.

Have you been teaching here for more than ten years?

Therefore, it is found that the student lacks the knowledge about how to form a question, when the student uses 'you', a pronoun, as the question word. When the student uses 'you' in front of the question, she
has thus made the error of choosing an incorrect lexical item as the question word.

5. Type E error

In Type E error, the students use 'can' instead of 'have' as a question word. Below are some samples of Type E error:

1.  *Can you tell me why you has been teaching here for more than ten years? (script # 5)

2.  *Can you have been teaching in this school for long time? (script # 65).

From script # 5, it can be seen that the student fails to use the appropriate question word when the student uses a modal 'can' instead of the auxiliary verb 'have' at the beginning of the question. 'Can' is used to express ability, request, wish, for instance:

(a) Can you move the rock? – asking about ability.

(b) Can you do me a favour please? – asking for a favour.

However, students are to form a question to get confirmation of whether the subject of second person pronoun 'you' have been teaching for more than ten years as the given statement of the question reads:
You have been teaching in this school for a long time. You need to know from Zaki whether he has been teaching here for more than ten years.

The most appropriate question word to be used is ‘have’ and not ‘can’ at the beginning of the question, for example:

Have you been teaching here for more than ten years?

Therefore, it can be said that the student has not acquired the ability of when to use the modal ‘can’ and the verb ‘have’ as questions words.

6. Type F error

In Type F error, the student uses ‘will’ instead of ‘have’ at the beginning of the question. Below is a sample of Type F error:

1. *Will you teaching here for more than ten years? (script # 7)

From sample script # 7, it can be seen that the student has failed to use the appropriate auxiliary verb ‘have’ when the student uses a modal ‘will’ as a question word. The use of ‘will’ is associated with ‘future’ action referring to ‘tomorrow’, or ‘next month’, for instance:

Will you teach in this school next month?
Students are to form a question to get a confirmation of whether the subject of the second person pronoun 'you' have been teaching for more than ten years and since the act of teaching is still continuing, the tense to be used should be a perfect continuous tense, for instance:

Have you been teaching here for more than ten years?, and not;

*Will you teaching here for more than ten years? (script # 7).

Therefore, it can said that the student lacks the knowledge of when to use an auxiliary verb 'have' and a modal 'will' when forming the question.

4.9 Categories Of Errors In Forming Question Using 'Do' Verbs

Table 45 is the summary of errors in using 'do' verbs; 'does', 'do' and 'did' in questions obtained from the students' scripts.

<table>
<thead>
<tr>
<th>The 'do' verbs</th>
<th>No. of students who made errors</th>
<th>%</th>
<th>No. of students with all correct answer</th>
<th>%</th>
<th>Total no. of students and %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does</td>
<td>28</td>
<td>35.00</td>
<td>52</td>
<td>65.00</td>
<td>80 (100)</td>
</tr>
<tr>
<td>2. Do</td>
<td>34</td>
<td>42.5</td>
<td>46</td>
<td>57.5</td>
<td>80 (100)</td>
</tr>
<tr>
<td>3. Did</td>
<td>22</td>
<td>27.5</td>
<td>58</td>
<td>72.5</td>
<td>80 (100)</td>
</tr>
</tbody>
</table>
Table 45 shows that 'do' contributes the highest percentage of error among the 'do' verbs listed, with 34 or 42.5% of the total number of students making errors in using 'do' verbs when forming yes/no questions. The second is 'does' with 28 or 35%, and the least difficult is 'did' with 22 or 27.5% of the students making errors.

4.9.1 Analysis Of Error In Using 'Does' Verb In Question

Given statement: You want to know whether Encik Leman goes to the mosque at 5.00 a.m. every morning.

Sample answer: Does Encik Leman go to the mosque at 5.00 a.m. every morning?

Forming the question: In forming the question, the students have to use verb for the third person singular, i.e. 'does', followed by a subject of the third person singular too, i.e. 'Does Encik Leman/ he....?'

Table 46 shows that 28 students or 35% have made various errors in using 'does' as the question word. This is categorized into Types A, B, and C. The number of scripts with the particular types of errors are also provided.
Table 46

Types Of Errors In Using ‘Does’ Verb

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: “Do” instead of ‘does’</td>
<td>8</td>
<td>5, 9, 58, 64, 65, 73, 75, 76</td>
<td>28.5</td>
</tr>
<tr>
<td>B – B1: “Where” instead of ‘does’</td>
<td>19</td>
<td>6, 31, 49, 66</td>
<td>68</td>
</tr>
<tr>
<td>B2: “When” instead of ‘does’</td>
<td></td>
<td>27, 28, 54, 60, 61, 63, 69, 78, 80</td>
<td></td>
</tr>
<tr>
<td>B3: “What” instead of ‘does’</td>
<td></td>
<td>16, 23, 37, 59, 70, 71</td>
<td></td>
</tr>
<tr>
<td>C: “Did” instead of ‘does’</td>
<td>1</td>
<td>67</td>
<td>3.50</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>28</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4.9.2 Analysis Of The Various Errors In Students Scripts

From the data above, it can be seen that there are various types of errors made by the students when forming question with ‘does’. They are:

1. **Type A:** The error in using ‘do’ at the beginning of the question.

2. **Type B:** The errors in using ‘wh’ words at the beginning of question.
   - B1: Where
   - B2: When
   - B3: What

3. **Type C:** The error in using ‘did’ at the beginning of the question.
1. Type A error

In Type A error the student uses ‘do’ instead of ‘does’ at the beginning of the question. Below is a sample of question with Type A error:

1. *Do you want to know whether Encik Leman goes to mosque at 5.00 a.m. every morning? (script # 5)

From script # 5, it can be seen that the student has used one of the ‘do’ verbs as question word, i.e. ‘do’ at the beginning of the question.

‘Do’ is usually used with first person singular/plural pronoun such as ‘I’ and ‘we’, second person singular/plural pronoun ‘you, and third person plural pronoun ‘they’ for asking question referring to an event that happens regularly. Therefore, it is a present tense verb as used in the following examples:

Do you drink coffee every day?

Do they give you money every month?

It can be concluded that students have made this lexical error because they are careless about subject-verb agreement or they simply are not aware of such a rule. It could also be said that the error
is due to the fact that they had formed an embedded question instead of a direct question.

2. Type B error

In Type B error, the students use wh words; 'where', 'when' and 'what' instead of 'does' at the beginning of the question. Below are some samples of questions with Type B errors:

1. *Where do you go to mosque morning? (script # 6)
2. *When he goes to mosque every morning? (script # 27)
3. *What does Encik Leman at 5.00 a.m. every morning? (script # 16).

Therefore, it can be said that the students do not know the focus of the yes/no question with 'do' verb. As it is a yes/no question, any wh questions words should not have been used. This is a lexical error.

3. Type C error

In Type C error, the student uses 'did' instead of 'does' at the beginning of the question. Below is a sample of question with Type C error:

1. *Did Encik Leman goes to mosque every morning? (script # 67).
From script # 67, it can be seen that the student has used one of the 'do' verbs, i.e. 'did' as the question word. However, the student has used the incorrect form of the 'do' verb when the student uses 'did' which is more suited for asking about a past action, instead of using a verb for a simple present tense of a third person singular pronoun 'does' at the beginning of the question. 'Did' which is a past tense of 'does' and 'do' is used with past action(s), whose time is given such as:

Did Encik Leman go to the mosque yesterday?

However, students are required to form a question asking about a daily (habitual) activity of Encik Leman as stated in:

You want to know whether Encik Leman goes to the mosque at 5.00 a.m. every morning.

When the student uses 'did', it contradicts with the needs of the question, that is asking about a daily activity of Encik Leman which requires using the present tense of the 'do' verb- 'does'.

Therefore, it can be said that the student lacks the knowledge of using appropriate 'tense' when forming the question and thus has chosen an incorrect question word.
4.10 Analysis Of Errors In Using ‘Do’

Give statement: Your teacher likes to know whether you read books during weekends.

Sample answer: Do you read books during weekends?

Forming the question: In forming the question the students have to use the ‘do’ verb in front of the question.

Table 47 below shows 34 or 42.5% out of 80 students who made errors. The errors are categorized into numerous types, i.e. Types A, B, C, D and E. The numbers of scripts with particular types of errors are also provided.

Table 47

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: “Did” instead of ‘do’</td>
<td>19</td>
<td>9, 10, 12, 13, 14, 19, 21, 57, 60, 61, 62, 65, 68, 72, 74, 75, 77, 79, 80</td>
<td>56.00</td>
</tr>
<tr>
<td>B: “Does” instead of ‘do’</td>
<td>6</td>
<td>15, 39, 58, 67, 73, 76</td>
<td>18.00</td>
</tr>
<tr>
<td>C: “Are” instead of ‘do’</td>
<td>1</td>
<td>40</td>
<td>3.00</td>
</tr>
<tr>
<td>D - D1: “What” instead of ‘do’</td>
<td>7</td>
<td>59, 64, 66, 78</td>
<td>20.00</td>
</tr>
<tr>
<td>D2: “Who” instead of ‘do’</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>D3: “When” instead of ‘do’</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>D4: “Why” instead of ‘do’</td>
<td></td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>E: “You” instead of ‘do’</td>
<td>1</td>
<td>70</td>
<td>3.00</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>34</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4.9.3 Analysis Of The Various Types Of Errors in The Students Scripts

From the data in Table 47, it can be seen that these are various types of errors made by the students when forming questions with 'do'. They are:

1. **Type A**: The error in using 'did' at the beginning of the question.
2. **Type B**: The error in using 'does' at the beginning of the question.
3. **Type C**: The error in using 'are' at the beginning of the question.
4. **Type D**: The error in using 'wh' words at the beginning of the question.
   - D1: What
   - D2: Who
   - D3: When
   - D4: Why
5. **Type E**: The error in using 'you' at the beginning of the question.

1. **Type A error**

   In Type A error, the students use the past tense form of 'do' i.e. 'did', instead of 'do' at the beginning of the question. Below is a sample of question with Type A error:
1. *Did you read books during weekends? (script # 9).

From script # 9, it can be seen that the student has used one of the 'do' verbs that is 'did' as the question word. However, the student has used the incorrect question word when the student uses 'did', instead of 'do' at the beginning of the question.

'Did', a past tense form of 'do' and 'does' is used when referring to an action that has taken place in the past whose time is given i.e. yesterday, last week for instance:

Did you read the book last week?

However, the students are to form a question inquiring whether a subject of a second person, that is 'you' read books during weekends, referring to an habitual or regular activity (reading) done during weekends.

Therefore, the student has put an incorrect question word in initial position due to his lack of knowledge of tenses.
2. Type B error

In Type B error, the student uses 'does', instead of 'do' at the beginning of the question. Below is a sample of question with Type B error:

1. *Does you read books during weekends? (script # 15)*

From script # 15, it can be seen that the student has used one of the do verbs, that is 'does' as the question word.

However, the student fails to use the appropriate question word when the student uses 'does' instead of 'do' at the beginning of the question. 'Does' is a present tense verb used with third person singular pronoun for example:

Does she read books during weekends?

Students are to form a question to obtain further information of whether the second person pronoun, 'you', read books during weekends, as the given statement reads:

Your teacher likes to know whether you read books during weekends.
When the student uses 'does', it contradicts with the needs of the statement which requires asking about a regular activity of 'you' which is second person pronoun. Therefore, it can be said that the student lacks knowledge in subject and verb agreement when forming the question.

3. Type C error

In Type C error, the student uses 'are' instead of 'do' at the beginning of the question. Below is a sample of question with Type C error:

1. *Are you read books during weekends?* (script # 40).

For script # 40, it can be seen that the student has not used any of the 'do' verbs, when the student used 'are', instead of 'do' as the question word. Since the given statement does not have either auxiliary verb or copula BE, 'do' fronting is therefore introduced in initial position of the question. 'Are' is used for asking about an action that is going on the moment (Present Continuous tense) for instance 'Are you reading the newspaper now?.' The question requires students to enquire about a regular activity i.e. 'read' in the present tense. The
appropriate question verb for this question therefore, is 'do' and not 'are', a verb to-be, as,

Do you read the books during weekends?, and not;

*Are you read books during weekends? (script # 40).

Therefore, it can be said that the student lacks knowledge regarding appropriate lexical item to be fronted.

4. Type D error

In Type D error, the students use wh words such as 'what', 'who', 'when' and 'why' instead of 'do' at the beginning of the question. Below are some samples of questions with Type D error:

1. *What your teacher likes to read books during weekends? (script # 59)
2. *Who likes to know whether you read books during weekends? (script # 63).
3. *When do you teachers likes to know whether you read books? (script # 39)
4. *Why did your teacher likes to know read books during weekends? (script # 71).

From the examples of errors (1 – 4) above, it can be seen that the students failed to use any of the 'do' verbs as the question words
when they used 'wh' words: 'what', 'who', 'when' and 'why' instead of 'do'.

Therefore, it can be said that the students do not know the focus of yes/no question with 'do' verb. As it is a yes/no question, any 'wh' words should not have been used. This is therefore a lexical error.

5. Type E error

In Type E error, the student uses 'you' instead of 'do' at the beginning of the question. Below is a sample of question formed with Type E error:

1. *You read books during weekends? (script # 70).

From the sample above, it can be seen that the student failed to use any of the 'do' verbs, when the student used 'you', instead of 'do' which should have been used at the beginning of the question. Instead, the student has transformed a sentence into a question by simply attaching a question mark/tone at the end of the sentence. As 'you' is not a question word, therefore 'you' should not have been used in the initial position of the question.
Therefore, it can be said that the students do not know the rules of forming a question with the 'do' verb.

4. 11 Categories Of Errors In Using 'Did'

Give statement: You want to know whether your mother went to the supermarket last night.

Sample answer: Did you go to the supermarket last night?

Forming the question: In forming the question the students have to use the 'do' verb, 'did' in initial position indicating that the action had occurred sometime in the past.

Table 48 below shows 22 or 27.5% out of 80 students, who made various types of errors, that is Types: A, B and C. The number of scripts with particular types of errors is also provided. 1 student did not attempt the question.
Table 48
Types Of Errors In Using ‘Did’ Verb

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>No. of errors</th>
<th>Script numbers with errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: “Do” instead of ‘did’</td>
<td>7</td>
<td>27, 61, 62, 64, 65, 72, 77</td>
<td>32</td>
</tr>
<tr>
<td>B: “Are” instead of ‘did’</td>
<td>1</td>
<td>40</td>
<td>4.54</td>
</tr>
<tr>
<td>C – C1: “What” instead of ‘did’</td>
<td>13</td>
<td>16, 23, 43, 46, 59, 71, 80</td>
<td>59</td>
</tr>
<tr>
<td>C2: “Where” instead of ‘did’</td>
<td></td>
<td>28, 78</td>
<td></td>
</tr>
<tr>
<td>C3: “When” instead of ‘did’</td>
<td></td>
<td>31, 66, 69</td>
<td></td>
</tr>
<tr>
<td>C4: “Why” instead of ‘did’</td>
<td></td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Did not attempt the question</td>
<td>1</td>
<td>(70)</td>
<td>4.54</td>
</tr>
<tr>
<td>Total number of errors</td>
<td>22</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4.11.1 Analysis Of The Various Types Of Errors In The Students scripts

From the data in Table 48, it is evident that there are various types of errors made by the students when forming a question with ‘did’ fronting. They are:

1. Type A: The error in using ‘do’ at the beginning of the question.
2. Type B: The error in using ‘are’ at the beginning of the question.
1. Type A error

In Type A error, the student uses 'do' instead of 'did' at the beginning of the question. Below is a sample of question with A error:

1. *Do you go to supermarket last night? (script # 27)

From the script # 27, it can be seen that the student has indeed used one of the 'do' verbs i.e. 'do' as the question word. However, the student has used the incorrect form of the 'do' verb as the question word, that is 'did'. 'Do' is suited for asking question of whether an action takes place habitually, that is 'every day', or 'every week', such as:

Do you go to the supermarket last night?

The students are required to form a 'direct' question with the second person pronoun 'you' to seek confirmation as to whether 'you' went to the supermarket last night, as the given statement reads:

You want to know whether your mother went to the supermarket last night.
When the student uses a question word 'do' which is used with an action that happens habitually (present tense), it contradicts with the directive that refers to an action that has already happened (past tense). As the event refers to something that has happened 'last night', the past tense form of 'do' that is 'did' is therefore suitable to be used as the question word, as:

Did you go to the supermarket last night?, and not;

*Do you go to supermarket last night? (script # 27).

Therefore, it can be said that the student lacks knowledge of tenses when forming the question and as a result has selected the incorrect question verb.

2. Type B error

In Type B error, the student uses 'are' instead of 'did' at the beginning of the question. Below is a sample of question with Type B error:

1. *Are you does to supermarket last night? (script # 40).

From script # 40, it can be seen that the student has failed to use any of the 'do' verbs as the appropriate question word, when the
student uses a verb to-be 'are' at the beginning of the question. 'Are' is suited for asking question about an action that is in progress or about the present status of the action, for instance;

Are you going to the supermarket now? (present continuous tense)
Are they your new teachers? (present tense).

Students are to form a question to seek confirmation from the second person pronoun 'you' of whether 'you' went to the supermarket the night before. To form this question, 'did' indicating an action that had occurred sometime in the past of which time is mentioned, i.e. 'last night' should be used as the question word, in line with the given statement that reads:

You want to know whether your mother went to the supermarket last night?

Therefore, students have again shown that they are weak in the English tenses.
3. Type C error

In Type C error, the students use ‘wh’ words i.e. ‘what’, ‘where’, ‘when’ and ‘why’ instead of ‘did’ at the beginning of the question. Below are some samples of questions with Type C error:

1. *What she does go to supermarket last night? (script # 23).

2. *Where did you went last night? (script # 28).

3. *When did mother went to supermarket last night? (script # 31).

4. *Why my mother went to supermarket last night? (script # 63).

From the above examples of errors (1 – 4), it can be seen that the students failed to use the appropriate ‘do’ verb question word ‘did’ when the students used ‘wh’ words: ‘what’, ‘where’, ‘when’ and ‘why’ at the beginning of the questions.

Therefore, it can be said that the students do not know the focus of the yes/no question of ‘do’ verb when forming the question. As this is a yes/no question, any ‘wh’ words should not have been used.