# A CONTRASTIVE ANALYSIS OF INTERROGATIVE

# SENTENCES IN ENGLISH AND INDONESIAN

**THESIS**



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# ABSTRAK

DIANA S. RAHMAN: *A Contrastive Analysis of Interrogative Sentences in English and Indonesian.* **Tesis. Yogyakarta: Pascasarjana, Universitas Negeri Yogyakarta, 2020.**

Penelitian ini bertujan untuk: (1) menganalisis struktur pembentukan *"kalimat tanya ya-tidak"* dan *"kalimat tanya informatif"* dalam bahasa Inggris dan Indonesia, (2) mengungkapkan persamaan dan perbedaan struktur pembentukan kalimat tanya dalam bahasa Inggris dan bahasa Indonesia, dan (3) memprediksi akibat perbedaan antara kalimat tanya dalam bahasa Inggris dan bahasa Indonesia.

Penelitian ini menggunakan metode kualitatif deskriptif. Pengumpulan data menggunakan metode simak dan teknik mencatat kalimat-kalimat yang termasuk dalam kalimat tanya bahasa Inggris dan bahasa Indonesia pada lembar data. Instrumen penelitian adalah parameter data yang menentukan kalimat yang mana yang termasuk dalam kalimat tanya seperti yang tertuang dalam lembar data. Data kalimat tanya diambil dari buku-buku tata bahasa Inggris dan bahasa Indonesia. Objek penelitian dalam studi ini adalah *"kalimat tanya ya-tidak"* and *"kalimat tanya informatif"* dalam bahasa Inggris dan bahasa Indonesia.

Hasil penelitian ini adalah sebagai berikut. (1) Pembentukan kalimat tanya bahasa Inggris dan bahasa Indonesia adalah sebagai berikut: (a) kalimat tanya ya-tidak dibentuk melalui pembalikan dan penambahan unsur kalimat; dan (b) kalimat tanya informatif dibentuk menggunakan kata tanya untuk menggantikan unsur kalimat yang ditanyakan. (2) Terdapat tujuh perbedaan pada kalimat tanya bahasa Inggris dan bahasa Indonesia, yaitu letak kata tanya, penggunaan kata tanya, penanda waktu, penanda jumlah, sistem kata bantu, penggunaan partikel *'kah'*, dan jumlah variasi pembentukkan kalimat tanya informatif; dan terdapat tiga persamaan pada kalimat tanya bahasa Inggris dan bahasa Indonesia, yaitu penunaan pembentuk atau kata tanya pada awal kalimat deklaratif, pembalikan bagian kalimat deklaratif, dan kata tanya untuk membentuk kalimat informatif. (3) Terdapat pengaruh perbedaan kalimat tanya terhadap pembelajar yang mungkin mereka hadapi ketika belajar kalimat tanya bahasa Inggris dan bahasa Indonesia. Prediksi kesalahan yang mungkin dihadapi oleh: (a) pelajar Indonesia adalah kesalahan menggunakan kata kerja bantu untuk membentuk kalimat tanya ya-tidak, kesalahan dalam menggunakan kata kerja bantu untuk membentuk kalimat tanya informarif, dan kesalahan menggunakan kata tanya; dan (b) pelajar asing adalah penghilangan partikel –kah, salah susun kata bantu dalam kalimat tanya informatif, dan penghilangan kata sambung 'yang' dalam membentuk kalimat tanya informatif.

**Kata Kunci:** *contrastive*, English, Indonesian, interrogative *sentence*

# ABSTRACT

DIANA S. RAHMAN**:** A Contrastive Analysis of Interrogative Sentences in English and Indonesian. **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2020.**

This research aims (1) to analyze the structure of the formation of the "*yes-no* question" and "*wh*-question" in English and Indonesian, (2) to reveal the similarities and differences in the structure of the formation of the interrogative sentences in English and Indonesian, and (3) to predict the effects of the difference between interrogative sentences in English and Indonesian.

This research used the descriptive qualitative method. The data collection was through observation method and note-taking technique the English and Indonesian interrogative sentences. The research instruments are parameters on deciding which sentences are interrogative sentences as contained in the data sheets. The data on the interrogative sentences were taken from English and Indonesian grammar books. The object of this study is the "*yes-no* question" and "*wh*- question" in English and Indonesian.

The results of this study are as follows. (1) The formation of English and Indonesian interrogative sentences is as follows: (a) the *yes-no* question is formed by inversion and addition the element of sentence; and (b) *wh*-question is formed by using a question word to substitute the element asked in the sentence. (2) There are seven differences between English and Indonesian interrogative sentences, namely the placement of question words, use of question words, tense markers, quntity markers, auxiliary verb systems, use of particle '*kah*', and the number of variations the *wh*-question formation; and there are three similarities in the English and Indonesian interrogative sentences, namely the use of question former or word at the beginning of declarative sentence to form *yes-no* question, inversion a part of declarative sentence to form *yes-no* question, and question word to form the *wh*-question**.** (3) There are the effects of difference between English and Indonesian interrogative sentence that may be faced by learners when they learn interrogative sentences in English and Indonesian, namely errors to form *yes-no* question and *wh*-question. The errors that may be faced by (a) Indonesian learners are error in using auxiliary verbs to form *yes- no* question, error in using auxiliary verbs to form *wh*-question, and error in using the question words; and (b) foreign learners are omission of particle '*kah*', misordering of the modal auxiliary verbs in *wh*-question, and omission relative conjunction '*yang*' in forming *wh*-question.

**Keywords:** contrastive, English, Indonesian, interrogative sentences

## DECLARATION OF AUTHENTICITY

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Would like to certify that the work in this thesis has not been previously submitted for a degree nor it has been submitted as part of requirements for a degree in another college or university. Any help that I have received in this research work and the preparation of this thesis has been acknowledge. In addition, I also would like to certify that all the information sources and literature used are indicted in this thesis.

Yogyakarta, 29 Mei 2020

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**APPROVAL SHEET**


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ENGLISH AND INDONESIAN**


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Submitted as aPartial Fulfilment of the Requieremnts for the Attaiment of the

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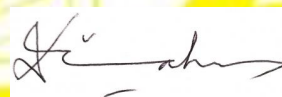

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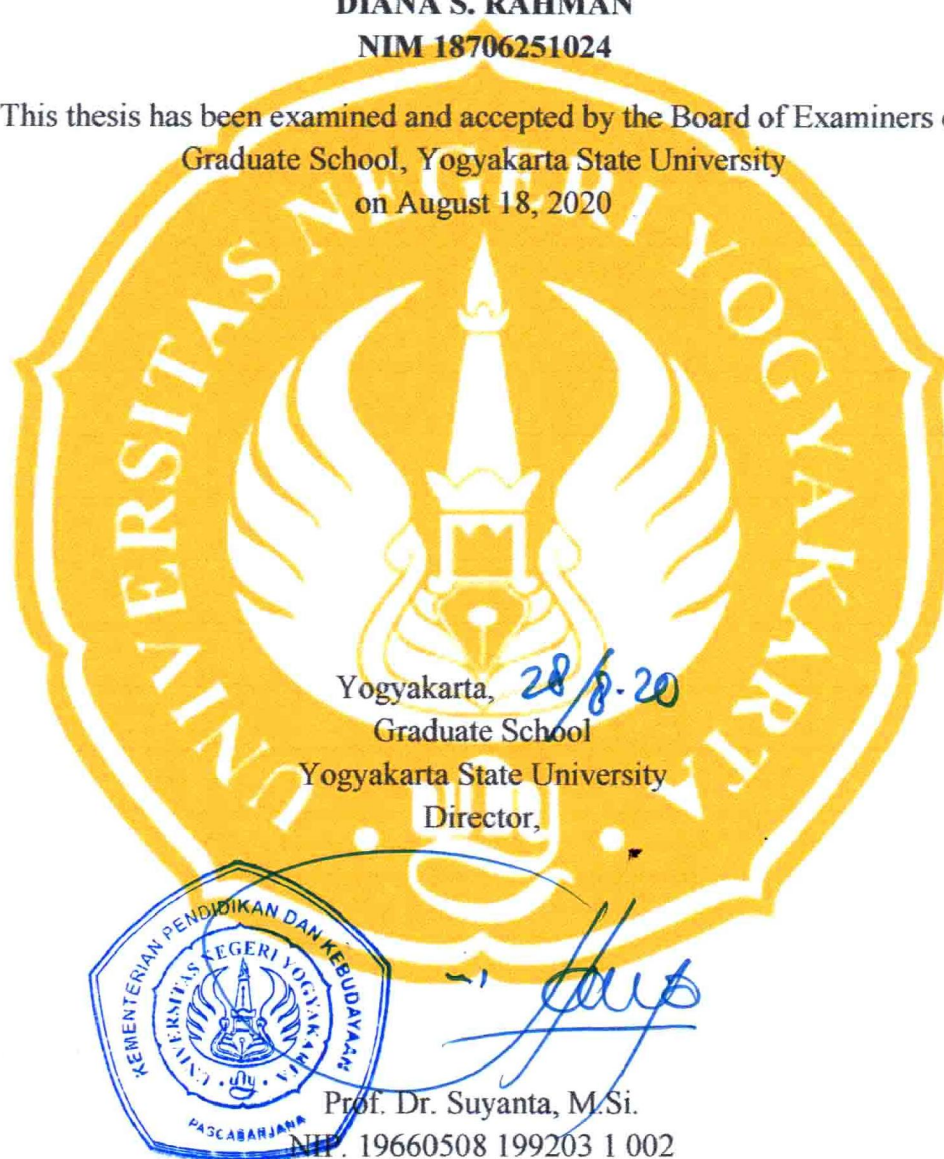
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# LIST OF ABBREVIATIONS

N               : Noun

V               : Verb

Adv             : Adverb

Adj             : Adjective

Prep            : Preposition

Art             : Article

Dem             : Demonstrative

Cord            : Coordinator

Q. Word         : Question Word

Q. Marker       : Quantity Marker

T. Marker       : Tense Marker

Aux. V          : Auxiliary Verb

*               : Not grammatical sentence

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**CHAPTER I**

**INTRODUCTION**

A.  **Background of the Research**

There are four major types of sentence based on its meaning or syntactic form associated to form major uses in communication. They are declarative sentence for statement, exclamatory sentence for exclamation, imperative sentence for directive, and interrogative sentence for question (Alwi et al., 2010; Greenbaum & Nelson, 2002; Muslich, 2010; Seaton & Mew, 2007). Among these four types, interrogative sentence is one of important parts in everyday life communication as most of which involve and answer question or interaction among communicators (Hafrianto & Mulyadi, 2018).

In Indonesian Dictionary (2008), an interrogative sentence is defined  as a sentence containing intonation and question meaning. Swick (2009) states that an interrogative sentence is used for questions. It is in line with Seaton and Mew (2007) arguing that an interrogative sentence is used to ask question. Therefore, it is used to request or ask information, ask question, and confirm a question either in spoken or written.

Furthermore, mastery of this sentence type will help students interact each other either to give a question, to ask information, or to clarify something. Particularly in English, there are five main aims of teaching language according to the National Standard of ACTFL (American Council on the Teaching of Foreign Language). One of them is communication aim (Amalia, 2017). It is suitable with language function as a means for communication (Kurniawan, 2012).  In addition,

English mastery plays a very important role (Astika, 2015) in globalization era in which English is an international language used globally in all aspects including education (Megawati, 2016).

Therefore, English becomes a compulsory subject in formal education. This subject is taught start from junior high school until university. This shows the governments' effort in helping Indonesian students master English. English subject which has been taught around 7 years in formal education (school) is expected to help students master English particularly in using interrogative sentence. It is because English interrogative sentence or asking in the English interrogative sentence is included in English textbook of junior high school (Ministry of Education and Culture 2013) so that students will have linguistic and communication competence until senior high school and university.

Nevertheless, Indonesian students still encounter problems in learning English as both Indonesian and English have significantly different systems either in phonology, morphology, lexicon, or syntax. Lee (cited in Pranowo, 2014) proposes six assumptions related to contrastive analysis related to this problem, one of which is the greater difference between the two languages the greater difficulty. Consequently, a different set of sentence in English and Indonesian continues to be a major problem in learning and in English and Indonesian (Uktolseja, Sujaja, & Matinahoru, 2019).

Indonesian as the first language (L1) for Indonesian students has different structure or grammar compared to English so there is often error possibility in revealing some sentences. One of the possible errors is the difference between L1

and English as the target language. Difference in structure or grammar in both languages also occurs in the formation of interrogative sentences, as the examples below:

| Indonesian interrogative sentence | English interrogative sentence |
|---|---|
| a) **Siapa** *namamu?* | a) **What** *is your name?* |
| b) **Apakah** *anda seorang siswa?* | b) **Are** *you a student?* |
| c) *Mereka belajar* **dimana***?* | c) **Where** <u>do</u> *they learn?* |

Those Indonesian and English interrogatives show that interrogative sentence in; a) in Indonesian sentence, the question word *"siapa"* is used to ask name but it is different from English sentence using question word *"what"*. It is affected by some factors such as the function of question word in both languages and so on; b) The second interrogative sentence shows that English has an auxiliary verb *"are"* while Indonesian just use the question word *"apakah"* without any auxiliary verb; and c) The third sentence shows the difference of both languages that the position of the question word in Indonesian can move to the end of interrogative sentence but the interrogative sentence in English is added by auxiliary verb *"do"* and so on. Based on a brief description and example above, there are differences in syntactic structure of English and Indonesian interrogatives which may also have similarities. Therefore, the researcher is interested in finding out the differences and similarities in those sentences in order to help English learning process and predict errors made by students.

Then, pre-observation has been conducted by the author. That was related to effect of difference in English and Indonesian interrogative sentence. The items of interview refer to difference of interrogative sentence in both languages and effect of difference of interrogative sentence for learners. This observation was done by interviewing some English teachers. Most of their answers obtained from this observation shows that the differences of interrogative sentence in English and Indonesian affect students. They had difficulties both in constructing and using interrogative sentence in having conversation or in writing. Therefore, language differences have impacts on language learning. To address this problem, systematic study explaining the differences and similarities of interrogative sentence in English and Indonesian is needed.

Therefore, this study was conducted by implementing a contrastive analysis. It is a structural analysis of the two languages which would enable linguistic and language teacher to predict any difficulty faced by student so that they may help them well in learning (Brown, 2007; Khansir, 2019). It tries to bridge these difficulties by contrasting the two systems of language to predict difficulties occurring (Pranowo, 2014). In addition, contrastive analysis is also widely used to study languages with a variety of different aims. Some of them are to identify linguistic characteristics of the languages and employ them in second language learning model (Suhardi & Suyata, 2010), to explain the causes of differences in two languages (Anjarningsih, 2015), to provide detailed knowledge or suggestion for learners (Qin & Widodo, 2019), to design or prepare teaching materials and to help language teachers to choose fruitful learning strategies to

teach second language (Khansir, 2019), to explain language units likewise the types of prefixes and suffixes (Mena & Saputri, 2018; Pauzan, 2016), and so on. Hence, contrastive analysis plays an important role in foreign language teaching (Pribadi, 2013) for instance, to take policy of language teaching either on strategy or material.

In this case, the interrogative sentences in English and Indonesian were contrasted. It aims to find out similarities and differences in the interrogative sentences in English and Indonesian because differences between the two languages can cause confusion, difficulties, and even errors in learning. Then, the difference between both of interrogative sentences are used to determine students' difficulties (Wardhough 1970 cited in Khansir, 2019). Furthermore, the interrogative sentences in English are limited to *yes-no* question (*kalimat tanya ya-tidak*) and *wh*-question (*kalimat tanya informatif*).

Thus, the results of this study are expected to reduce learners' difficulty or confusion in forming and using interrogative sentences in English. In addition, English teachers can use the results of this study to prepare teaching materials in order to anticipate learners' difficulties and choose the appropriate strategies in teaching the interrogative sentences in English.

B.  **Identification of the Problem**

Based on the background of the problem above, the identification of the problem are as follow:

1. Some research studies (B., 2014; Khunaifi, 2013) show that most of students still find difficulties in communicating or asking in English.

2. There are many different rules in English and Indonesian sentence.

3. Some research studies (Uktolseja et al., 2019; Umami, 2017) show that language differences are source of difficulties in foreign learning.

4. Students do not master interrogative sentence in English well even they learn English from junior high school until university.

5. There are differences between English and Indonesian that make students still confused in composing English interrogative sentence.

## C. Limitation of the Problem

Based on the identifications of the problem above, this study limits the problems only on number 3 and 5 because the difference between English and Indonesian is one of the factors that make students still confused in using English interrogative sentence. Hence, this study focuses on the differences and similarities of English and Indonesian interrogative sentences. More specifically, those interrogative sentences are on *yes-no* question and *wh*-question.

## D. Formulation of the Problem

Based on the previous explanations, the problems are formulated as follows:

1. What are the structures of English and Indonesian interrogative sentences formation?

2. What are the differences and similarities of the interrogative sentences in English and Indonesian?

3. What are the effects of the differences between English and Indonesian interrogative sentences?

## E. Objective of the Research

Based on formulations of problem above, the objectives of this research are:

1. To analyze the structures of English and Indonesian interrogative sentence formation.

2. To reveal the differences and similarities of English and Indonesian interrogative sentences.

3. To predict the effects of differences between English and Indonesian interrogative sentences.

## F. Significance of the Research

The results of this research are expected to give significances theoretically and practically as follows:

### 1. Theoretical Significance

Theoretically, the result of this study hopefully enriches knowledge in contrastive filed, because contrastive analysis is a structural analysis in two or more languages. Besides that, it is expected to enrich insight of interrogative sentence in English and Indonesian especially the differences and similarities of those sentences. By having insight of differences of interrogative sentences, it can lead teacher to anticipate student's difficulties in English learning. Then, this research is supposed to contribute to be reference in teaching and learning interrogative sentence in English.

## 2. Practical Significance

For teachers, they can devise material, method, or strategy that will be implemented in teaching and learning interrogative sentence based on the results of this study. By knowing the differences of English and Interrogative sentence, teachers can minimalize or anticipate learners' problems in forming and using interrogative sentences either in spoken or written communication.

Moreover, the result of this study can be worthwhile for students. They will understand on the differences between English and Indonesian interrogative sentence. By this comprehension, students are expected to solve their own problems in structuring English interrogative sentence.

**CHAPTER II**

**LITERATURE REVIEW**

## A. Theoretical Review

## 1. Contrastive Analysis

Contrastive analysis is a sub-discipline of linguistics that identifying two or more language systems such as phonetic system, structure, grammatical system, etc. It is to determine or to find out the differences or similarities of language for specific aims. In this study, the contrastive analysis aims to analyze the English and Indonesian for revealing their differences and similarities in the structure of interrogative sentence formation. Also, it attempts to predict the learners' difficulties based on the differences of them (Fisiak, 1981; Irshad, Haroon-ur-Rasheed, & Mangrio, 2018; Keshavarz, 2011; Rustipa, 2011). Lee (1968 cited in Pranowo, 2014) proposes some assumptions about why the contrastive study needs to be done. Two of them are the differences between the two languages which cause difficulties for students and the greater difference between the two languages, the greater difficulties that are faced by students in learning language.

Hence, the purpose of the contrastive analysis is 1) providing insight into the similarities and differences between the first language and the second language, 2) explaining and estimating problems in second language learning, and 3) developing second language learning materials for language teaching (Hamid, 1987 cited in Pranowo, 2014; Rustipa, 2011). This contrastive study aims to provide insight into the similarities and differences between the interrogative

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sentence in English and Indonesian. Also, to predict the problems that probably will be faced by students in both languages. Besides, the results of this study are expected to be used as a reference for developing language learning in both languages.

According to experts, contrastive analysis can be employed in various ways or procedures. One of them is the steps of contrastive analysis that were proposed by Pranowo (2014). He states that to contrast two systems of language should be done with the following steps;

1) Description of both languages will be contrasted; describe formally that the language will be compared.

2) Selection of elements of similarities and differences between the two languages; the choice of certain items is such as auxiliary verb systems. This is based on error analysis to see the difficulty, so this item is chosen as a comparison.

3) Contrasting the differences between the two systems language; to identify similarities and differences in each area of the two languages being compared.

4) Prediction the causes of learning difficulties based on the results of the comparison.

## 2. Sentence

Language is a set or collection of sentences including English and Indonesian. Verspoor and Sauter (2000) declare that a sentence is an extension of a word that begins with a capital letter and ends with an ending, question or

symbol. Completely, Effendi, Kentjono, & Suhardi (2015) state that the sentences are grammatical units composed by common basic constituents consisting of clauses, conjunctions (if any), and final intonation. In written language, this final intonation is expressed by a period, question mark, or exclamation mark

In meaning terms, a sentence is a unit of language that express one or more ideas, thought, feelings which are as a whole and realized by a clause (Morley, 2000; Muslich, 2010; Sugihastuti & Saudah, 2016). The Sentence elements consist of several elements such as subject, predicate, object, and adverb (Sugihastuti & Saudah, 2016). At least, it consists of a subject and predicate (Verspoor & Sauter, 2000; Wiyanti, Candrayani, Hendarwani, & Agustinus, 2014). So, the sentences consist of words (Burton & Roberts, 2016) that have variety of function to express idea, thought, felling to others. Therefore, a sentence is a set of words that have a function to convey information in entirely

A sentence is one of the objects of syntax study. This is supported by Parera (2009) who states that syntax makes phrases and sentences as objects of study. Suhardi (2013) adds that syntax is a branch of language that discusses the structure of phrases, clause, and sentences. The sentence becomes one of the objects of syntactic study because it has the largest form of construction or syntactic structure. The following basic sentence structure that is concerned to elements function:

Subject      (S)

Verb      (V)

Object      (O)_direct object (dO)

(O)_indirect object (iO)

Complement   I_subject complement (sC)

I_object complement (oC)

(A)_adverbial complement (aC)

Those elements can be entered into the seven basic sentence structures (Greenbaum & Nelson, 2002), as follows;

1. SV: Someone (S) is talking (V)

2. SVA: My parents (S) are living (V) in Chicago (aC).

3. SVC: I (S) feel (V) tired (sC).

4. SVO: We (S) have finished (V) our work (dO).

5. SVOO: She (S) has given (V) me (iO) the letter (dO).

6. SVOA: You (S) can put (V) your coat (dO) in my bedroom (aC).

7. SVOC: You (S) have made (V) me (dO) very happy (oC).

Based on the basic structure of sentence above, it shows that units at a higher level such as distinguishing a word that functions as a subject, predicate, object, or description in a sentence. This relates to the analysis of word functions (grammatical function) in a sentence. According to Parera (2009) the purposes of language analysis is to find rules in language. He also stresses on that analyzing means grouping, differentiating, connecting, and controlling.

Hence, sentences can be divided into four types based on the meaning and function of sentences. Those are declarative sentence, interrogative sentence, imperative sentence, and exlamative sentence (Muslich, 2010; Putrayasa, 2017).

Each sentence has different function and different pattern (Greenbaum & Nelson, 2002), as following below:

a) Declarative sentence is to convey information, for example: *She was attracted to an open-air job*

b) Interrogative sentence is to request information, for example: *Do you have internet access at home?*

c) Exclamative sentence is to express strong feeling, for example: *How well you look!*

d) Imperative sentence is to request action, for example: *Take a seat*

Sentences are composed of words or elements (grammatical category) that play a function (grammatical function) in a sentence structure. This sentence can be divided into four sentences based on the meaning or function of the sentence in a language. They are declarative sentence, interrogative sentences, exclamative sentence, and imperative sentence

## 3. The English Interrogative Sentence

The English interrogative sentences were divided into two main or basic question types (Greenbaum & Nelson, 2002; Seaton & Y.H.Mew, 2007; Kroeger, 2005). Those are:

**a)** *Yes/no* **question in English**

Interrogative sentences are normally used for asking questions (Burton & Roberts, 2016). Lester (2009) mentions this question for a 'yes' or 'no' answer. Similar to Miller (2002), he argues that *the yes-no* question is used to ask questions, to obtain the answer yes or no. For example: *yes, he can* or *no I'm not*

(Alexander, 1990). Hence, this question is called by a *yes-no* question. Kroeger (2005) also add *yes-no* question types sometimes called 'closed question'.

In English, there two types of verbs namely lexical and auxiliary. Lexical verbs are the ones that belong to the indefinitely large general vocabulary in the language, for instance; run, eat, explain and etc. While, the auxiliary verbs are contrast (Kroeger, 2005). Burton & Roberts (2016) mentions that there are two most dominant difference in both verbs. Those are a) in interrogatives, auxiliary verbs can shift in front of the subject NP but a lexical verb cannot move; b) the negative particle can adhere to an auxiliary verb but never to a lexical verb.

On the other hand, the experts divide auxiliary verbs in a different number. For instance, Aarts (2001) differentiates the auxiliary verbs into modal auxiliaries, aspectual auxiliary (be, have), the passive auxiliary (be), and the dummy auxiliary (do). Next, Brinton & Brinton (2010) divide them into the primary auxiliary verb (have and be), the dummy auxiliary verb (do), and the modal auxiliary verb (will, can, shall, may, and must). Then, Penston (2005), (Berry, 2012) and Burton & Roberts (2016) break down the auxiliary verbs in two types, namely primary auxiliary verbs (be, have, and do) and modal auxiliary verbs. In this study, the auxiliary verbs analyzed are divided into three types like Brinton & Brinton's types. First, the primary auxiliary verb. It consists of be (am, is, are, was, and were) and have (have, has, and had). The second is the dummy auxiliary verb. It is consists of 'do' (do, does, and did). Last, the modal auxiliary verb that is consists of a will, can, shall, may, must, and so on. (Brinton & Brinton, 2010; Greenbaum & Nelson, 2002; Penston, 2005).

The author separated the dummy *'do'* from the primary auxiliary verb because of its characteristics. In some ways, dummy *do* acts like modal auxiliaries, in other respects, it acts like an aspectual auxiliary or *be* and *have* (Aarts, 2001). Aarts (2001) serves three characteristics of modal verbs. Those are; the modal verbs are consistenly finite, a verb in the base form (from a bare infinitive) goes after the modal verbs, and they and they do not apply third-person endings. In this case, the dummy *'do'* likes the modals verb which obeys the first and second of those characteristics. Despite the same in two characteristics, it duplicates non-modal verbs in that the dummy *'do'* can take a third-person singular ending *'does'*. Moreover, he asserts a difference between the modals and the aspectual (be and have) that can be followed by other auxiliaries whereas dummy 'do' cannot. Nevertheless, those auxiliary verbs will always bring a present (the present tense inflection -s) or past meaning (the past tense inflection –ed) (Burton & Roberts, 2016)**.**

Those auxiliary verbs are used to form the *yes-no* question in English. Therefore, the system of this auxiliary verb will affect the structure of yes-no question formation. Most of them are used by inverting subjects with auxiliary. It means their position in front of the subject or at the beginning of the sentence. Here are the examples of *yes-no* question that using the auxiliary verb:

1) *Yes-no* question with verb *primary auxiliary,* for example; ***Is Jim ill today?*** (Seaton & Mew, 2007: 147)

2) *Yes-no* question with *dummy auxiliary*, for example; ***Do you eat snails?*** (Seaton & Mew, 2007: 147)

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3) *Yes-no* question with *modal auxiliary,* for example; ***Can you smell the lilac?*** (Seaton & Mew, 2007: 147)

Based on the explanations and examples above, it can be concluded that the auxiliary verbs are the helping verb or element of language that plays a significant role in forming an English *yes-no* question. The simple pattern or structure of the auxiliary verbs is:

Pattern (*Yes-no question*)

Auxiliary Verb

| **Primary Auxiliary** | **Dummy Auxiliary** | **Modal Auxiliary** |
|---|---|---|
| am, is, are, was, were, have, has, had | do, does, did | can, must, may, will, shall, would, etc. |

Position ‑‑⇒ In front of sentence (come before subject)
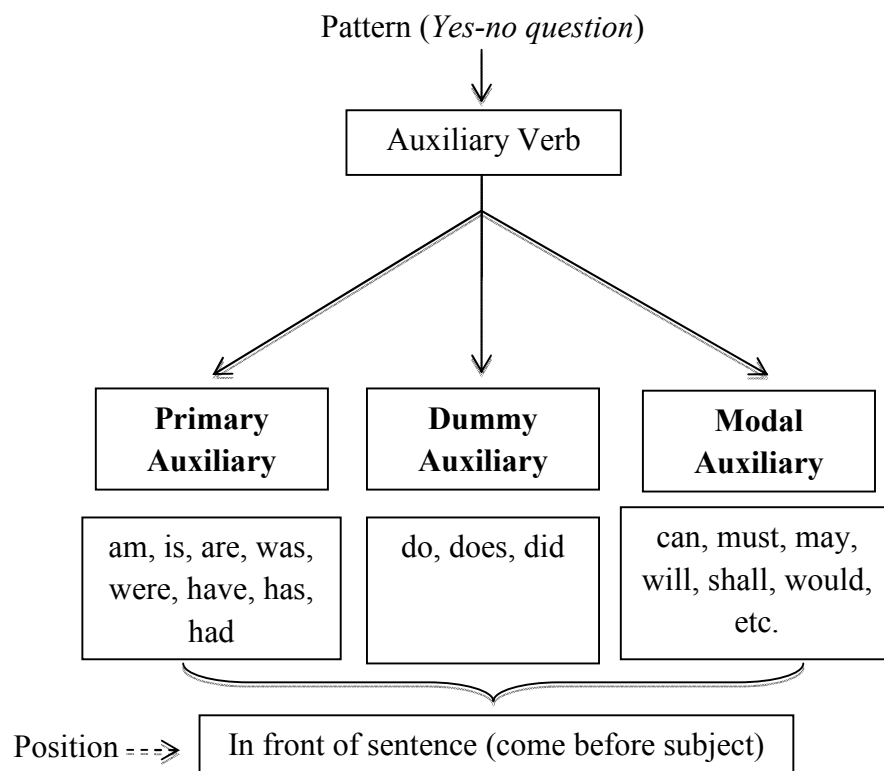
*Figure 2.1 Yes-no question in English*

**b) *Wh*-question in English**

This interrogative sentence is called by *wh*-question because most of the interrogative sentences are begun with *wh*- (Berry, 2012). However, Penston (2005) indicates that *wh*-question even includes questions that begin with how. Next, Kroeger (2005) mentions content questions which sometimes referred to as

'open question', because the set of possible answers or the number of potential responses is not limited or open**.** Similar to Aarts (2001), he calls the wh-question also as the open interrogatives because they can potentially elicit an unlimited range of answers. Lester (2009) also adds this question begun with interrogative pronouns that ask a certain kind of information.

This question type uses a word beginning with *wh*: *what, who, whom, whose, why, where, when,* and *how* (plus combination with how, such as how much). The choice between *what, who,* and *whom* concern to whether the noun phrases refers to a human (*who, whom)* or non-human *(what). Who* can refer to a human subject, object, or predicative (Berry, 2012). In additional, Penston (2005) stated that *wh*-question to ask for facts and it utilizes the question words such as *what, which, who, whom, how, when,* and *where.*

Besides that, the main characteristic of the–*wh*-question is a question word. In forming this question, most of them use an auxiliary verb. It usually comes before the subject and verb (subject-auxiliary inversion).  Despite this *wh*-questions do not always have an inversion (Berry, 2012). The following sequence of formation in the English interrogative sentences (Berry, 2012; Seaton & Mew, 2007):

a) Replace the certain unit with an appropriate question word, for example: *What is your problem?*

b) Insert *do* if needed and invert the subject with the *first auxiliary*, for example: *Which color do you prefer?*

c) Promote the *wh*-word to the beginning of the sentence, for example:

*Whose money is this?*

Thus, the term of *wh*-question was used consistently in this study because most of the questions in English begin with *wh-*. The types of question words that identify in this case are the seven questions words. Those are *what, who, why, where, when, which,* and *how* in English. They are the main characteristics of this question types that make it different from other question types. Each question word has a different function in interrogative sentences. So, to form this question always is begun or preceded by a question word. That can be illustrated as follow:
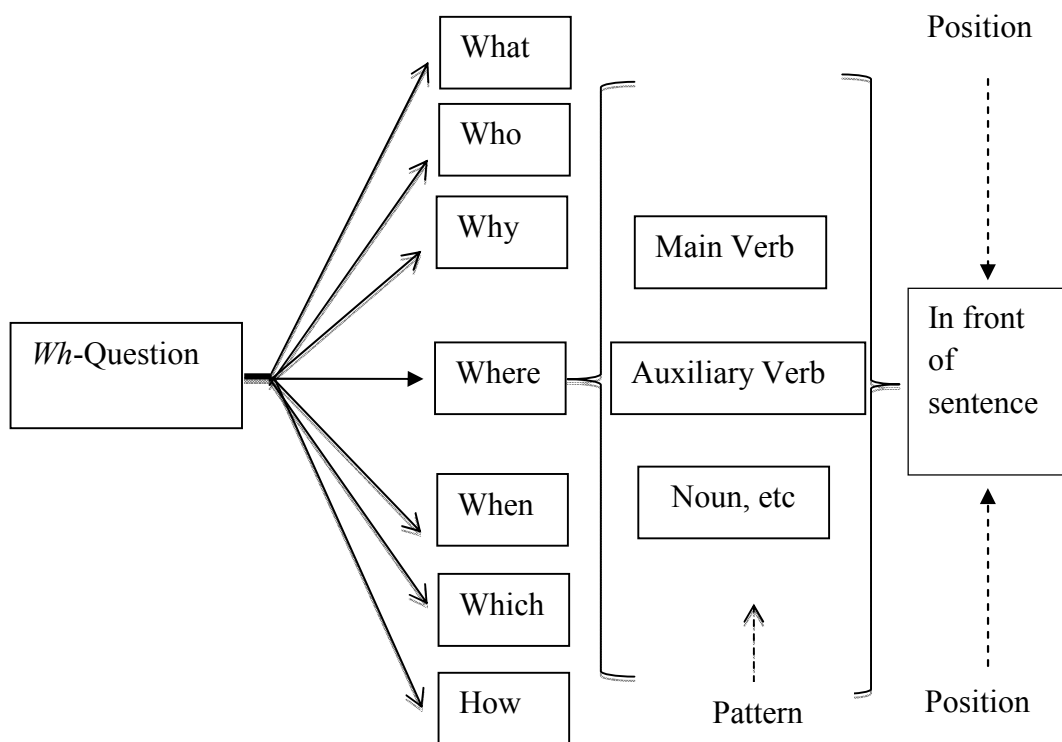


*Figure 2.2 Wh-question in English*

## 4. The Indonesian Interrogative Sentence

Indonesian has also two basic question types, *yes-no* question and *wh*-question. The form of interrogative sentence that usually is used to ask *yes-*

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*no* answer and to ask information about something or someone to others (Alwi et al., 2010). Different from English, *yes-no* questions in Indonesian are formed by adding particle and a question word. On the other hand, they have similarities to form *wh*-question, by using a question word. According to Muslich (2010), we can form the interrogative sentence in Indonesian by addition of the question word *'apakah'* at the beginning of the declarative sentence, inversion the word order of declarative sentence, addition the word *'bukan' 'tidak'* or *'belum'* at the end of declarative sentence, giving the up intonation (question intonation) in the declarative sentence, and using the question words such as *'siapa',' who','' kapan',* 'when', *'bagaimana',* 'how', *'mengapa',* 'why'.

This study focuses on forming the interrogative sentence through the addition of the question word *'apakah'* at the beginning of the declarative sentence, inversion the word order of declarative sentence, and using the question words such as *'siapa',* 'who', *'kapan',* 'when', *'bagaimana',* 'how', *'mengapa',* and 'why'. Because those formations in accordance with the aims of this study which will analyze the *yes-no* question and *wh*-question in written language. Following the description both of them;

a) *Yes-No* **Question in Indonesia "*Responsi Total*"**

Putrayasa (2017), the total response or *yes-no* question in Indonesian is one of the questions that are divided base on responding or answering. Therefore, the total response is a response or answer that covers the entire content of the interrogative sentence. It's answering is *"ya"* or *"tidak", "bukan.* The formation of *yes-no* questions from the declarative sentences in Indonesian varies

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greatly according to various sources Therefore, the formation of these question types has been summarized in four ways that are frequently mentioned by the experts. Those are 1) adding the question word '*apakah*', 2) by inverting the word order, 3) by using the words '*bukan*' or '*tidak*', and 4) by changing the intonation of the interrogative sentence (Alwi et al., 2010; Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiono, 2017; Muslich, 2010).

In this study, the ways informing the *yes-no* question are on; 1) adding the question word '*apakah*' and 2) by inverting the word order. Because both the *yes-no* question formation are in accordance with the focus of this study (analyzing the *yes-no* question) and in accordance with the data of this research (a written language which is marked with a question mark '?' not intonation)

Nevertheless, the formation of *a yes-no* question by inverting the words order in a declarative sentence has three ways or rules. Those are 1) if there are helping words (*dapat, bisa, harus, sudah,* and *mau*) in the declarative sentence, this word can be moved to the beginning of the sentence, 2) if the predicate of the declarative sentence is a noun or adjective, its predicate can be inverted with subject, and 3) If the sentence is predicated by a verb *(taktransitif, ekatransitive, or semitransitif),* then the verb and its object or complement can be moved to the beginning of the sentence. Next, we add particle *–kah* on those words inverted. This addition is one of the characteristics of the *yes-no* question formation in Indonesian.

In this study, the author combined the second and third ways of forming the *yes-no* question. Both of them have similarities in words inverted at the

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beginning of a sentence. These words function as predicates in sentences such as nouns, adjectives, or verbs. In addition, their position in interrogative sentences can be moved at the beginning of a sentence or in the middle of a sentence. While the first way to form the *yes-no* question is different from them. The words that can be inverted or moved are helping verbs and their positions are static at the beginning of a sentence.

Based on the explanation above, the structure of *yes-no* question formation in Indonesian that was discussed in this study consists of 3 ways of forming, namely;

a. Use of question word *"apakah"* at the beginning of declarative sentence (Alwi et al., 2010; Moeliono & Dardjowidojo, 1988; Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiyono, 2017; Muslich, 2010), for example:

(+) *Anda seorang Dokter*

(?) ***Apakah*** *Anda seorang Doker? (*Source: Putrayasa, 2017: 98)

b. Invert word order of declarative sentence if its predicate is noun, adjective, verb and given particle *-kah* (Alwi et al., 2010; Moeliono & Dardjowidojo, 1988; Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiyono, 2017; Muslich, 2010), for example:

(+) *Suamimu seorang Dosen*

(?) *seorang Dosen**kah** suamimu?* (Source: Putrayasa, 2017: 98)

c. Invert the helping verb such as (*dapat, bisa, harus, sudah,* and *mau)* at the beginning of sentence and given particle *–'kah* (Alwi et al., 2010;

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Moeliono & Dardjowidojo, 1988; Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiyono, 2017; Muslich, 2010).

Thus, the *yes-no* question *(respond total)* in Indonesian can be formulated in some ways. Three of them are, use the question word *"apakah"* in the beginning of a sentence; invert word order of noun, adjective, or verb as a predicate in the declarative sentence and add particle – *'kah';* and invert word order of helping verbs in a declarative sentence and add particle *-kah.* This question is answered by *"ya"* or *"tidak", "bukan"* commonly. On the other hands, it can be answered by the helping verb such as *""dapat", "bisa", "harus", "sudah",* and *"mau".* Last, the Indonesian *yes-no* question is answered by the word or phrase like *"ya, suamiku Dosen"* as the example above. These theories can be illustrated as follow:
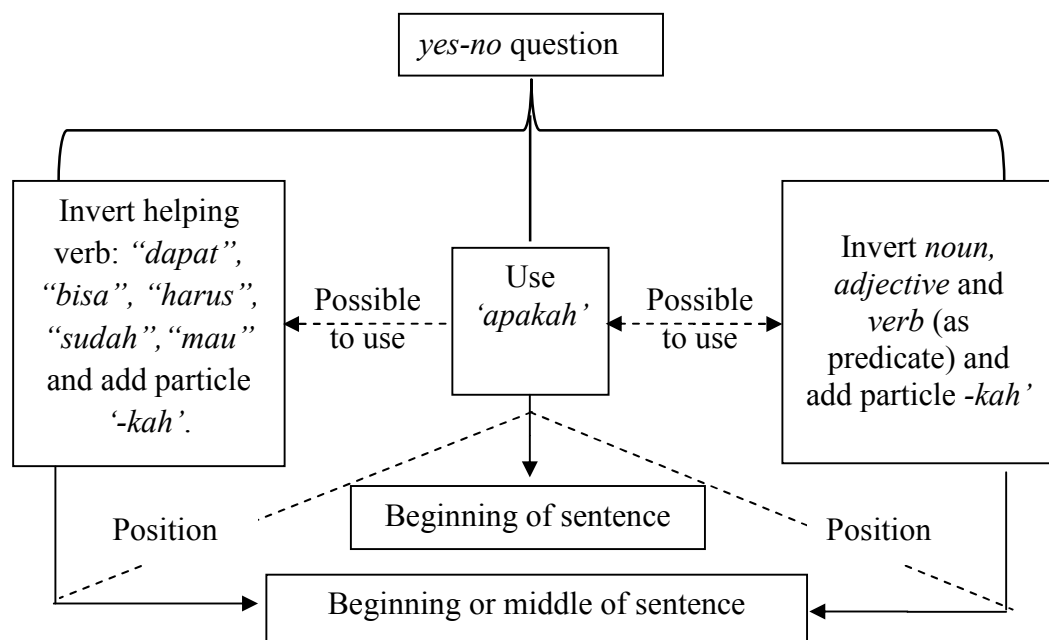


*Figure 2.3 Yes-no question in Indonesian*

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## b) *Wh*-Question in Indonesian

The w*h*-question (*kalimat tanya informatif)* in Indonesian is one type of interrogative sentence that is often used in everyday life. This interrogative sentence is formed by using the question words. Siemud (2001 cited in Tarmini & Sulistyawati, 2019) argues that interrogative informative (interrogative open) is different from interrogative yes/no (interrogative closed) both in form and meaning. In the written language the question sentence ends with a question mark (?) And the written language ends with the intonation rising, especially if there are no question words (Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiyono, 2017).

According to Alwi et al., (2010) ne of the ways to form the interrogative sentence is to use a question word such as *'apa', 'berapa', 'siapa', 'kapan',* and *'mengapa*. Muhlich (2010) also states that the interrogative sentence can be formed by using question words such as *'siapa', 'kapan', 'bagaimana',* and *'mengapa'*. Next, Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiyono (2017) provide that interrogative sentence is formally marked by question word *apa, siapa, berapa, kapan, bila, bagaimana,* and *di mana* with or without particles as an affirmation. Putrayasa (2017) further divides the question words into two types and their derivatives which can be used to replace or change one of the declarative sentence elements, both of question types are 1) *"apa"* with its derivations *'siapa', 'mengapa', 'kenapa', 'berapa', 'dengan apa', 'dengan siapa', 'untuk apa', 'untuk siapa', 'kepada siapa', 'karena apa', 'karena siapa'* and so; and 2) *"mana"* with its derivations *'bagaimana', 'bilamana', 'di mana', 'ke mana', 'dari mana',* and *'yang mana'*. Based on the explanation

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above, it can be concluded that wh-question (kalimat tanya informatif) in Indonesian is a type of interrogative sentence that is formed by using the question words and used to ask specific information related to those question words.

Furthermore, the use of question words informing the *wh*-question in Indonesian is to replace or substitute one of the elements in the declarative sentence (Putrayasa, 2017) either to ask the core elements of the sentence or not (Muslich, 2010) but most of these question words can ask the mandatory or core elements in sentences (Alwi et al., 2010). Besides, the most position of question words in Indonesian can be changed or moved to the middle or to the end of the sentence. The question words that replace non-core elements can be moved freely (Muslich, 2010) and do not change the structure of the sentence.

Meanwhile, the question word that replaces the core elements in the sentence will undergo a structural sentence when it is moved at the beginning of a sentence (Muslich, 2010).  For instance, the question word *'siapa'* and *'apa'* are moved at the beginning of the sentence will change the structure of the sentence and the relative conjunction *'yang'* must be added following those question words (Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiyono, 2017; Muslich, 2010)

Thus, placement of the question words in the Indonesian *wh*-question can be moved without change meaning or structure, can be moved but change structure or sentence, and cannot be moved because has a static place at the beginning of a sentence. In this study, the question words that are used to form the *wh*-question are focused on seven types of question word such as *'apa', 'siapa', 'berapa', 'di mana', 'kapan', 'mengapa',* and *'bagaimana'*. Those

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question words include all of the elements to ask information because all of them have different functions in the *wh*-question. For instance, the question word '*mengapa*' has the function to ask a cause or a reason and it is used at the beginning of a sentence that *verb* or *adjective* as its predicated. Then, the question word '*bagaimana*' is used to ask condition and to ask a way or process. The word question '*berapa*' is used to ask the amount, size, size, value, price, or time (Tarmini & Sulistyawati, 2019). Therefore, the structure of *wh*-question in Indonesian can be illustrated as follow;
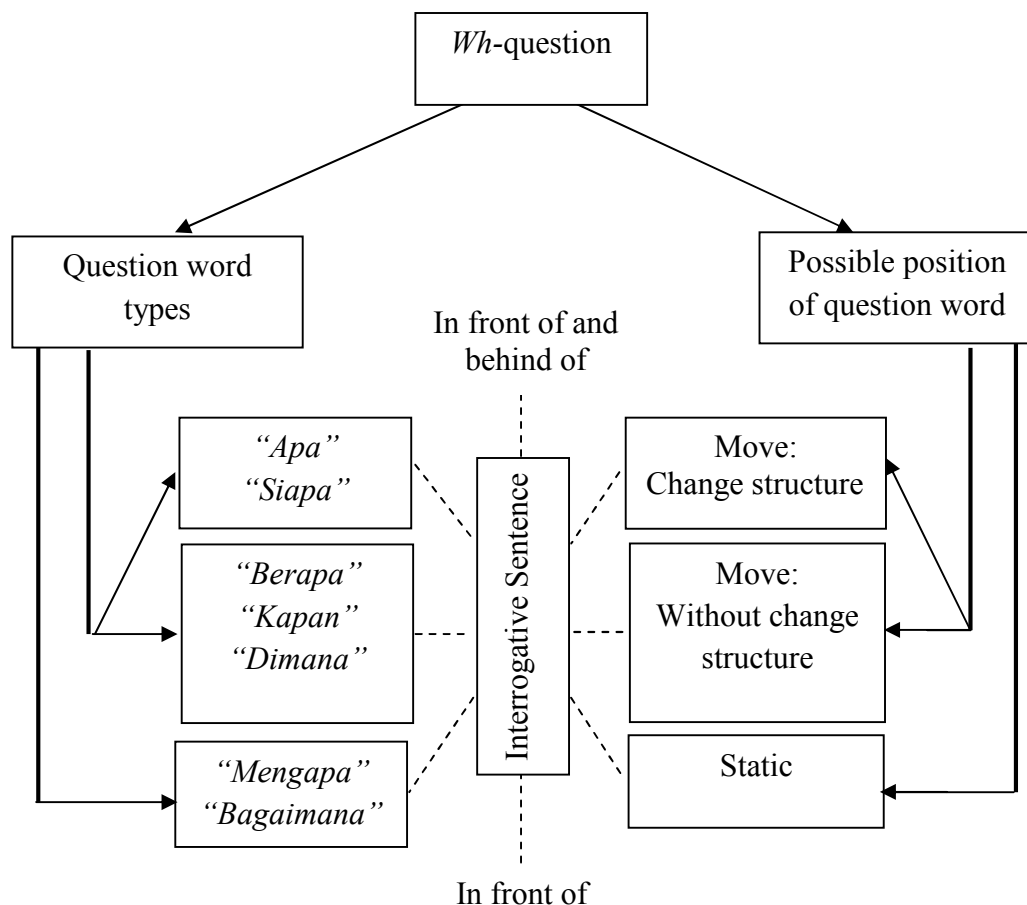


*Figure 2.4 wh-questions in Indonesian*

## B. Relevant Studies

The research on contrastive analysis has been done a lot before. Some of them are: the research study which was conducted by Aswar (2016) entitled *"Analisis Kontrastif Bahasa Massenrempulu dan Bahasa Inggris"*. The purpose of this study was to describe the structure of informative sentence formation in Masserempulu and English language, to describe the structure of formation the *yes/no* question in Masserempulu and English, and the consequences of differences caused by English learning to speakers of Masserempulu as the mother tongue.

The data of Massrempulu interrogative sentences are taken from texts made by researchers in Indonesian and then native speakers are asked to translate it into the Masserempulu language. While the English interrogative sentence data is taken from grammar books and English conversation. The results of this study indicate that there are three similarities and five differences between the two languages. The difference between Massrempulu and English interrogative sentences can cause mistakes in learning English.

The next research was conducted by Zulianti (2012) which entitled *"Kalimat Tanya Informatif Bahasa Inggris dan Bahasa Indonesia: Suatu Kajian Analisis Kontrastif"*. The purpose of this study is to describe the formation patterns of English and Indonesian language informative questions, to describe the similarities and differences between informative English (*wh*-question) sentences and Indonesian languages, and to describe the consequences of the differences between informative English sentences and Indonesian. The English informative

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question sentences (*wh*-question) are collected from English grammar books, while the English informative question (*wh*-question) sentences are collected from Indonesian grammar books. Then, those data were analyzed by the distributional method *(Metode Agih)* and the identity method *(metode padan)*.

The results of this study indicate that the formation of English informative question sentences (*wh*-question) can be done in two ways; the formation of question sentences by replacing the linguistic unit that asked with the question linguistic unit by inversion and without inversion. While the formation of Indonesian question sentences is done by replacing the language unit that asked with the question language by transferring and without transferring the question word. This study also shows that there are two similarities and five differences in informative question sentences in English and Indonesian. These differences can lead to various errors in the learning process for speakers with the Indonesian as the first language who will learn English as the second language.

The research of interrogative sentence was conducted also by Lindawati (2013) entitled. *"Kalimat tanya bahasa Indonesia: Analisis Bentuk dan Fungsi".* The purpose of the research is to formulate a system related to the formation and use of Indonesian interrogative sentences. The data in this study are Indonesian interrogative sentences that are currently used in interethnic communication. This research used a pragmatic approach.

The results of this study indicate that the elements forming the interrogative sentence. It can be formed by the suprasegmental elements (intonation) and segmental elements (words, phrases, and particles). While for the

analysis of its functions, in addition to asking questions, interrogative sentences are also spoken to ask various speech acts (commission, representative, directive, and expressive), so that the use language like these shows that language not only as communicative functions but also expressive functions.

The last, Rachma (2018) examines the interrogative sentence entitled "*Analisis Kontrastif Kalimat Tanya Infomatif untuk Orang dan Benda dalam Bahasa Inggris dann Bahsa Jawa*". This study used a contrastive approach to compare informative question sentences for asking people and things in English and Javanese language. The results of this study indicate that there are ten differences in informative question sentences found; Time markers, number markers, auxiliaries, question interrogative positions, *wh*-question process, types of interrogative pronouns to ask people, different names for people, differences in the structure of questions of ownership, differences in the structure of informative question sentences.

This research study analyzed the interrogative sentences in English and Indonesian. The interrogative sentences focus on *the yes-no* question and *wh*-question. In addition, these interrogative sentences focus on formal language or written. The aims of this study are to describe the structure of the *yes-no* question and *wh*-question formation and to explain the similarities and differences between both of them. Hence, this research study has differences and similarities with previous research studies.

Based on the explanation above, the similarity and difference of this research study can be shown on table 1.1 previous research studies;

| Name | Title | Aim | Similarity with this study | Different with this study |
|------|-------|-----|----------------------------|---------------------------|
| Aswar (2016) | *"Analisis Kontrastif Bahasa Massenrem pulu dan Bahasa Inggris"* | To describe the structure of informative sentence formation and to describe the structure of formation the *yes/no* question in English and Massrempulu, Then the consequences of differences caused by English learning to speakers of Masserempulu as the mother tongue. | Aswars' study analyze to *yes-no* question and *wh-* question. | Aswars' study focus on *yes-no* question and *wh*-question in English and Massrempulu. In addition, Massrempulu is different with Indonesian |
| Zulianti (2012) | *"Kalimat Tanya Informatif Bahasa Inggris dan Bahasa Indonesia: Suatu* | is to describe the formation patterns, to describe the similarities and differences, and describe the consequences of | Analyze *wh-* question in English | Hajja's study focus on inversion and without inversion to form *wh*-question while this study focus on the structure of *yes-no* question and *wh-* |

| | | | | |
|---|---|---|---|---|
| | *Kajian* | the differences | | question formation |
| | *Analisis* | of English and | | generally. |
| | *Kontrastif"* | Indonesian | | |
| Lindawati (2013) | *"Kalimat tanya bahasa Indonesia: Analisis Bentuk dan Fungsi"* | To formulate a system related to the formation and use of Indonesian interrogative sentences | This study analyze to Indonesian interrogative sentence | Her study focus on analyze the form and function of *wh-*question in Indonesian. While this research focus on analyze the structure of *yes-no* question and *wh-*question formation in English and Indonesian |
| Rachma (2018) | *Analisis Kontrastif Kalimat Tanya Infomatif untuk Orang dan Benda dalam Bahasa Inggris dann Bahsa Jawa".* | To compare informative question sentences for asking people and things in English and Javanese language | This study analyze on informative or *wh-*question in English | Her study focus on *wh-*question for asking and things in English and Javanesse . |

## C. Framework

This study focuses on the analysis of two types of English and Indonesian interrogative sentences. They are the *yes-no* question and *wh*-question. Those types of interrogative sentences are chosen because the data are limited to the formal language in written form. This study uses several theories related to form the English interrogative sentence, the Indonesian interrogative sentence, and contrastive analysis. On the other hand, this study employed a contrastive analysis procedure proposed by Pranowo (2015) to contrast the formation of the interrogative sentence in English and Indonesian. In addition, this study also predicts the effect of differences between the structure of an interrogative sentence in English and Indonesian. Those predictions can be an error or difficulty that refers to differences in interrogative sentences in both languages. The following figure of framework of this study:
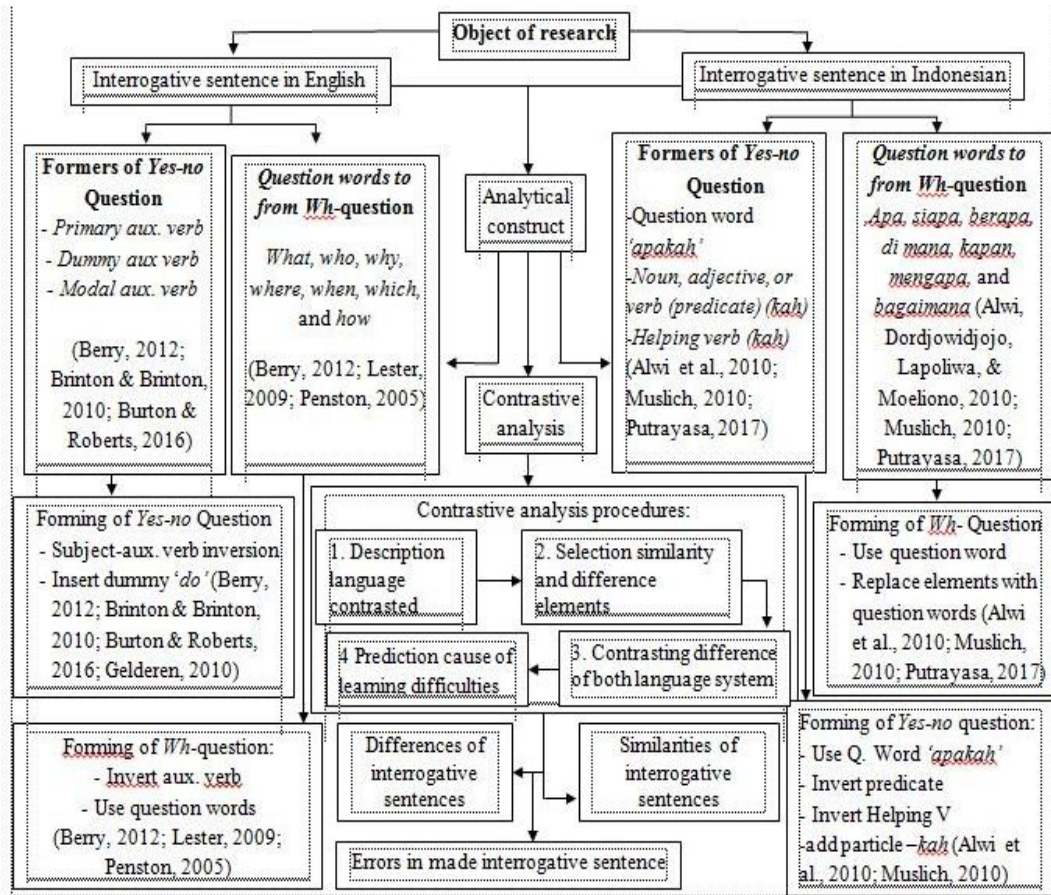
*Figure 2.5 Framework*

## D. Research Questions

Based on the previous explanation, the research questions can be formulated as follows:

1. What are the structures of the *yes-no* question formation in English?

2. What are the structures of the *yes-no* question formation in Indonesian?

3. What are the structures of the *wh*-question formation in English?

4. What are the structures of the *wh*-question formation in Indonesian?

5. What are the differences between the *yes-no* question formation in English and Indonesian?

6. What are the differences between the *wh*-question formation in English and Indonesian?

7. What are the similarities between the *yes-no* question formation in English and Indonesian?

8. What are the similarities between the *wh*-question formation in English and Indonesian?

9. What are the effects of the differences between the *yes-no* question In English and Indonesian for learners?

10. What are the effects of the differences between the *wh*-question In English and Indonesian for learners?

## CHAPTER III

## RESEARCH METHOD

### A. Research Type

This research employed the qualitative descriptive method because the data are words or sentences (Sugiyono, 2015) ) in two different languages. Those are the interrogative sentences in English and Indonesian. According to Roller (2015), qualitative research is about creating relationships. It is based on the knowledge that good research involves people who cannot be bothered with it, and the depth beyond clarity or usefulness is a necessary way of understanding how one side of something adds meaning to the other, both of which lead the researcher to insights into this complexity. So, qualitative research can be the opportunity to develop new concepts (Yin, 2011).

Then, Sugiyono (2015) stated that the qualitative research method refers to the collected data and its analysis is more qualitatively. In addition, this research also followed the linguistic method proposed by Sudaryanto (2015) who classified the research method based on three strategies; a) to supply data b) to analysis data, and c) to display the result of data analysis.

### B. Data and Data Source

The data of this research is the *yes-no* question and *wh*-question in English and Indonesian. The data were taken from grammar books. Hence, the data sources in this study are the English and Indonesian grammar books. Next, the purposive sampling technique was implemented to select data sources. The use of this technique considered some of characteristics. Those are: a) the grammar

books that contain the interrogative sentence; b) the grammar books that contain the most frequently *yes-no* question; and c) the grammar books that contain the most frequently *wh*-question. Thus, the data sources taken are the sources that contain the most of characteristic interrogatives formation in this study. The number and sources of data in English and Indonesian interrogative sentences are in the table 3.1 below:

| Data Sources | | | Interrogative Sentences Data | |
|---|---|---|---|---|
| Title | Author(s) | ISBN | *Yes-no* question | *Wh-* question |
| *English Sentence Builder* | Ed Swick | 978-0-07-159961-0 | 36 | 19 |
| *English Grammar* | Mark Lester | 978-0-07-170190-7 | 12 | 16 |
| *English Grammar: A Resource Book for Students* | Roger Berry | 978-0-415-56106; | 6 | 12 |
| *Basic English Grammar: For English Language Learners* | Anne Seaton & Y. H. Mew | 1-59905-201-6 | 3 | 7 |
| *An Introduction to English Sentence Structure* | Andrew Radford | 978-0-521-51693-8 | 2 | 9 |
| Number of English interrogative sentence data | | | 59 | 63 |
| *Tata Bahasa Baku Bahasa Indoensia* | Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono | 979-459-971-4 | 8 | 5 |
| *Garis-Garis Tatabahasa Indonesia* | Mansur Muhlich | 978-602-8650-2607 | 3 | 7 |
| *Sintaksis: Memahami* | Ida Bagus Putrayasa | 978-602-6322-42- | 8 | 25 |

| | | | | |
|---|---|---|---|---|
| *Kalimat Tunggal* | | 5 | | |
| *Tata Bahasa Baku Bahasa Indonesia* | Anton M. Moeliono, Hans Lapoliwa, Hasan Alwi, Sry Sastra Tjatur Wisnu Sasangka, and Sugiyono | 1-59905-201-6 | 6 | 4 |
| *Master Bahasa Indoensia* | Aini Prihatin | 578-602-1246-43-6 | 2 | 5 |
| *Tata Bahasa Dasar: Bahasa Indonesia* | S. Effendi, Djoko Kentjono, and Basuki Suhardi | 978-979-692-652-7 | 2 | 5 |
| Number of Indonesian interrogative sentence data | | | 29 | 51 |

Details of data in English and Indonesian interrogative sentences on table 3.1 were displayed on the data appendice and classified into types of interrogative sentences. The number of data in each source is different. However, there are some types of data that are the same in these sources. Besides, there is also interrogative sentence data which is not following the theory used in this study. Therefore, the data of *yes-no* question and *wh-* question in English and Indonesian have been reduced by the author. The reduction is carried out by considering the similarity of the data, the inconsistency of the data with the theory, and the adequacy of the data on each type of interrogative sentence.

## C. Research Instrument

This research applied the human instrument that means the author is the primary research instrument to conduct this study. On the other hand, the author used the parameters of interrogative sentences to collect data in English and Indonesian grammar books. The following of parameters both English and Indonesian interrogative sentence either *yes-no* question or *wh*-question;

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**Parameter on deciding which sentences belong to English interrogative sentences (*yes-no* question and *wh*-question):**

1. Sentences that are ended by the question mark *(?)*

2. Sentences that require an explanation *(respond)*

3. Sentences that require a clarification *(respond)*

4. Sentences that require a confirmation *(respond)*

5. Sentences that are begun by Auxiliary verbs *(*verbs *(Primary Auxiliary, Dummy Auxiliary, and Modal Auxiliary)*

6. Sentences that are begun by the question words *(What, Who, Why, Where, When, Which, and How)*

**Parameter on deciding which sentences belong to Indonesian interrogative sentences (*yes-no* question and *wh*-question)**

1. Sentences that are ended by question mark *(?)*

2. Sentences that require an explanation *(respond)*

3. Sentences that require a clarification *(respond)*

4. Sentences that require a confirmation *(respond)*

5. Sentences that are begun with *apakah*. For example: *Apakah dia seorang dokter?*

6. Sentences that are begun by modal auxiliary *(dapat, bisa, harus, sudah, and mau)* and added by particle *–kah*.

7. Sentences that are added particle *–kah* (one of sentence parts). For example: *selalu hangatkah berita Koran daerah ini?*

8.  Sentences that use the question words *(apa, siapa, berapa, kapan, dimana,*

    *mengapa, dan bagaimana)* and can be added by particle *–kah* (except *apa*)

    Based on these parameters, the English and Indonesian data were noted in

the data sheets. As follows;

a)  The data sheet of English interrogative sentences

| No | Auxiliary Verb | | Interrogative Sentence | Data source |
|---|---|---|---|---|
| 1 | Primary | Am | | |
| | | Is | | |
| | | Are | | |
| | | Was | | |
| | | Were | | |
| | | Have | | |
| | | Has | | |
| | | Had | | |
| 2 | Dummy | Do | | |
| | | Does | | |
| | | did | | |
| 3 | Modal | Can | | |
| | | May | | |
| | | Must | | |
| | | Will | | |
| | | Shall | | |
| | | Would | | |
| | | etc. | | |

*Table 3.1 data sheet of Yes-No question in English*

| No | Question Word | Interrogative Sentence | Data Source |
|---|---|---|---|
| 1 | What | | |
| 2 | Who | | |
| 3 | Why | | |
| 4 | Where | | |
| 5 | When | | |
| 6 | Which | | |
| 7 | How | | |

*Table 3.2 data sheet of Wh-question in English*

b) The data sheet of Indonesian interrogative sentence

| No | *Yes-no* question formers | Interrogative Sentence | Data Source |
|----|---------------------------|------------------------|-------------|
| 1 | Use question word *"apakah"* | | |
| 2 | Invers word order *(noun, adjective,* and *verb)* and add *-kah* | | |
| 3 | Invers of helping verbs *'bisa', 'harus',* etc. | | |

*Table 3.3 data sheet of Indonesian yes-no question in Indonesian*

| No | Question Word | Interrogative Sentence | Data Source |
|----|---------------|------------------------|-------------|
| 1 | *Apa* | | |
| 2 | *Siapa* | | |
| 3 | *Berapa* | | |
| 4 | *Kapan* | | |
| 5 | *Dimana* | | |
| 6 | *Mengapa* | | |
| 7 | *Bagaimana* | | |

*Table 3.4 data sheet of wh-question in Indonesian*

## D. Data Collection

Sudaryanto (2015) stated that the step of data supplying probably have done when the data were noted and classified into card data. In collecting data, the author used the observation method. This method is done by observing the language used in the grammar books. Next, it was continued by the note-taking or recording technic in the datasheet or instrument sheet. The data of interrogative sentences in English and Indonesian were taken from English and Indonesian grammar books. Then, the author continued the process of data collecting by taking note of the language data taken completely. The following steps were done to collect the data:

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1. To observe the interrogative sentences in English and Indonesian;

2. To identify the interrogative sentences English and Indonesian specifically *yes-no* question and *wh*-question type;

3. To read carefully the *yes-no* question and *wh*-question either English or Indonesian

4. To classify the data of English interrogative sentences and to classify Indonesian interrogative sentences into the instrument sheet.

**E. Data Analysis Technique**

This study employed two methods to analyze the data. They are the distributional method *(metode agih)* and identity method *(metode padan)*. According to Sudaryanto (2015), the distributional method *(metode agih)* is a method that the determiner tool refers to the language or part of its language. A determiner tool in this method is clear because it is always part or element of language such as word (word, preposition, and so on). The use of the distributional method is to analyze the interrogative sentences in Indonesian and English. This method was implemented by using the basic technique *(teknik dasar)* and intermediate technique *(teknik lanjutan)*. The basic technique used in this study is immediate constituent technique *(teknik dasar bagi unsur langsung)*. Then, it was continued by implementing two intermediate techniques. Those are the permutation technique *(teknik balik)* and deletion technique *(teknik lesap)*. The permutation technique is a technique that involves the changing or movement of sentence constituents. In this study, it was applied to analyze the position or place of question words or formers of in the structure of interrogative sentence

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formation. This technique aims to determine the level of the obstinacy the constituents in a sentence.

Sudaryanto (2015) explains that if there are only two lingual unit elements, namely AB, there is only one possibility (BA). If there are three lingual units, namely ABC, then the possibility is five (ACB, BAC, BCA, CAB, and CBA). When the element is four, namely ABCD, then there might be 23 with each element six times in front (except A which is only five times because it was already in the front) and so on. The following is an example sentence (1) into (2) and (3) with the permutation technique:

*(1) Dia akan pergi ke mana?*

*(2) Ke mana dia akan pergi?*

*(3) Akan pergi ke mana dia?*

That analysis was used to determine or to know the level of obstinacy *'ke mana'* in the interrogative sentence. The position of *'ke mana'* constituent in sentence structure can be moved or placed at the beginning of sentence or end of the sentence. The movement of this constituent does not change the meaning of interrogative sentence and it is still grammatical. So, the question word *'ke mana'* has a low level of obstinacy in the interrogative sentence.

Next, the deletion technique is a technique used to know the intimacy level of deleted constituents. One thing that must be considered in this technique that the element deleted is the element that becomes the main concern in the analysis (Sudaryanto, 2015). This technique was applied to analyze the intimacy of question words or formers of an interrogative sentence. The results of the deletion

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technique are two possibilities, namely in the form of speech that can be accepted by the speaker, or not. If the results of deletion are not grammatical, it means that the element in question has a high level of intimacy (Sudaryanto, 2015). For example the sentence (3) into the sentence (4) to analysis the obstinacy level question word *'may'*:

(3) *~~May~~ I use your computer?*

(4) *I use your computer?*

The deletion of *'may'* constituent the in sentence (3) changes the type of interrogative sentence to a declarative sentence. So, the *'may'* constituent has a high level of intimacy in the interrogative sentence. The next example is *wh-*question in English.

(5) *~~What~~ is your problem?*

(6) *Is your problem?*

Based on the example above, the deletion of question word *'what'* in the sentence (5) changes the type of interrogative sentence '*wh*-question' into '*yes-no* question. So, question word *'what'* has a high level of intimacy in this interrogative sentence.

Then, the second method in this study is the identity method. According Sudaryanto (2015) the identity method *(metode padan)* is a method that the determiner tool is outside or not part of the language. In other words, the tool is correlated with others which are not part of the language itself. There are many methods in the identity method; one of them is the translational method. The translational method is a method that the determiner tool refers to other languages.

In this study, the determiner tool is Indonesian and English. This method aims to compare the interrogative sentences in English and Indonesian through basic technique and intermediate technique.

To implement the translational method, the basic technique employed in this study was the dividing-key-factors technique *(teknik pilah unsur penentu)* and the intermediate technique is the equalizing technique *(eknik hubung banding menyamakan)* and the differentiating technique *(teknik hubung banding memperbedakan)*. Those techniques aim to analyze the similarity and difference of interrogative sentence in English and Indonesian.

The last, the read-marker technique *(teknik baca markah)* was implemented in this study. This technique aims to show the identity of a specific constituent in a sentence. It was implemented by looking directly at the markers (Sudaryanto 2015), for instance, question words or formers of interrogative sentences, particularly in this study. Therefore, the read-marker technique was used to determine the question formers or words identity in the interrogative sentence. Therefore, the read-marker will be used to analyze and determine the question mark in the interrogative sentence. Those analysis steps can be illustrated in figure 3.5
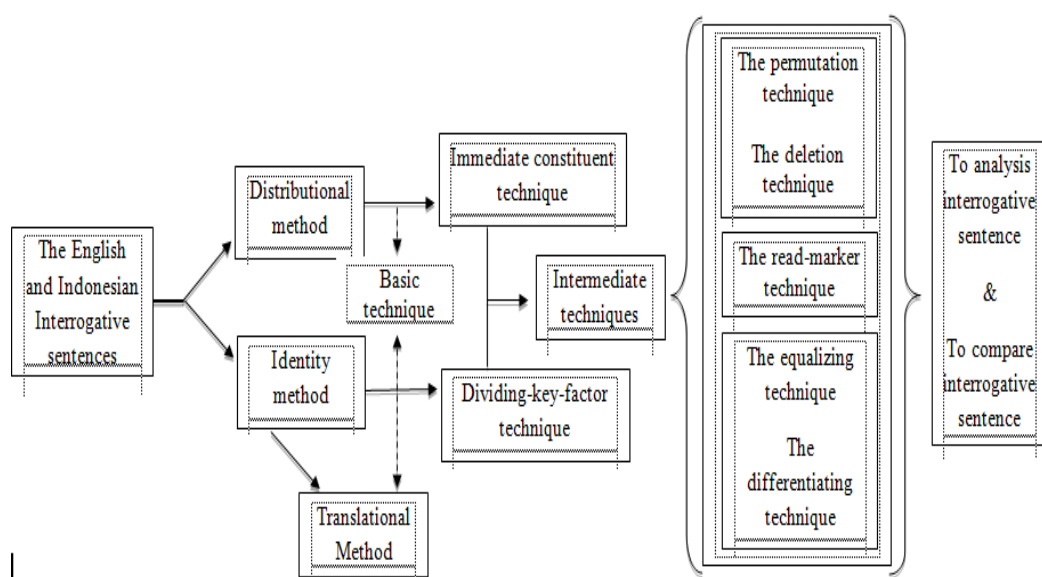
*Figure 3.5.the methods and techniques of data analysis*

## F. Trustworthiness

Trustworthiness is important in conducting research. To increase it, this study employed the validity by using two steps. Those are a) the validity by using the instrument and b) the data analysis validation. The instrument validity was conducted by checking the suitability of the research instrument with the aims of research and theories used in this study. It was conducted by meeting the expert who has an expertise in creating instruments. It was conducted to check the instrument validity with the purpose of research and theories used to avoid unnecessary or wrong data. This step produced the parameters of English and Indonesian interrogative sentence as the research instruments that referred to theories and aims in this study.

Second, the data analysis validation was conducted by consulting with the expert in the contrastive study. If the result of the analysis was false, the author re-analyze until the emendation in the data analysis related to the theory and expert.

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Next, the results of emendation in the data analysis were displayed as a report in the findings section. Furthermore, the author did repetitive readings of the English and Indonesian interrogative sentence data in analyzing the data. Moreover, the result of the analysis was reviewed by peer debriefing who understand the theories used in this study. On the other hand, the author discussed with the adviser and peer debriefing to gain the correction or to make sure of each analysis. Hence, the author discussed until getting a clear result in the analysis.

**CHAPTER IV**

**FINDING AND DISCUSSION**

**A. Findings**

This section provides formation of interrogative sentences in English and Indonesian based on the limitation of the problem of this study. This section is divided into two sub-chapters; the first sub-chapter discusses the structure of *yes-no* question formation in English and Indonesian and the second sub-chapter discusses the structure of the *wh*-question formation in English and Indonesian.

**1. The Structure of *Yes-No* Question in English and Indonesian**

*Yes-no* question is the question that expects a yes or no answer such as approval or rejection. Detailed explanation of *yes-no* question formation in both English and Indonesian languages is as follows:

**1.1 The structure of *yes-no* question in English**

*Yes-no* question in English is formed by auxiliary verbs. Those verbs are primary auxiliary verbs, dummy auxiliary verbs, and modal auxiliary verbs. Primary auxiliary verbs consist of *am, is, are, was, were, have, has,* and *had.* Then, dummy auxiliary verbs consist of *do, does,* and *did*. Meanwhile, modal auxiliary verbs consist of *can, must, may, will, shall, would,* and etc. The variation of *yes-no* question formations in English are as follows:

1.1.1   *Yes-no* question formed by *primary auxiliary verbs*

(1) Is            it      raining?

*Apakah      itu     hujan?*

Aux. V        N       V

*(Apakah itu sedang hujan?)*

(2)  Are        you    planning      on      attending the party?

*Apakah      kamu berencana    Ø      hadir    itu pesta?*

Aux. V       N             V                          Adv

*(Apakah kamu sedang berencana untuk hadir di pesta itu?)*

(3)  Are        you    coming         to the party?

*Apakah      kamu  datang       ke pesta?*

Aux. V       N      V          Prep N

 *(Apakah kamu sedang datang ke pesta?)*

(4)  Are        you    going to       bring      your car?

*Apakah      kamu pergi untuk    membawa    kamu mobil?*

Aux. V       N             V                 N

*(Apakah kamu akan membawa mobilmu?)*

(5)  Was        she    sleeping when the storm hit?

*Apakah      dia    tidur   ketika  itu badai menghantam?*

Aux. V       N      V      Conj    Art  N  V

*(Apakah dia sedang tidur ketika badai menghantam?)*

(6)  Was        Bill learning        shorthand?

*Apakah      Bill    belajar      tulisan cepat?*

Aux. V       N      V            N

*(Apakah Bill sedang belajar tulisan cepat?)*

 (7) Were       the campers    sleeping in tents?

*Apakah      peserta kemah  tidur  di tenda?*

Aux. V       N       V     Pre    Adv

*(Apakah  peserta kemah sedang tidur di tenda?)*

Sentence (1), (2), (3), (4), (5), (6), and (7) are the examples of *yes-no* question formed by primary auxiliary verb. Sentence (1) consists of primary auxiliary *'is'* at the beginning of sentence**.** It is to refer to a third person *'it'*. The primary auxiliary verb *'is'* is followed by subject *'it'*. Next, the predicate is filled by verb *'raining'*. Constituent *'rain'* means *'hujan'* while *'ing'* indicates that the verb is in progress (progressive verb).

Then, sentence (2), (3), and (4) are formed by primary auxiliary *'are'* at the beginning of the sentence. It is to refer to a second person pronoun and a first-person-plural pronoun. The primary auxiliary verb *'are'* is followed by subject filled by pronoun *'you'* in sentence (2), (3), and (4). Next, the predicate in sentence (2) is filled by verb *'planning on attending'*. Constituent *'plan'* means *'merencanakan'* while *'ing'* indicates that the verb is in progress; constituent '*on attending'* that means *'hadir'*. It complements the main verb. Afterwards, it is followed by noun phrase filled by article *'the'* and *'party'* as adverb of place. In sentence (3), the predicate is filled by verb *'coming'*, constituent *'come'* means *'datang'* while *'ing'* indicates that the verb is in progress. Afterwards, it is followed by adverb *'to the party'*, preposition *'to'* means *'ke'*, and article *'the'* and *'party'* are as noun phrase. Last, the predicate in sentence (4) is filled by verb *'going to bring'* meaning *'pergi untuk membawa,'* constituent *'go'* means *'pergi'* while *'ing'* indicate that the verb is in progress. Afterwards, it is followed by object filled by pronoun *'your car'*.

Furthermore, sentence (5) and (6) are formed by primary auxiliary verb *'was'* at the beginning of the sentence. It is to refer to a third-person-singular

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person and to a singular noun. It is also used to refer to an activity done in the past. In sentence (5), the primary auxiliary verb *'was'* is followed by subject filled by pronoun *'she'*. Next, the predicate is filled by verb *'sleeping'*, constituent *'sleep'* means *'tidur'* while *'ing'* indicates that the verb is in progress. Afterwards, it is followed by adverb filled by adverbial clause *'when the storm hit'* which *'when'* means *'ketika'*, article *'the'*, *'storm'* means *'badai'* and *'hit'* means *'menghantam'* as a clause. Then, the subject in sentence (6) is filled by noun *'Bill'*. It is followed by predicate filled by verb *learning'*, constituent *'learn'* means *'belajar'*, while *'ing'* indicates that the verb is in progress. Afterwards, it is followed by object filled by noun *'shorthand'*.

Last, sentence (7) is formed by primary auxiliary *'were'* at the beginning of the sentence. It is to refer to a plural noun. Besides that, it indicates that the activity is done in the past. The primary auxiliary verb *'were'* in sentence (7) is followed by noun *'the campers'* means *'peserta kemah'* as the subject. Next, predicate is filled by verb *'sleeping'*, constituent 'sleep' means *'tidur'*, while *'ing'* indicates that the verb is in progress. Afterwards, it is followed by adverb filled by adverbial phrase *'in tents'* which preposition *'in'* means *'di'* and *'tents'* means *'tenda'*.

(8) Is              she     aware of problem?
*Apakah*       *dia*    *sadar*  *Ø masalah?*
Aux. V        N     Adj        N
*(Apakah dia mengetahui masalahnya?)*

(9) Is              she able to stand     alone?
*Apakah*       *dia dapat berdiri*    *sendiri?*

<pre>
      Aux. V          N       Adj          Adv
</pre>

*(Apakah dia sanggup berdiri sendiri?)*

(10) Is              he      here?

    *Apakah          dia     di sini?*

    Aux. V          N       Adv

  *(Apakah dia di sini?)*

(11) Is              Jim     ill     today?

    *Apakah          Jim     sakit   hari ini*

    Aux. V          N       Adj     Adv

*(Apakah Jim sakit hari ini?)*

(12) Are             you     able to make out        her signature?

    *Apakah          kamu    dapat membuat        dia tandatangan?*

    Aux. V          N       Adj                 N

*(Apakah kamu sanggup membuat tandatangannya?)*

(13) Are             you     ready?

    *Apakah          kamu    siap?*

    Aux. V          N       Adj

*(Apakah kamu siap?)*

(14) Am              I       right?

    *Apakah          saya    benar?*

    Aux. V          N       Adj

*(Apakah saya benar?)*

Sentence (8), (9), (10), (11), (12), (13) and (14) are interrogative sentences

formed by primary auxiliary verb *'to be'* or as a marker of question because the

sentence are nominal sentences, where the predicate of sentence is not a main

verb. Then, a marker of question in sentence (8), (9), (10) and (11) is to be *'is'*

that is positioned at the beginning of the sentence. It is to refer to a second-person-singular pronoun and singular noun. The primary auxiliary verb *'is'* in sentence (8) is followed by subject filled by pronoun *'she'*. Next, the predicate is filled by adjective *'aware'* meaning *'sadar'*. Afterwards, the object is filled by noun *'problem'* meaning *'masalah'*. In sentence (9), the primary auxiliary verb *'is'* is followed by subject filled by pronoun *'she'*. Next, the predicate is filled by adjective *'able'* meaning *'dapat'*. Afterwards, it is followed by adverbial phrase filled by to infinite *'to stand'* meaning *'untuk berdiri'*. Next, the question marker *'is'* in sentence (10) is followed by subject filled by pronoun *'he'* meaning *'dia laki-laki'*. Next, the predicate is filled by adverbial *'here'*. *'Here'* is adverb of place. Last, the primary auxiliary verb *'is'* in sentence (11) is followed by subject filled by noun *'Jim'*. Afterwards, it is followed by adjective *'ill'* meaning *'sakit'*. This predicate is followed by adverb *'today'*.

Whereas, sentence (12) and (13) are formed by using the primary auxiliary verb *'are'* as a marker of the question. It is used to a second person pronoun. Then, the primary auxiliary verb *'are'* in sentence (12) is followed by subject function filled by pronoun *'you'* means *'kamu'*. Next, the predicate is filled by adjective phrase *'able to make out'* meaning *'sanggup membuat'*. Afterwards, it is followed by object *'her signature'* which means *'tandatanganya.* In sentence (13), the subject is filled by pronoun *'you'* means *'kamu'*. Next, the predicate is filled by adjective *'ready'* meaning *'siap'*.

Last, sentence (14) is interrogative sentences formed by primary auxiliary verb *'am'* as a marker of the question. This sentence is nominal sentence where

the predicate is not a main verb. The primary auxiliary verb *'am'* in sentence (14) is followed by subject filled by pronoun *'I'* that means *'saya'*. Next, the predicate is filled by adjective *'right'* meaning *'benar'*.

(15) Have you worked here for every long?

*Apakah kamu bekerja di sini untuk setiap lama?*

Aux. V      N      V            Adv

*(Apakah kamu sudah bekerja di sini untuk waktu yang lama?)*

(16) Have you found the books?

*Apakah kamu menemukan itu buku-buku?*

Aux. V      N      V            Art    N

*(Apakah kamu sudah menemukan buku-buku itu?)*

(17) Have you been here before?

*Apakah kamu berada disini sebelumnya?*

Aux. V      N      V            Adv

*(Apakah kamu sudah berada disini sebelumnya?)*

(18) Have they liked to listen to rap music?

*Apakah mereka suka mendengarkan rap musik?*

Aux. V      N              V            N

*(Apaka mereka suka mendengarkan musik rap?)*

(19) Have you had a few extra dollars?

*Apakah kamu mempunyai beberapa tambahan dolar?*

Aux. V      N      V            Adj        N

*(Apakah kamu sudah mempuyai beberapa tambahan dolar?)*

(20) Have they gone?

*Apakah mereka pergi?*

Aux. V      N           V

*(Apakah mereka sudah pergi?)*

Sentence (15), (16), (17), (18), (19), and (20) above are interrogative sentences formed by primary auxiliary verb *'have'* indicating that the action is completed. This primary auxiliary verb is also used to a plural person pronoun. In sentence (15), it is followed by subject filled by pronoun *'you'*. Then the predicate is filled by verb *'worked'* that is the third form of basic form *'work'* meaning *'bekerja'*. Next, it is followed by adverb filled by adverbial phrase *'here for every long'*. *'Here'* means *'di sini'* as adverb of place while *'for every long'* means *'untuk waktu yang lama'* as adverb of time.

Sentence (16) uses primary auxiliary verb *'have'* followed by subject *'you'*. Then, the predicate is filled by verb *'found'* that is the third form from basic word *'find'* meaning *'menemukan'*. Next, it is followed by object filled by noun *'the books'*. The article is filled by *'the'* and *'book'* as a noun. In sentence (17), the subject is filled by pronoun *'you'*. Then, the predicate is filled by verb *'been'* that is the third form of basic word *'be'* mean *'berada'*. Next, it is followed by adverb *'here before'*. *'Here'* means *'di sini'* as adverb of place and *'before'* means *'sebelum'* as adverb of time.

In sentence (18), the subject is filled by pronoun *'they'* meaning *'mereka'*. Then, the predicate is filled by verb *'liked to listen'* meaning *'suka mendengarkan'*. It is followed by object filled by noun *'rap music'* meaning *'musik rap'*. Next, the primary auxiliary verb *'have'* in sentence (19) is followed by subject filled by pronoun *'you'* meaning *'kamu'*. Afterwards, the predicate is filled by verb *'had'* that is the third form of *'have'* mean *'memiliki'*. It is followed

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by object filled by noun *'a few extra dollars'* means *'beberapa'*, and noun *'extra dollar'* means *'tambahan dolar'* as noun. Last, the subject in sentence (20) is filled by pronoun *'you'* meaning *'kamu'*. It is followed by the predicate is filled by verb *'gone'*. That is the third form of basic verb *'go'* means *'pergi'*.

(21) Has      she    been    able    to     stand?

*Apakah*      *dia*        *dapat*       *berdiri?*

Aux. V      N    V    Adj    Prep   V

*(Apakah dia sudah sanggup berdiri?)*

(22) Has      Thomas     visited     you    often?

*Apakah*     *Thomas*    *mengunjugi*   *kamu*   *sering?*

Aux. V      N        V        N     Adv

*(Apakah Thomas sudah sering mengunjugi kamu?)*

(23) Has      Mom wanted to     go    shopping?

*Apakah*     *Ibu*    *ingin ke*     *pergi belanja?*

Aux. V      N    V    Pre    V    N

*(Apakah ibu sudah ingin pergi belanja?)*

(24) Has      he        lost       his mind?

*Apakah*     *dia*       *kehilangan*   *nya akal?*

Aux. V      N        V        N

*(Apakah dia sudah kehilangan akalnya?)*

(25) Has      Maria      returned?

*Apakah*     *Maria*     *kembali?*

Aux. V      N        V

*(Apakah Maria sudah kembali?)*

Sentence (21), (22), (23), (24), and (25) are *yes-no* question formed by primary auxiliary verb *'has'*. It is to refer to a third-person-singular pronoun and singular noun. In sentence (21), the primary auxiliary *'has'* is put at the beginning of the sentence. It is followed by subject filled by pronoun *'she'* meaning *'dia perempuan'*. Then, the predicate is filled by verb *'been able'* meaning *'sanggup'*. Next, it is followed by adverbial filled by *'to stand'* meaning *'untuk berdiri'*.

The subject in sentence (22) is filled by noun *'Thomas'*. Then, the predicate is filled by verb *'visited'* that is third form of basic verb *'visit'* meaning *'mengunjugi'*. It is followed by pronoun *'you'*. Next, it is followed by adverb filled by *'often'* meaning *'sering'* as adverb of time.

In sentence (23), the subject is filled by noun *'Mom'*. Then, the predicate is filled by verb *'wanted'* meaning *'ingin'*. It followed by adverb filled by adverbial phrase *'to go shopping'* meaning *'untuk pergi belanja'*. The subject in sentence (24) is filled by pronoun *'he'* meaning *'dia laki-laki'*. Then, the predicate is filled by verb *'lost'* that means *'kehilangan'*. It is followed by noun *'his mind'* meaning *'akalnya'*. Next, the subject in sentence (25) is filled by pronoun *'Maria'*. The predicate is filled by verb *'returned'* means *'kembali'*.

(26) Had      he      adequate      notice?

*Apakah*      *dia*      *cukup*      *memperhatikan?*

Aux. V      N      Adj      V

*(Apakah dia sudah cukup memperhatikan?)*

(27) Had      she      returned      his e-mail?

*Apakah*      *dia*      *membalas*      *nya e-mail?*

Aux. V      N      V      N

*(Apakah dia sudah membalas e-mailnya?)*

Sentence (26) and (27) are *yes-no* question in English formed by primary auxiliary verb *'had'*. It is to refer to singular or plural person pronoun. Besides, it is also a marker of past perfect tense. In sentence (26) the primary auxiliary verb *'had'* is followed by subject filled by pronoun *'he'* meaning *'dia laki-laki'*. Then, the predicate is filled by verb *'notice'* meaning *'memperhatikan'*. Next, the primary auxiliary verb *'had'* in sentence (27) is followed by subject filled by pronoun *'she'* meaning *'dia perempuan'*. Afterwards, the predicate is filled by verb *'returned'* meaning *'membalas'*. It is followed by object filled by noun *'his e-mail'*.

Based on the data analysis through the translational method by equalizing and differentiating technique and also the distributional method by permutation and deletion technique, the description of *yes-no* question categories formed by primary auxiliary verbs are displayed in table 4.1 below:

| Primary auxiliary verb | Place | | | Tenses marker | Quantity marker | Pattern |
|---|---|---|---|---|---|---|
| | Beginning of sentence | Middle of sentence | End of sentence | | | |
| *Is* | √ | x | x | √ | √ | |
| *are* | √ | x | x | √ | √ | Aux. V+N+V (ing)+Adv/N<br>Aux. V+N+ Adj |
| *was* | √ | x | x | √ | √ | Aux. V+N+ Adv<br>Aux. V+N+N |
| *were* | √ | x | x | √ | √ | |
| *have* | √ | x | x | √ | √ | Aux. V+N+V$_{(3)}$+Adv/N |

| | | | | | |
|---|---|---|---|---|---|
| *Has* | √ | x | x | √ | √ |
| *Had* | √ | x | x | √ | X |

Tabel 4.1 *yes-no* question formed by primary auxiliary verbs

1.1.2   *Yes-no* question formed by *dummy auxiliary verbs*

(28) Do         they    like to listen            to     rap music?

*Apakah         mereka suka mendengarkan   Ø      rap musik?*

Aux. V        N                  V                    Prep             N

*(Apakah mereka suka mendenngarkan musik rap?)*

(29) Do         we      have    a problem?

*Apakah         kita     punya   sebuah masalah?*

Aux. V        N        V        Art       N

*(Apakah kita punya masalah?)*

(30) Do         you     enjoy            her classes?

*Apakah         kamu   menikmati      nya kelas?*

Aux. V        N        V                 N

*(Apakah kamu menikmati kelasnya?)*

(31) Do         you     like that man?

*Apakah         kamu   suka    itu laki-laki?*

Aux. V        N        V        Dem   N

*(Apakah kamu suka laki-laki itu?)*

(32) Do      you    know              the answer?

*Apakah kamu  mengetahui     itu jawaban?*

Aux. V N      V                    Art      N

*(Apakah kamu mengetahui jawaban itu?)*

(33) Do         I       care?

*Apakah         aku     peduli?*

Aux. V        N       V

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*(Apakah aku peduli?)*

Sentence (28), (29), (30), (31), (32), and (33) are *yes-no* question in English formed by using dummy auxiliary verb *'do'* as a marker of interrogative sentence. It is used to a second-person-plural pronoun and a third-person-plural pronoun. Interrogative sentence (28) is begun by *dummy auxiliary 'do'* and followed by subject filled by pronoun *'they'* meaning *'mereka'*. Next, the predicate is filled by verb *'like'* meaning *'suka'*. It is followed by adverb filled by adverbial phrase filled by *'to listen to rap music.'* The preposition is filled by *'to'* meaning *'ke'*, *'listen'* means *'mendengarkan'* and *'rap music'* means *'musik rap'* as a noun.

In sentence (29), it is followed by subject filled by pronoun *'we'* that means *'kita'*, then, the predicate is filled by *'have'* that means *'punya'*. Next, it is followed by object filled by *'a problem'*. Then, the *dummy auxiliary verb 'do'* in sentence (30) is followed by subject filled by pronoun *'you'* that means *'kamu'*, then, the predicate is filled by verb *'enjoy'* that means *'menikmati'*. Next, it is followed by adverb function (complement) filled by noun *'her classes'* that means *'kelasnya'*. In sentence (31), dummy auxiliary *'do'* is followed by subject filled by pronoun *'you'* that means *'kamu'*, then the predicate is filled by verb *'like'* that means *'meyukai'*. Next, it followed by object filled by noun *'that man'*. *'That'* means *'itu'* and *'man'* means *'laki-laki'*.

Then, the subject in sentence (32) is filled by pronoun *'you'* followed by predicate filled by verb *'know'* that means *'mengetahui'*. Next, it is followed by object filled by noun *'the answer'* meaning *'jawaban itu'*. Then, *dummy auxiliary*

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*verb 'do'* in sentence (33) is followed by subject filled by pronoun *'I'*. The predicate is filled by verb *'care'* that means *'peduli'*.

(34) Does             Thomas       visit       you     often?

         *Apakah*         *Thomas*     *mengunjugi*   *kamu*   *sering?*

         Aux. V (Q. Marker)   N         V          N       Adv

         *(Apakah Thomas sering mengunjungi kamu?)*

(35) Does             Mom want     to go shopping?

         *Apakah*         *Mom*    *ingin*    *ke pergi belanja?*

         Aux. V (Q. Marker)   N       V         Prep    N

         *(Apakah Mom ingin pergi belanja?)*

(36) Does             she like pizza?
         *Apakah*         *dia suka pizza?*
         Aux. V (Q. Marker)   N     V   N
         *(Apakah dia suka pizza?)*

(37) Does             Tim    have         a new job?

         *Apakah*         *Tim mempunyai sebuah baru pekerjaan?*

         Aux. V Q. Marker)   N        V            Art Adj N

         *(Apakah Tim mempunyai sebuah pekerjaan baru?)*

Sentence (34), (35), (36), and (37) are *yes-no* question formed by using dummy auxiliary verb *'does'*. In sentence (34), the auxiliary verb is followed by subject filled by noun *'Thomas'*. Then, the predicate function is filled by verb *'visit'* that means *'mengunjungi'*. Next, it is followed by object *'you'* and by adverb of time *'often'* that means *'sering'*. In sentence (35), dummy auxiliary verb *'does'* is followed by subject filled by noun *'Mom'*. Then, the predicate is filled by verb *'want'*. Next, it is followed by adverb filled by adverbial phrase 'to go shopping'.

Then, the subject in sentence (36) is filled by pronoun *'she'* that means *'dia perempuan'*. Then, the predicate is filled by verb *'like'* followed by object filled by noun *'pizza'*. In the last sentence (37), dummy auxiliary verb *'does'* is followed by noun *'Tim'*. Afterwards, the predicate is filled by verb *'have'* that means *'mempunyai'*. It is followed by object filled by noun *'a new job'*.

(38) Did            they       believe      me?
       *Apakah*           *mereka*      *mempercayai aku?*
       Aux. V (Tenses M)    N     V     N
       *(Apakah mereka mempercayai ku?)*

(39) Did            you     bring        the money?
       *Apakah*           *kamu*    *membawa*     *itu uang?*
       Aux. V (Tense M)     N     V        Art   N
       *(Apakah kamu membawa uang itu?)*

(40) Did            she     get         the answer?
       *Apakah*           *dia*     *mendapatkan*   *itu jawaban?*
       Aux. V (Tense M)     N     V          Art    N
       *(Apakah dia mendapatkan jawaban itu?)*

(41) Did            he have to live alone?
       *Apakah*           *dia harus hidup sendiri?*
       Aux. V (Tense M)     N     V    Adv
       *(Apakah dia harus hidup sendiri?)*

(42) Did            you     meet    them?
       *Apakah*           *kamu*    *bertemu mereka?*
       Aux. V (Tense M)     N     V     N
       *(Apakah kamu bertemu mereka?)*

(43) Did                   he     return        it?

*Apakah*              *dia*    *mengembalikan*       *itu?*

Aux. V (Tense M)      N        V           N

*(Apakah dia mengembalikan itu?)*

(44) Did                you    want    some help?

*Apakah*            *kamu*    *ingin*    *beberapa bantuan?*

Aux. V (Tense M)    N     V           N

*(Apakah kamu ingin beberapa bantuan?)*

(45) Did             the campers       sleep   in    tents?

*Apakah*         *peserta kemah*      *tidur*   *di*    *tenda?*

Aux. V (Tense. M) N              V    Prep   Adv

*(Apakah peserta kemah tidur di tenda?)*

(46) Did              the    boy    leave       the house?

*Apakah*          *itu*    *anak*    *meninggalkan itu rumah?*

Aux. V (Tens M)     Art   N    V         Art    N

*(Apakah anak itu meninggalkan rumah?)*

Sentence (38), (39), (40), (41), (42), (43), (44), (45), and (46) are *yes-no* question in English formed by dummy auxiliary verb *'did'*. It is used to all subjects either singular or plural. Also, it is a marker of past tense in English. In sentence (38), dummy auxiliary verb *'did'* is followed by subject. It is filled by pronoun *'they'* that means *'mereka'*. Then, the predicate is filled by verb *'believe'* that means *'mempercayai'*, followed by object filled by pronoun *'me'*.

Dummy auxiliary verb *'did'* in sentence (39) is followed by subject, pronoun *'you'*. The predicate is filled by verb *'bring'* that means *'membawa'*

followed by noun phrase *'the money. 'The'* means *'itu'* and *'money'* means *'uang.* Next, the subject in sentence (40) is filled by pronoun *'she'*. The predicate is filled by verb *'get'* that means *'mendapatkan',* followed by object filled by noun *'the answer'* which means *'jawaban itu'*.

Then, dummy auxiliary verb *'did'* in sentence (41) is put at the beginning of the sentence. It is followed by subject filled by pronoun *'he'*. Then, the predicate is filled by verb *'have to live'* that means *'harus hidup sendiri'* followed by adverb filled by *'alone'* means *'sendiri'*. In sentence (42), dummy auxiliary verb *'did'* is followed by subject filled by pronoun *'you'*. Then, the predicate is filled by verb *'meet'* that means *'bertemu'*. The subject in sentence (43) is filled by pronoun *'he'* that means *'dia laki-laki'*. Then, the predicate is filled by verb *'return'* that means *'mengembalikan'*. Next, it is followed by object filled by pronoun *'it'*.

Next, auxiliary verb *'did'* in the sentence (44) is put at the beginning of the sentence followed by subject filled by pronoun *'you'*. The predicate is filled by verb *'want'* means *'ingin'* followed by adverb filled by *'some help'*. *'Some'* means *'beberapa'* and *'help'* means *'bantuan'*. In sentence (45), dummy auxiliary verb is followed by subject filled by noun *'the campers'* that means *'peserta kemah'*. Then, the predicate is filled by verb *'sleep'* that means *'tidur'* followed by adverb *'in tent'*. Preposition *'in'* means *'di'* and *'tent'* means *'tenda'*. Last, the subject in sentence (46) is filled by noun *'the boy'* that means *'anak itu'*. Then, the predicate is filled by verb *'leave'*. Then, it is followed by object *'the house'* that means *'rumah itu'*.

Based on the data analysis through translational method by equalizing and differentiating technique and also the distributional method by the permutation and deletion technique, below table shows the description of *yes-no* question category formed by dummy auxiliary verbs:

| Dummy auxiliary verb | Place | | | Tenses marker | Quantity marker | Pattern |
|---|---|---|---|---|---|---|
| | Beginning of sentence | Middle of sentence | End of sentence | | | |
| *do* | √ | x | x | √ | √ | Do+N$_{(p)}$+V$_{(1)}$+N+Adv |
| *does* | √ | x | x | √ | √ | Does+N$_{(s)}$+V$_{(1)}$+N+Adv |
| *did* | √ | x | x | √ | x | Did+N$_{(p/s)}$+V$_{(1)}$+N+Adv |

Table 4.2 *yes-no* question formed by dummy auxiliary verbs

1.1.3 *Yes-no* question formed by *modal auxiliary verbs*

(47) Can        Victor        understand    the    problem?

     *Dapat*       *Victor*       *memahami*    *itu*    *masalah?*

     Aux. V       N          V          Art    N

     *(Dapatkah Victor memahami masalah itu?)*

(48) Can        he       understand    you?

     *Dapat*       *dia*      *memahami*    *kamu?*

     Aux. V       N     V        N

     *(Dapatkah dia memahami kamu?)*

(49) Must       he     live    alone?

     *Harus*       *dia*     *hidup*   *sendiri?*

     Aux. V       N     V     Adv

     *(Haruskah dia hidup sendiri?)*

(50) Will       she     like     this dress?

| *Akan* | *dia* | *menyukai* | *ini pakaian?* |
|--------|-------|------------|----------------|
| Aux. V | N | V | Dem N |

*(Akankah dia menyukai pakaian ini?)*

(51) | Will | you | answer | my question? |
|------|-----|--------|--------------|
| *Akan* | *kamu* | *menjawab* | *ku pertanyaan?* |
| Aux. V. | N | V | N |

*(Akankah kamu menjawab pertanyaan ku?)*

(52) | Shall | we | go | to | the movie tonight? |
|-------|-----|-----|-----|--------------------|
| *Akan* | *kita* | *pergi* | *ke* | *film* *malam ini?* |
| Aux. V | N | V | Pre | Art N Adv |

*(Akankah kita pergi nonton malam ini?)*

(53) | Shall | I | turn | on | the TV? |
|-------|-----|------|-----|---------|
| *Akan* | *saya* | *menghidupkan* Ø | | *televisi?* |
| Aux. V | N | V | Prep | Art N |

*(Akankah saya menghidupkan televisinya?)*

(54) | May | I | see | you | later? |
|-----|-----|-----|-----|--------|
| *Boleh* | *saya* | *bertemu* | *kamu* | *besok?* |
| Aux. V | N | V | N | Adv |

*(Bolehkah saya bertemu kamu besok ?)*

Sentence (47), (48), (49), (50), (51), (52), (53), and (54) are the *yes-no* question in English formed by *modal auxiliary verb*. In sentence (47) and (48), modal auxiliary *'can'* is used as a marker of interrogative sentence that is put at the beginning of the sentence. Modal auxiliary *'can'* in sentence (47) is followed by subject filled by noun *'Victor'*. The predicate is filled by verb *'understand'* that

means *'memahami'*. Afterwards, it is followed by object filled by noun *'the problem'* which means *'masalah itu'*. Next, modal auxiliary verb *'can'* in sentence (48) is followed by subject filled by pronoun *'he'* that means *'dia laki-laki'*. The predicate is filled by verb *'understand'* that means *'memahami'* followed by object filled by pronoun *'you'*.

Sentence (49) uses modal auxiliary verb *'must'* that means *'harus'* at the beginning of the sentence followed by subject filled by pronoun *'he'*. The predicate is filled by verb *'live'* that means *'hidup'* followed by adverb *'alone'* that means *'sendiri'*.

In sentence (50) and (51), modal auxiliary verb *'will'* are used to form the question as marker of *yes-no* question. Modal auxiliary verb *'will'* in sentence (50) is followed by subject *'she'* that means *'dia perempuuan'*. Then, the predicate is filled by verb *'like'* that means *'meyukai'*. Afterwards, it is followed by object *'this dress'* that means *'pakaian ini'*. Next, sentence (51) modal auxiliary is followed by subject filled by pronoun *'you'*. The predicate is filled by verb *'answer'* that means *'menjawab'*. Afterwards, it is followed by noun *'my question'* that means *'pertanyaan ku'*.

Next, sentence (52) and (53) use modal auxiliary verb *'shall'* as a marker of *yes-no* question in English that is put at the beginning of the sentence. In sentence (52), it is followed by subject filled by pronoun *'we'*. Then, the predicate is filled by verb *'go'* followed by adverb *'to the movie tonight'*. *'To movie'* means *'menonton'* and *'tonight* means *'malam ini'*. Modal auxiliary verb *'shall'* in sentence (53) is followed by subject filled by pronoun *'I'*. Afterwards, the

predicate is filled by verb *'turn on'* that means *'menghidupkan'* followed by object filled by noun *'the TV'*.

Then, sentence (54) uses modal auxiliary verb *'may'* as a marker of *yes-no* question in English that is also put at the beginning of sentence. It is followed by subject filled by pronoun *'I'* meaning *'saya'*. Afterwards, the predicate is filled by verb *'see'* meaning *'bertemu'*. It is followed by adverb *'later'* as adverb of time.

(55) Could          Victor          understand          the problem?

*Dapat*          *Victor*          *memahami*          *itu masalah?*

Aux. V (Tense M)          N          V          Art          N

*(Dapatkah Victor memahami masalahnya?)*

(56) Should          we          call          them?

*Akan*          *kita*          *memanggil mereka*

Aux. V (Tense M)          N          V          N

*(Akankah kita memanggil mereka ?)*

(57) Should          we          go          now?

*Akan*          *kita*          *pergi*          *sekarang?*

Aux. V (Tense M)          N          V          Adv

*(Akankah kita pergi sekarang?)*

(58) Might          I          have          a          book?

*Boleh*          *saya*          *memiliki*          *sebuah buku?*

Aux. V (Tense M)          N          V          Art          N

*(Bolehkah saya memiliki sebuah buku ?)*

(59) Would          you          like          them?

*Akan*          *kamu*          *menyukai*          *mereka?*

Aux. V (Tense M)          N          V          N

*(Akankah kamu menyukai mereka?)*

Sentence (55), (56), (57), (58) and (59) are *yes-no* question in English formed by using modal auxiliary verb *'could'* as the second form of *'can'* and

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'should' as the second form of 'shall'. Those modal auxiliaries are marker of past tense. In sentence (55), modal auxiliary verb 'could' is put at the beginning of the sentence followed by subject filled by noun 'Victor'. The predicate is filled by verb 'understand', and object is filled by 'the problem'. Then, sentence (56) and (57) are formed by modal auxiliary verb 'should'. It is followed by subject filled by pronoun 'we'. Afterwards, the predicate in sentence (56) is filled by verb 'call' that means 'memanggil'. It is followed by object filled by pronoun 'them'. Meanwhile, the predicate in sentence (57) is filled by verb 'go' meaning 'pergi' and it is followed by adverb 'now'.

Next, sentence (58) and (59) use modal auxiliary verbs 'might' as the second form of 'may' and 'would' as the second form of 'will' to form *yes-no* question. In sentence (58), modal auxiliary verb 'might' is followed by subject filled by pronoun 'I'. The predicate is filled by verb 'have' and object is filled by 'a book'. Modal auxiliary verb 'would' in sentence (59) is followed by subject filled by pronoun 'you'. It is followed by predicate filled 'like' that means 'menyukai'. Afterwards, object is filled by pronoun 'them'.

Based on the data analysis through the translational method by equalizing and differentiating technique and distributional method by the permutation and deletion technique, the description of *yes-no* question category formed by modal auxiliary verbs is shown table 4.3 below:

| Modal auxiliary verb | Place | | | Tenses marker | Quantity marker | Pattern |
| --- | --- | --- | --- | --- | --- | --- |
| | Beginning of sentence | Middle of sentence | End of sentence | | | |
| *can* | √ | x | x | √ | x | |
| *will* | √ | x | x | √ | x | |
| *must* | √ | x | x | √ | x | |
| *shall* | √ | x | x | √ | x | Aux. V+N+V$_{(1)}$+N+ Adv |
| *could* | √ | x | x | √ | x | |
| *would* | √ | x | x | √ | X | |
| etc. | | | | | | |

Table 4.3 *yes-no* question formed by modal auxiliary verbs

## 1.2    The structure of *yes-no* question in Indonesian

*Yes-no* question in Indonesian is formed by using a question word *'apakah'*, using particle –*kah* in some parts of sentence as predicate (noun adjective or verb), and using helping verb *(dapat, bisa, harus, sudah,* and *mau)* added by particle –*kah*. The variations of those structures are as follows:

1.2.1   *Yes-no* question formed by *'apakah'*

(1) Apakah      suaminya      ditangkap      minggu lalu?

*Is           husband her     arrested      week    ago?*

Q. Word      N               V              Adv

*(Was her husband arrested one week ago?)*

(2) Apakah      perbuatannya ketahuan      istirinya?

*Is           action his      detected      wife his?*

Q. Word      N               V              N

*(Is his action detected by his wife?)*

(3) Apakah      Anda tahu      masalah      tersebut?

*Do           you    know   problem      that?*

Q. Word      N      V       N              Dem

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*(Do you know that problem?)*

(4) Apakah      Saudara masih mencintainya?

*Do          you    still   love her?*

Q. Word     N     Adv   V     N

*(Do you still love her?)*

(5) Apakah adikmu     suka?

*Does   brother your   like?*

Q. Word     N     V

*(Does your brother like?)*

(6) Apakah      saya   dapat membantu     nona?

*Do          I      can    help         miss?*

Q. Word     N          V        N

*(Can I help miss?)*

(7) Apakah      dia   mengusir    mereka?
*Does       she/he expel       them?*
Q. Word     N     V        N
*(Does she/he expel them?)*

(8) Apakah      dia   mengenderai mobil itu?
*Did          he    drive        car    that?*
Q. Word     N     V        N    Dem
*(Did he drive the car?)*

(9) Apakah      surat itu   sudah dikirim?
*Has         letter  the   sent?*
Q. Word     N     Art   V
*(Has the letter been sent?)*

(10) Apakah     saudara seorang mahasiswa?

*Are         you    a     student?*

Q. Word       N      Art    N

*(Are you a student?)*

(11) Apakah      ibunya      marah?

     *Is*           *mother her*   *angry?*

     Q. Word      N           Adj

*(Is her/his mother angry?)*

(12) Apakah      dia      kekasihmu?

     *Is*           *she*    *girlfriend your?*

     Q. Word      N     N

*(Is she your girlfriend?)*

(13) Apakah      dia     Istri    pak Bambang?

     *Is*           *she*    *wife*   *sir Bambang*

     Q. Word      N     N     N

*(Is she sir bambang's wife?)*

(14) Apakah      dia     sanggup?

     *Is*        *he/she* *capable?*

     Q. Word      N     Adj

*(Is he/she capable?)*

(15) Apakah     suaminya     seorang guru?

     *Is*        *husband her*  *a*    *teacher?*

     Q. Word      N          Art   N

*(Is her husband a teacher?)*

Sentence (1), (2), (3), (4), (5), (6), (7), (8), and (9) are *yes-no* question in Indonesian formed by using question word *'apakah'* as marker which the predicates of those are main verb. In sentence (1), the question word *'apakah'* is put at the beginning of the sentence followed by subject filled by noun *'suaminya'* that means *'her husband'*. The predicate is filled by verb *'ditangkap'* that means

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*'arrested'* followed by adverb of time *'minggu lalu'* that means *'one week ago'*. Then, the question word *'apakah'* in sentence (2) is followed by subject filled by noun *'perbuatannya'* that means *'his action'*. Afterwards, the predicate is filled by verb *'detected'* that means *'ketahuan'* followed by object *'istrinya'* that means *'his wife'*.

Furthermore, the question word in sentence (3) is followed by subject filled by noun *'Anda'* that means *'you'*. The predicate is filled by verb *'tahu'* that means *'know'* followed by object filled by noun *'masalah itu'* which means *'that problem'*. The question word *'apakah'* in sentence (4) is followed by noun *'saudara'* that means *'you* followed by predicate *'masih mencintainya'* that means *'still love her'*. Last, the question word *'apakah'* in the sentence (5) is also followed by subject filled by noun *'adikmu'* that means *'your brother'* followed by predicate filled by verb *'suka'* which means *'like'*.

Last, the question word *'apakah'* in sentence (6) is followed by pronoun *'saya'* that means *'I'* followed by predicate filled by verb *'dapat membantu'* that means *'can help'*. Afterwards, the object is filled by noun *'nona'* that means *'miss'*. Next, question word *'apakah'* in sentence (7) is followed by subject filled by pronoun *'dia'*. The predicate filled is verb *'mengusir'* meaning *'expel'*. Afterwards, it is followed by object filled by pronoun *'mereka'*. In sentence (8), question word *'apakah'* is followed by subject filled by *'dia'*. The predicate filled is verb *'mengenderai'* meaning *'drive'*. It is followed by object filled by noun *'mobil itu'* meaning *'the car'*. Last, question word *'apakah'* in sentence (9) is

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followed by noun *'surat itu'* meaning *'the letter'*. Afterwards, predicate filled is verb *'sudah dikirim'* meaning *'sent'*.

Besides, sentence (10), (11), (12), (13), (14), and (15) are *yes-no* question that is also formed by question word *'apakah'* but those predicates are not main verb. In sentence (10), it is followed by noun *'saudara'* that measn *'you'* followed by noun *'seorang mahasiswa'* that means *'a student'*. Next, the question word *'apakah'* in the sentence (11) is followed by noun *'ibunya'* that means *'her/his mother'* followed by adjective *'marah'* that means *'angry'*. The question word *'apakah'* in sentence (12) is followed by pronoun *'dia'* that means *'she'* followed by noun *'kekasihmu'* that means *'your girlfriend'*. Then, the question word *'apakah'* in sentence (13) is followed by subject filled by pronoun *'dia'*. Afterwards, the predicate filled is noun by *'istri pak Bambang'* meaning *'sir Bambang's wife'*. Question word *'apakah'* in sentence (14) is also followed by subject filled by pronoun *'dia'*. This subject is followed by adjective *'sanggup'* meaning *'capable'*. Last, sentence (15) is aslo formed by using the question word *'apakah'*. It is followed by subject filled by noun *'suaminya'* meaning *'her husband'*. The predicate filled is noun *'seorang guru'* meaning *'seorang guru'*.

Based on the data analysis through translational method by equalizing and differentiating technique and distributional method by permutation and deletion technique, the description of *yes-no* question category formed by the question word *'apakah'* is shown in table 4.4 below:

| add of question word | Place | | | Pattern |
|---|---|---|---|---|
| | Beginning of sentence | Middle of sentence | End of sentence | |
| *Apakah* | √ | X | X | Apakah+N+V+Adv/N Apakah+N+N Apakah+N+Adj |

Table 4.4 *yes-no* question formed by *'apakah'*

1.2.2 *Yes-no* question formed by *'inversion predicate and add particle – kah'*

(16) Pacar        Rudykah        Linda?

*Girlfriend    Rudi  ∅        Linda?*

N           N + *'kah'*        N

*(Is Linda Rudys' girlfriend?)*

(17) Malaskah           anaknya?

*Lazy   ∅         son her/his?*

Adj+ *'kah'*       N

*(Is her/his son lazy?)*

(18) Urusan       Pak Alikah       masalah ini?

*Business      sir    Ali ∅      problem this?*

N           N + 'kah'        N

*(Is this problem sir Ali's business?)*

(19) Rajinkah        anaknya?

*Diligent ∅     son her/his?*

Adj+ *'kah'*    N

*(Is her/his son diligent?)*

(20) Setujukah mereka dengan pergeseran jabatan itu?

*Agree ∅      they    with    change of position    the?*

|           |      |      |     |     |
|-----------|------|------|-----|-----|
| V+*'kah'* | N    | Prep | N   | Art |

*(Do they agree with the change of position?)*

(21) Menangiskah     dia    kemarin?

*Cry*   Ø        *he*    *yesterday?*

V+ *'kah'*       N    Adv

*(Did he cry yesterday?)*

(22) Bekerjakah        mereka di    pabrik roti?

*Work*   Ø        *they*   *in*    *factory*      *bread?*

V + *'kah'*      N     Prep       N

*(Do they work in bread factory?)*

(23) Menyedirikah gadis itu      di kamar     sejak kemarin?

*Alone* Ø      *girl*    *the*    *in room*     *since yesterday?*

V + *'kah'*     N     Art    Prep N        Adv

*(Has the girl been alone in the room since yesterday?)*

Sentence (16), (17), (18), (19), (20), (21), (22), and (23) are examples of *yes-no* question in Indonesian formed by using particle *'kah'* on noun, adjective, or verb as the predicate of the sentence. This particle is a marker of interrogative sentence. Sentence (16), (17), (18), and (19) are *yes-no* questions which predicates are noun and adjective. Noun *'Rudi'* in the middle of the sentence (16) is added by particle *'kah'* as the marker of *yes-no* question. It is preceded by noun *'pacar'* that means *'girlfriend'*. Afterwards, it is followed by object filled by noun *'Linda'*. Next, adjective *'malas'* at the beginning of the sentence (17) is added by particle *'kah'* as a marker of *yes-no* question followed by subject filled by noun *'anakya'* which means *'her/his child'*. Then, sentence (18) is begun by noun *'urusan'* that

means *'businees'* followed by noun *'Pak Ali'* as a predicate of this sentence. That is added by particle *'kah'* as a marker of *yes-no* question followed by noun *'masalah ini'* that means *'this problem'*. Last, sentence (19) is also formed by adjective *'rajin'* and added by particle *'kah'* as a marker of *yes-no* question followed by noun *'anakya'* which means *'her/his child'*.

Besides, sentence (20), (21), (22), and (23) are *yes-no* question that predicates are verb. Interrogative sentence (20) is begun by verb *'setuju'* that means *'agree'* added by particle *'kah'* as a marker of the question. Afterwards, the subject is filled by pronoun *'mereka'* that means *'they'* followed by noun phrase *'dengan pergeseran jabatan itu'* that means *'with the change of position'*. Next, verb *'menangis'* in sentence (21) is added by particle *'kah'* as a marker of the question. It is followed by subject filled by pronoun *'dia'* which means *'she'* and followed by adverb *'kemarin* that means *'yesterday'*. Last, verb *'bekerja'* at the beginning of sentence (22) is added by particle *'kah'* as a marker of the question. It is followed by subject filled by pronoun *'mereka'* which means *'they'* followed by adverb *'di pabrik roti'* that means *'in bread factory'*. Last, sentence (23) is formed by verb *'menyendiri'* and added by particle *'kah'* as a marker of *yes-no* question. It is followed by subject filled by noun *'gadis itu'* meaning *'the girl'*. Afterwards, this subject is followed by adverb filled by *'di kamar sejak kemarin'* meaning *'in the room since yesterday'*.

Based on the data analysis through translational method by equalizing and differentiating technique and distributional method by the permutation and

deletion technique, the description of the category of *yes-no* question is formed by

inverting predicate and add the particle *-kah* is shown in table 4.5 below:

| Invert word order of declarative sentence (as a predicate) | Place | | | | | Pattern |
| | Addition of parikel *–kah* | Beginning of sentence | Middle of sentence | End of sentence | | |
|---|---|---|---|---|---|---|
| Noun/ Adjective/ Verb | √ | √ | √ | x | | N+N+(-*kah*)+N Adj+*(-kah)*+N Verb+*(-kah)*+N/Adv |

Table 4.5 *yes-no* question formed by *'add particle –kah'*

1.2.3  *Yes-no* question formed by *'using helping verb'*

(24) Dapatkah        dia              pergi sekarang?

*Can ∅*          *he*              *go*      *now?*

Helping V+*'kah'* N                V      Adv

*(Can he go now?)*

(25) Haruskah        Narti    segera kawin?

*Must ∅*         *Narti*    *soon*    *marry?*

Helping V+*'kah'* N        Adv      V

*(Does Narti have to get married soon??)*

(26) Bisakah              Nina    mengerjakan    soal    ini?

*Can ∅*              *Nina*    *do*              *question this?*

Helping V+*'kah'*          N        V              N       Dem

*(Can Nina do this question?)*

(27) Haruskah              hari ini paman segera ke kepolisian?

*Must ∅*              *today   uncle   soon   to      police?*

Helping V+*'kah'* Adv    N              prep    Adv

*(Is the uncle supposed to go to the police immediately?)*

(28) Haruskah  Hut kemerdekaan        dirayakan dengan meriah?

*Must ∅*            anniversary Independence day celebrated festally?*

Helping V+*'kah'*  N                        V              Adv

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*(Should the Independence day be celebrated festally?)*

(29) Sudahkah        kakek        makan siang ini?

      *Have Ø*         *grandfather*       *eat*     *noon this?*

      Helping V+*'kah'*      N           V    Adv

      *(Have grandfather ate this noon?)*

Sentence (24), (25), (26), (27), (28), and (29) are the examples of interrogative sentence formed by helping verb and using the particle *'kah'* as a marker of *yes-no* question. Sentence (24) is formed by helping verb + particle *'kah'*. *'Dapakah'* is followed by subject *'dia'* that means *'dia perempuan/dia laki-laki'*. Then, the predicate is filled by verb *'pergi'* that means *'go'* followed by adverb *'sekarang'* that means *'now'*. Sentence (25) is also formed by using helping verb +particle *'kah,' 'Haruskah'* at the beginning of the sentence followed by subject filled by noun *'Narti'*. Then, it is followed by adverb *'soon'* that means *'segera'*. Afterwards, the predicate is filled by verb *'kawin'* that means *'marry'*. In sentence (26), helping verb+particle *'kah' 'Bisakah'* is used at the beginning of the sentence followed by subject filled by noun *'Nina'*. Then, the predicate is filled by verb *'mengerjakan'* that means *'do'*, followed by object filled by noun *'soal ini'* which means *'this question'*. Next, sentence (27) is formed by using helping verb *'harus'* + particle *'kah',* followed by adverb *'hari ini'* that means *'today'*. Afterwards, the subject is filled by noun *'paman'* that means *'uncle'*, followed by adverb *'segera ke kepolisian'* that means *'go to the police immediately'*. Then, sentence (28) is also formed by using helping verb *'harus'* + particle *–kah* at the beginning of the sentence. It is followed by noun *'Hut kemerdekaan'* that means *'the anniversary of Independence day'*. Afterwards, the

predicate is filled by verb *'dirayakan'* that means *'celebrated'* followed by adverb *'dengan meriah'* that means *'festally'*. Last, sentence (29) is formed by using helping *'sudah'* and added by particle *–kah*, followed subject filled by noun *'kakek'* that means *'grandfather'*. Afterwards, the predicate is filled by verb *'makan'* that means *'ate'*. It is followed by adverb *'siang ini'* that means *'this noon'*.

Based on the data analysis through translational method by equalizing and differentiating technique and distributional method by permutation and deletion technique the description of *yes-no* question category formed by using modal auxiliary verb (helping word) and added with particle *–kah* is shown in table 4.6 below:

| Modal auxiliary verb | Addition of parikel *–kah* | Place | | | Pattern |
|---|---|---|---|---|---|
| | | Beginning of sentence | Middle of sentence | End of sentence | |
| *dapat* | √ | √ | x | x | |
| *bisa* | √ | √ | x | x | Helping V+*(kah)*+N+V+N/Adv |
| *harus* | √ | √ | x | x | Helping V+*(kah)*+Adv(time)+N/V |
| *sudah* | √ | √ | x | x | |

Table 4.6 *yes-no* question formed by *modal auxiliary*

Thus, *yes-no* question in English is formed by auxiliary verbs. There are three types of auxiliary verbs to form *yes-no* question in English. Those are *the primary auxiliary verb*, *the dummy auxiliary verb*, and *the modal auxiliary verb*. Whereas, *yes-no* question in Indonesian is formed by three variations; the use of

question word *'apakah'*, the use of particle *'kah'* in adjective and noun as predicate in sentence, and the use of *modal auxiliary verb* + particle *'kah'*.

## 2. The Structure of *WH*-Question in English and Indonesian

### 2.1 The structure of *WH*-Question in English

*WH*-question is an interrogative sentence asking for an answer that contains specific or complete information. In English, sentence containing *WH*-question is formed by question words. There are seven types of question words in English following the structure of *wh*-question formation:

2.1.1 *'What'*

Question word *'what'* in English is used to ask both subject and object in sentence. Following is ways of forming interrogative sentences by using question word *'what'* in English:

1) What + V

   (1) What    made       you    change       your mind?

   *Apa       membuat     kamu   mengubah     mu    pikiran?*

   Q. Word     V      N          V              N

   *(Apa yang membuat kamu berubah pikiran?)*

   (2) What    caused     this    damage?

   *Apa       menyebabkan ini    kerusakan?*

   Q. Word     V      Dem   N

   *(Apa yang menyebabkan kerusakan ini?)*

Sentence (1) and (2) are interrogative sentences where the question word *'what'* is followed by verb *'made'* and *'caused'*. Constituent *'made'* is as a marker of tense, the participle of verb *'make'*. Then, subject is filled by pronoun *'you'*. The predicate is followed by verb *'change'* that means *'mengubah'*. Afterwards,

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the object is filled by *'your mind'* that means *'pikiran mu'*. Next, question word *'what'* in sentence (2) is followed by verb *'caused'*. Constituent *'caused'* is a marker of tense, the participle of verb *'cause'*. Afterwards, it is followed by noun phrase *'this damage'* that means *'kerusakan ini'*.

2) What + Auxiliary Verb + N

(3) What    are      you    doing?

*Apa*    Ø      *kamu*   *lakukan?*

Q. Word Aux. V      N     V

*(Apa yang sedang kamu lakukan?)*

(4) What      are      you    saying ?

*Apa*      Ø      *kamu*   *katakan?*

Q. Word      Aux. V    N    V

*(Apa yang sedang kamu katakan?)*

(5) What      did      he     say?

*Apa*      Ø      *dia*    *katakan?*

Q. Word      Aux. V    N    V

*(Apa yang dia katakan?)*

(6) What      was      your intention?

*Apa*      Ø      *kamu maksud?*

Q. Word      Aux. V    N

*(Apa yang kamu maksud?)*

(7) What      have      you      done?

*Apa*      Ø      *kamu*     *melakukan?*

Q. Word      Aux. V    N      V

*(Apa yang telah kamu lakukan)*

Sentence (3) is formed by question word *'what'* followed by auxiliary verb *'are'*. This auxiliary is a marker of present tense indicating an activity that verb in progress is called 'present continues tense'. Then, the subject in this sentence is

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filled by pronoun *'you'* that means *'kamu'*. Next, the predicate is filled by verb *'doing'* that means *'lalukan'* while *'ing'* indicates that the verb is in progress. Sentence (4) is also formed by question word *'what'* that is put at the beginning of the sentence followed by auxiliary verb *'are'* used to a second person and plural third person. The subject is filled by pronoun *'you'* and the predicate is filled by verb *'saying'*. Next, sentence (5) has the same structure by using auxiliary verb *'did'* after question word *'what'* used as a marker of past tense. The subject is filled by pronoun *'he'* while the predicate is filled by verb *'say'* means *'katakan'*.

Besides, sentence (6) and (7) are *wh*-question which question word *'what'* are followed by auxiliary verb. Interrogative sentence (6) is begun by question word *'what'* that is followed by auxiliary verb *'was'*. It refers to singular noun *'your intention'*. Next, question word in sentence (7) is followed by auxiliary verb *'have'*. It is refers to a second-person-plural pronoun. The subject in this sentence is filed by pronoun *'you'*. Afterwards, the predicate is filled by verb *'done'* meaning *'melakukan'*.

    3) What + N + Auxiliary Verb

    (8) What      languages    can      you    speak?

         *Apa*        *bahasa*    *dapat*      *kamu*   *berbicara?*

         Q. Word     N        Modal Aux.   N    V

         *(Kamu dapat berbicara dalam bahasa apa?)*

    (9) What   time   do     you    want   to leave      for the game?

         *Apa*    *waktu*   Ø      *kamu*   *ingin*   *meninggalkan*   *untuk itu game?*

         Q. Word N    Aux. V   N       V         Pre Art N

         *(Jam berapa kamu ingin meninggalkan permainan itu?)*

     (10) What      cities   do        you    want to visit?

| *Apa* | *kota* | *Ø* | *kamu* | *ingin Ø kunjungi?* |
|-------|--------|-----|--------|---------------------|
| Q. Word | N | Aux. V | N | V |

*(Kota-kota apa yang ingin kamu kunjungi?)*

Sentence (8) is interrogative sentence formed by using question word *'what'* followed by noun *'languages'* and modal auxiliary verb *'can'* that means *'dapat'*. It is followed by subject filled by pronoun *'you'*. Last, the predicate is filled by verb *'speak'* that means *'berbicara'*. Meanwhile, question word *'what'* in sentence (9) is followed by noun *'time'* that means *'waktu'*, followed by dummy auxiliary verb *'do'*. It is used to first person, second person and plural third person pronoun. Next, the subject is filled by pronoun *''you'* means *'kamu'* followed by predicate filled by verb *'want to leave'* that means *'ingin meninggalkan'*. Afterwards, the adverb is filled by noun *'for the game'* that means *'permainan itu'*. Next, sentence (10) is formed by question word *'what'*. It is followed by noun *'cities'* that means *'kota-kota'* and auxiliary verb *'do'*. The subject is filled by pronoun *'you'* followed by verb *'want to visit'*. *'Want to visit'* means *'ingin kunjungi'*.

4) (Prep)What + Auxiliary verb + N + V

(11) About what was the lecturer speaking?

| *Tentang apa* | *Ø* | *dosen* | *berbicara?* |
|---------------|-----|---------|--------------|
| Prep.   Q. Word | Aux. V | N | V |

*(Tentang apa yang dosen sedang bicarakan?)*

(12) In what was it hidden?

| *Dalam apa* | *Ø* | *itu* | *sembunyi?* |
|-------------|-----|-------|-------------|
| Prep   Q. Word | Aux. V | N | V |

*(Dalam apa itu disembunyikan?)*

(13) On     what        did        the    boy       sit?

       *Pada    apa          Ø            itu     anak laki-laki   duduk?*

       Prep    Q. Word      Aux. V      Art    N        V

*(apa yang anak-anak itu duduki?)*

(14) Under       what        did        the    cat     sleep?

       *Di bawah    apa         Ø         itu    kucing   tidur?*

       Prep          Q. Word      Aux. V     Art    N      V

*(Kucing itu tidur di bawah apa?)*

Sentence (11), (12), (13), and (14) are some variations of *wh*-question formed by using question word *'what'* preceded by preposition. In sentence (11), question word *'what'* is followed by auxiliary verb *'was'* used to singular third person. It is followed by subject filled by noun *'the lecturer'* that means *'dosen'*. Afterwards, the predicate is filled by verb *'speaking'*. Constituent *'speak'* means *'berbicara'* while *'ing'* indicates that verb is in progress. Question word *'what'* in sentence (12) is followed by auxiliary verb *'was'* used to the singular third person. Then, the subject is filled by pronoun *'it'* that means *'itu*. The predicate is filled by verb *'hidden'* that means *'menyembunyikan'*.

Next, question word *'what'* in sentence (13) and (14) is followed by auxiliary verb *'did'* which is a marker of past tense. Sentence in (13) is filled by noun *'the boy'* that means *'anak-anak itu'*. Then, the predicate is filled by verb *'sit'* that means *'duduk'*. Last, the subject in sentence (14) is filled by noun *'the cat'* that means *'kucing itu'*. Afterwards, the predicate is filled by verb *'sleep'* that means *'tidur'*

5) What + Kind of + N

(15) What        kind   of prize     do     you want to award?

*Apa*        *Jenis*  *Ø hadiah*    *Ø*     *kamu ingin berikan?*

Q. Word            N    Aux. Verb  N    V

*(Jenis hadiah apa yang ingin kamu berikan?)*

Sentence (15) is a variation of *wh*-question formed by using question word *'what'*. This question word is followed by *'kind of'* and followed by noun *'prize'* that means *'hadiah'*. Next, the use of dummy auxiliary verb *'do'*, it refers to a second person pronoun. The subject is filled by pronoun *'you'* that means *'kamu'*. Afterwards, the predicate is filled by verb *'want to award'* that means *'ingin berikan'*.

### 2.1.2 *'Who'*

Question word *'who'* in English is used to ask subject of a sentence, question word *'whom'* is used to ask object of a sentence, and question word *'whose'* is used to as an ownership. Following are some variations of *wh*-question formation by using question word *'who'*:

1) Who + V + N

(16) Who   told       you    that?

*Siapa*  *mengatakan*  *kamu*  *itu?*

Q. Word     V    N    Dem

*(Siapa yang telah mengatakan itu padamu?)*

(17) Who       broke     the    window?

*Siapa*     *merusak*    *itu*   *jendala?*

Q. Word   N       Art   N

*(Siapa yang merusak jendela itu?)*

(18)  Who        answered      the phone?

   *Siapa       menjawab      itu telepon?*

   Q. Word     N             Art    N

   *(Siapa yang menjawab telepon itu?)*

Sentence (16), (17), and (18) are a variation of interrogative sentences formed by question word *'who'* which is put at the beginning of the sentence and followed by main verb.  In sentence (16), question word *'who'* is followed by verb *'told'* that means *'berbicara'*. Constituent *'told'* is participle irregular verb from constituent *'talk'* in *past tense*. Afterwards, object is filled by pronoun *'you'* and it is followed by determiner *'that'* as a complement. Next, question word *'who'* in sentence (17) is followed by predicate filled. It is verb *'broke'* that means *'merusak'*. Afterwards, object is filled by noun phrase *'the window'* meaning *'jendela itu'*. Last, sentence (18) is formed by question word *'who'* and it is followed by predicate filled. The predicate is filled by verb *'answered'* that means *'menjawab'*. It is followed by object, *'the phone'*.

2) Who + Auxiliary Verb + V

   (19) Who        has          taken       my pen?

     *Siapa        telah        mengambil   ku polpern?*

     Q. Word      Aux.  V      V           N

     *(Siapa yang telah mengambil polpenku?)*

   (20) Who   can        rely on              in times like this?

     *Siapa   dapat      mempercayakan       waktu  seperti ini?*

     Q. Word Aux. V      V                   Adv

     *(Siapa yang dapat diandalkan di saat seperti ini?)*

(21) Who       is                         sick?

*Siapa*       ∅                        *sakit?*

Q. Word       Aux. V (Quantity Marker)     Adj.

*(Siapa yang sakit?)*

(22) Who       is            the visitor?

*Siapa*       ∅            *itu pengunjung?*

Q. Word       Aux. V         Art      N

*(Siapakah pengunjung itu?)*

(23) Who       are            you?

*Siapa*       ∅            *kamu?*

Q. Word       Aux. V         N

*(Siapakah kamu?)*

(24) Who       are            you    discussing?

*Siapa*       ∅            *kamu*    *diskusi?*

Q. Word       Aux. V         N      V

*(Siapa yang sedang kamu diskusikan?)*

Sentence (19), (20), (21), (22), (23), and (24) are some variations of *wh-*question by using question word *'who'*. This question word is followed by auxiliary verb. Question word *'who'* in sentence (19) is followed by modal auxiliary verb *'has'*. The predicate is filled by verb *'taken'* that means *'mengambil'* followed by object *'my pen'* that means *'pulpen'*. Next, question word *'who'* in the sentence (20) is followed by modal auxiliary *'can'*. Then, the predicate filed by verb *'rely on'* that means *'mengandalkan'*. It is followed by adverbial phrase *'in time like this'* which means *'di saat seperti ini'*. Meanwhile,

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question word *'who'* in sentence (21) and (22) is followed by auxiliary verb *'is'* used to the singular third person and singular noun. Afterwards, the predicate is filled by adjective *'sick'* in sentence (21) and is filled by noun *'the visitor'* in sentence (22). Last, sentence (23) and (24) are also formed by using question word *'who'*. It is followed by auxiliary verb *'are'*. The auxiliary verb in sentence (23) and (24) is followed by subject filled by pronoun *'you'*. In sentence (24), this subject is followed by verb *'discussing'*. Constituent *'discuss'* means *'mendiskusikan',* while *'ing'* indicates that the verb is in progress.

3) Prep/Whom + Auxiliary verb + N + V

(25) Whom            did                    they            meet?

*Siapa            Ø                      mereka            bertemu?*

Q. Word        Aux. V (Tense Marker) N            V

*(siapa yang mereka temui?)*

(26) With   whom        did            I        speak?

*Dengan siapa        Ø            saya    berbicara?*

Prep   Q. Word        Aux. V        N        V

*(dengan siapa saya berbicara?)*

(27) From whom            were    the letters?

*Dari siapa            Ø        itu        surat?*

Prep   Q. Word        Aux. V Art    N

*(dari siapa surat-surat itu?)*

Sentence (25), (26), and (27) are some variations of *wh*-question by using question word *'whom'*. It is used to ask object of the sentence. In sentence (25), question word *'whom'* is followed by auxiliary verb *'did'* that is used for activities done in the past**.** Then, it is followed by subject filled by pronoun *'they'* that

means *'mereka'*. Afterwards, it is followed by predicate filled by verb *'meet'* that means *'bertemu'*.

Furthermore, question word *'whom'* in sentence (26) is preceded by preposition filled by unsure *'with'*, then this sentence uses auxiliary verb *'did'* indicating activities done in the past. Next, it is followed by subject filled by pronoun *'I'*. Afterwards, the predicate is filled by verb *'speak'* that means *'berbicara'*. Next, sentence (27) is formed by using question word *'whom'* which is preceded by preposition *'from'* that means *'dari'*. Then, question word *'whom'* is followed by auxiliary verb *'were'* that is used to plural pronoun or plural noun. Afterwards, the subject is filled by noun *'the letters'* that means *'surat-surat*nya'.

    4)  Whose + N + Auxiliary Verb

(28) Whose      computer    did        you  use?
*Siapa        computer    Ø        kamu menggunakan?*
Q. Word    N    Aux. Verb (Tense Marker) N  V
*(Komputer siapa yang kamu gunakan?)*

(29) Whose      house  did    the children  have to live    at?
*Siapa        rumah Ø       anak-anak harus   tinggal?*
Q. Word    N    Aux. V art    N        V    Adv
*(Di rumah siapa anak-anak harus tinggal?)*

(30) Whose      book      is     on    the desk?
*Siapa        buku      Ø    di    meja?*
Q. Word    N    Aux. Verb    Prep  Art  N
*(Buku siapa yang di atas meja?)*

(31) Whose      car       is    this?
*Siapa        mobil     Ø    ini?*
Q. Word    N    Aux. Verb    Dem
*(Mobil ini milik siapa ?)*

Sentence (28), (29), (30), and (31) are some variations of *wh*-question by using question word *'whose'*. It is used to ask ownership in English. Sentence (28) is formed by question word *'whose'* followed by noun *'computer'* that means *'komputer'*. Then, it is followed by auxiliary verb *'did'* indicating an activity done in the past. The subject is filled by pronoun *'you'* that means *'kamu'* while the predicate is filled by verb *'use'* that means *'menggunakan'*.

Furthermore, in sentence (29), question word *'whose'* is followed by noun *'house'* that means *'rumah'*. This noun is followed by auxiliary verb *'did'* indicating an activity done in the past. Then, the subject is filled by noun *'the children'* that means *'anak-anak'*. Afterwards, the predicate is filled by verb *'have to live at'* that means *'harus tinggal'*. The question word *'whose'* in sentence (30) is followed by noun *'book'* that means *'buku'*. Then, it is followed by auxiliary verb *'is'* that used to the singular third person. Afterwards, the adverb is filled by adverbial phrase *'on the desk'* that means *'di meja'*. Last, sentence (31) is also followed by noun *'car'* that means *'mobil'*. Afterwards, this noun is followed by auxiliary verb *'is'* and it is followed by demonstrative *'that'* mean *'ini'*.

2.1.3   *'Why'*

Question word *'why'* is used to ask a reason. The following is the structure sentence containing question word *'why'*:

1) Why + Auxiliary Verb + N + V

(32) Why          did          he     do          it?
*Mengapa*     Ø            *dia*   *melakukan*   *itu?*
Q. Word      Aux. V       N      V           N
*(Mengapa dia melaukan itu?)*

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(33) Why        was         the girl        crying?

*Mengapa     Ø           itu perempuan menangis?*

Q. Word     Aux. V      Art N           V

*(Mengapa perempuan itu menangis?)*

(34) Why        do          you like         that man?

*Mengapa     Ø           kamu menyukai    itu laki-laki?*

Q. Word     Aux. V      N     V              Dem   N

*(Mengapa kamu menyukai laki-laki itu?)*

(35) Why        do     I     always        lose    things?

*Mengapa     Ø    saya   selalu kehilangan    berbagai hal?*

Q. Word     Aux. V N     Adv            V       N

*(Mengapa saya selalu kehilangan berbagai hal?)*

(36) Why        should      we    care    about   it?

*Mengapa     Ø           kita    peduli tentang itu?*

Q. Word     Aux. V      N       V       Prep   N

*(Mengapa kita harus peduli tentang itu?)*

(37) Why        are         you    always late?

*Mengapa     Ø           kamu selalu   terlambat?*

Q. Word     Aux. V      N       Adv    Adj

*(Mengapa kamu selalu terlambat?)*

Sentence (32) is *wh*-question formed by using question word *'why'* followed by dummy auxiliary verb *'did'*. Then, the subject is filled by pronoun *'he'* that means *'dia laki-laki'*. Next, the predicate is filled by verb *'do'* that means *'melakukan'* followed by object filled by pronoun *'it'* means *'itu'*. Meanwhile, the

question word *'why'* in sentence (33) is followed by primary auxiliary verb *''was'*. Then, the subject is filled by noun *'the girl'* that means *'perempuan itu'*. It is followed by predicate filled by verb *'crying'*. Constituent 'cry' means *'menangis'* *wh*-ile *'ing'* indicates that the verb is in progress. Then, sentence (34) is formed by question word *'why'* that is put at the beginining of the sentence. It is followed by dummy auxiliary verb *'do'* as a marker auxiliary verb indicating present tense. Next, the subject is filled by pronoun *'you'* that means *'kamu'* followed by predicate filled by verb *'like'* that means *'menyukai'*. Afterwards, the object is filled by noun phrase *'that man'* while demonstrative *'that'* means *'itu'* and *'man'* means *'laki'* as noun.

Meanwhile, sentence (35) is formed by question word *'why'*. It is also followed by auxiliary verb *'do'* that refers to subject of sentence *'I'*. Afterwards, the predicate is filled by verb *'lose'* which is preceded by adverb *'always'*. It is followed by object filled by noun *'things'* that means *'berbagai hal'*. In sentence (36), the question word *'why'* is followed by auxiliary verb *'should'*. Afterwards, the subject is filled by pronoun *'we'* that means *'kita'*. It is followed by predicate filled by verb *'care'* and preposition *'about'*. Then, object filled is pronoun *'it'*. Last, sentence (37) is followed by auxiliary verb *'are'*. It refers to subject of sentence that is filled by pronoun *'you'*. It is followed by adverb *'always'* and adjective *'late'*.

2.1.4 *'Where'*

Question word *'where'* is used to ask a place in English. The following are some variations of *wh*-question formation by using the question word *'where'*;

1) Where + Auxiliary Verb + N + V

(38)  Where            did             the cat         sleep?

*Di mana          Ø               itu  kucing      tidur?*

Q. Word          Aux. V          Art    N          V

*(Di mana kucing itu tidur?)*

(39)  Where            have   you      found           the books?

*Di mana          sudah  kamu   menemukan     itu buku?*

Q. Word          Aux. V  N      V               Art  N

*(Di mana kamu menemukan buku-buku itu?)*

(40)  Where            do      you      want to go      on vacation next year?

*Di mana          Ø       kamu    ingin   pergi liburan depan tahun?*

Q. Word          Aux. V  N       V             Prep    N       Adv

*(Ke mana kamu ingin pergi liburan tahun depan?)*

(41)  Where            are             you?

*Di mana          Ø               kamu?*

Q. Word          Aux. V          N

*(Di mana kamu?)*

(42)  Where            is              the      concert?

*Di mana          Ø               itu      konser?*

Q. Word          Aux. V          Art     N

*(Di mana konser itu?)*

Sentence (38), (39), (40), (41), and (42) are *wh*-question in English formed by using question word *'where'*. It is put at the beginning of the sentence. In sentence (38), the question word *'where'* is followed by dummy auxiliary verb *'did'* as a marker of *past tense*. It is followed by subjec filled by noun phrase*'the cat'*. Afterwards, the predicate is filled by verb *'sleep'* that means *'tidur'*. Next,

the question word in sentence (39) is followed by primary auxiliary verb *'have'* that is used to singular first person, plural first person, second person, and plural second person. Then, the subject is filled by pronoun *'you'* that means *'kamu'* followed by predicate filled by verb *'found'*. Constituent 'find' means *'menemukan'* while 'found' is the participle irregular verb of *'find'*. Afterwards, it is followed by object filled by noun *'the books'* that means *'buku-buku itu'*.

Meanwhile, sentence (40) is also begun by question word *'where'* followed by dummy auxiliary verb *'do'*. It is used to a first person, a second person and plural third person. Then, the **s**ubject function is filled by pronoun *'you'* that means *'kamu'*. The predicate is filled by verb *'want to go'* that means *'ingin pergi'*. Afterwards, it followed by adverb filled by adverbial phrase *'on vacation next years'* that means *'liburan tahun depan'*. In sentence (41), question word *'where'* is followed by auxiliary verb *'are'* and subject *'you'*. Auxiliary verb *'are'* is used to a first person, a second person, and plural thirs person. Last, sentence (42) is followed by auxiliary verb *'is'*. It is followed by subject filled by noun phrase *'the concert'*.

### 2.1.5 *'When'*

Question word *'when'* is used to indicate time in English. The Following are some variations of sentence structure containing question word *'when'*:

1) When + Auxiliary Verb + N + V

(43) When      are      you    coming to the party?
*Kapan*      ø      *kamu*   *datang ke*     *pesta?*
Q. Word      Aux. V      N    V      Pre Art N
*(Kapan kamu datang ke pesta?)*

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(44) When will you get there?

*Kapan akan kamu sampai di sana?*

Q. Word Aux. V N V Adv

*(Kapan kamu akan sampai di sana?)*

(45) When did they leave?

*Kapan Ø mereka berangkat?*

Q. Word Aux. V (Tense M) N V

*(Kapan meraka berangkat?)*

(46) When will they back?

*Kapan akan mereka kembali?*

Q. Word Aux. V N V

*(Kapan mereka akan kembali?)*

Sentence (43), (44), (45), and (46) are variations of *wh*-question formed by using question word *'when'* followed by auxiliary verb. Question word *'when'* in sentence (43) is followed by auxiliary verb *'are'* as a marker of present tense. It is used to a second person pronoun. Then, subject function is filled by pronoun *'you'* that means *'kamu'*. It is followed by predicate filled by verb *'coming'* that means *'datang'*. Afterwards, the adverb function is filled by adverbial phrase *'to the party'* that means *'ke pesta'*.

In sentence (44), question word *'when'* is followed by modal auxiliary verb *'will'*, then the subject function is filled by pronoun *'you'*. Afterwards, the predicate function is filled by verb *'get'* that means *'sampai'*. It is followed by adverb *'there'* that means *'di sana'*. Next, question word *'when'* in sentence (45) is followed by auxiliary verb *'did'*. It is used to tell activity in the past. Afterwards, the subject function is filled by pronoun *'they'* that means *'mereka'*. It is followed by predicate filled by verb *'leave'* that means *'berangkat'*. Last,

sentence (46) is formed by question word *'when'*. It is followed by auxiliary verb *'will'*. The subject is filled by pronoun *'they'* that means *'mereka'*. Afterwards, the predicate is filled by verb *'back'* that means *'kembali'*.

### 2.1.6 *'Which'*

Question word *'which'* is used to ask a choice or alternative in English. The following are some variations of *wh*-question formed by using *'which'*:

1) Which + N + Auxiliary Verb + N + V

(47)

| Which | route | shall | we | take? |
|---|---|---|---|---|
| *Yang mana* | *rute* | *akan* | *kita* | *ambil?* |
| Q. Word | N | Aux. V | N | V |

*(Rute yang mana yang akan kita ambil?)*

(48)

| Which | assignment | have | you | done? |
|---|---|---|---|---|
| *Yang mana* | *tugas* | *telah* | *kamu* | *lakukan?* |
| Q. Word | N | Aux. V | N | V |

*(Tugas yang mana yang telah kamu kerjakan?)*

(49)

| Which | film | have | you | seen? |
|---|---|---|---|---|
| *Yang mana* | *film* | *sudah* | *kamu* | *lihat?* |
| Q. Word | N | Aux. V | N | V |

*(Film yang mana yang telah kamu lihat?)*

(50)

| Which | train | should | we | take? |
|---|---|---|---|---|
| *Yang mana* | *kereta api* | *harus* | *kita* | *ambil?* |
| Q. Word | N | Aux. V | N | V |

*(Kereta api yang mana yang harus kita ambil?)*

Sentence (47), (48), (49), and (50) are variations of interrogative sentence in English by using question word *'which'* followed by noun. In sentence (47), question word *'which'* is followed by noun *'route'* that means *'rute'*. Afterwards, it is followed by modal auxiliary verb *'shall'*. It is followed by pronoun *'we'* that means *'kita'*. Next, the predicate is filled by verb *'take'* that means *'mengambil'*. Next, the question word *'which'* in sentence (48) is followed by noun *'assignment'* that means *'tugas'*. Then, it is followed by primary auxiliary verb *'have'* which is used to second person pronoun, first person pronoun, and plural third person pronoun. Afterwards, the subject is filled by pronoun *'you'* that means *'kamu'*. Its is followed by predicate filled by verb *'done'*, constituent *'do'* means *'melakukan'*.

Then, question word *'which'* in sentence (49) is followed by noun *'film'*. It is followed by auxiliary verb *'have'* which is used to first person, second person, and plural third person. Afterwards, the subject is filled by pronoun *'you'* that means *'kamu'* followed by predicate filled by verb *'seen'* means *'melihat'*. Last, question word *'which'* in sentence (50) is followed by noun *'train'*. It is followed by auxiliary verb *'should'*. Afterwards, the subject is filled by pronoun *'we'* that means *'kita*. It is followed by predicate filled by veb *'take'* which means *'mengambil'*.

2) Which + Auxiliary Verb + N

(51) Which        did         you    pick?

  *Yang mana*    Ø          *kamu  pilih?*

  Q. Word       Aux. V       N      V

*(Yang mana yang kamu pilih?)*

Sentence (51) is variations of *wh*-question by using question word *'which'*. It is put at the beginning of the sentence. Question word *'which'* in sentence (51) is followed by auxiliary verb *'did'* that is used to tell an activity done in the past. Afterwards, the subject is filled by pronoun *'you'* that means *'kamu'*. It is followed by predicate filled by verb *'pick'* that means *'memilih'*.

    3) Which + one/ones + Auxiliary Verb + N + V

    (52) Which one    would    you like?

         *Yang mana    akan    kamu  suka?*

         Q. Word    Aux. V    N    V

*(Yang mana yang akan kamu suka?)*

Question word *'which'* in sentence (52) is followed by constituent *'one'* that means *'salah satu'*. It is followed by auxiliary verb *'would'* that means *'akan'*. Then, the subject is filled by pronoun *'you'* that means *'kamu'*. Afterwards, the predicate is filled by verb *'like'* that means *'suka'*.

    4) Which + of… + Auxiliary Verb

    (53) Which of    the following    is    correct?

         *Yang mana    ini    berikut    Ø    benar?*

         Q. Word    Art    N    Aux. V  Adj.

*(Yang mana berikut ini yang benar?)*

Sentence (53) is a variation of *wh*-question by using the question word *'which'*. It is followed by *'of the following'* which the preposition is filled by constituent *'of'* and *'the following'* means *'berikut ini'* as noun. Next, it is

followed by auxiliary verb *'is'* that is used to singular third person or singular noun. Afterwards, it is followed by adjective *'correct'* that means *'benar'*.

2.1.7 *'How'*

Question word *'how'* is used to ask a way, manner, or price in English. The following are some variations of *wh*-question formation by using question word *'how'*:

1) How + Auxiliary Verb + N + V

(54) How     can     he     understand you?

*Bagaimana*    *dapat*    *dia*    *memahami kamu?*

Q. Word    Aux. V    N    V     N

*(Bagaimana dia dapat memahami kamu?)*

(55) How     should    I    know?

*Bagaimana*    *akan*    *saya*    *tahu?*

Q. Word    Aux. V    N    V

*(Bagaimana saya akan tahu?)*

(56) How     will    you   get     there?

*Bagaimana*    *akan*    *kamu*   *sampai*    *di sana?*

Q. Word    Aux. V    N    V     Adv

(57) How     is    she?

*Bagaimana*    Ø    *dia?*

Q. Word    Aux. V    N

*(Bagaimana dia?)*

Sentence (54), (55), (56), and (57) are variations of *wh*-question formed by using question word *'how'*. It is put at the beginning of the sentence. In sentence (54), question word *'how'* is followed by modal auxiliary verb *'can'* that means *'dapat'*. Afterwads, the subject function is filled by pronoun *'he'* that means *'dia laki-laki'*. It is followed by prediate filled by verb *'understand'* that means

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*'memahami'*. Then, the object function is filled by pronoun *'you'*. Next, question word *'how'* in the sentence (55) is followed by modal auxiliary verb *'should,* a marker of past tense. Afterwards, the subject function is filled by pronoun *'I'*. It is followed by predicate filled by verb *'know'* that means *'mengetahui'*. Then, question word *'how'* in sentence (56) is followed by auxiliary verb *'will'* that mans *'akan'*. The subject is filled by pronoun *'you'*. It is followed by predicte filled by verb *'get'* that means *'tiba'*. Afterwards, adverb is filled by *'there'* that means *'di sana'*. Last, question word *'how'* in sentence (57) is followed by subject filled. It is pronoun *'she'* meaning *'dia perempuan'*.

2) How + Adj+Auxiliary verb

(58)  How   long   will          you    stay?
      *Berapa lama   akan          kamu   tinggal?*
      Q. Word       Aux. Verb     N      V
      *(Berapa lama kamu akan tinggal?)*

(59)  How   much          does   that   magazine cost?
      *Berapa banyak        Ø      itu    majalah harga?*
      Q. Word  Adj          Aux. V Dem   N        N
      *(Berapa harga majalah itu?)*

(60)  How          many          stamps do            you    have?
      *Berapa        banyak         cap    Ø             kamu punya?*
      Q. Word        Adj           N      Aux. V        N      V
      *(Berapa banyak cap yang kamu punya?)*

(61)  How          far    is     it?
      *Berapa        jauh   Ø      itu?*
      Q. Word        Adj    Aux. V N
      *(Berapa jauh itu?)*

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Sentence (58), (59), (60), and (61) are variations of *wh*-question by using question word *'how'*. It is used to ask quantity or length in time. In sentence (58), question word *'how'* is followed by adjective *'long'* that means *'lama'*. Afterwards, it is followed by auxiliary verb *'will'*. Then, the subject function is filled by pronoun *'you'* that means *'kamu'*. It is followed by predicate filled by verb *'stay'* that means *'tinggal'*. Next, question word *'how'* in sentence (59) is followed by adjective *'much'* that means *'banyak'*. It is followed by auxiliary verb *'does'* that is used to singular third person. Then, subject function is filled by noun *'that magazine'* that means *'majalah itu'*. It is followed by predicate filled by verb *'cost'* that means *'harga'*. In sentence (60), question word *'how'* is also followed by adjective *'many'* that means *'banyak'*. It is followed by noun *'stamps'* and auxiliary verb *'do'*. Afterwards, the subject is filled by pronoun *'you'*. It is followed by predicate filled by verb *'have'* which mean *'memiliki'*. Last, question word *'how'* in sentence (61) is followed by adjective *'far'*. It is used to ask a distance. Afterwards, it is followed auxiliary verb is filled by *'is'*. Then, the subject is filled by pronoun *'it'*.

3) How + Adv + Auxiliary Verb+N

(62)
| How | often | do | you | go | there? |
|-----|-------|-----|------|------|----------|
| *Berapa* | *sering* | *Ø* | *kamu* | *pergi* | *di sana?* |
| Q. Word | Adv | Aux. V | N | V | Adv |

*(Berapa sering kamu pergi ke sana?)*

(63)
| How | soon | can | you | get | there? |
|-----|------|------|------|------|--------|
| *Berapa segera* | | *bisa* | *kamu* | *sampai* | *di sana?* |

Q. Word Adv        Aux. V     N     V     Adv

*(seberapa cepat kamu bisa sampai di sana?)*

The sentence (62) and (63) are also variations of *wh*-question by using question word *'how'*. It is followed by adverb. In sentence (62), question word *'how'* is followed by adverb *'often'* that means *'sering'*. Then, it is followed by dummy auxiliary verb *'do'* that is used to a second person, a first person, the and the plural third person. Afterwards, it is followed by pronoun *'you'* that means *'kamu'*. The predicate function is filled by verb *'go'* that means *'pergi'*. It is followed by adverb *'there'* that means *'ke sana'*. Last, question word *'how'* in sentence (63) is followed by adverb *'soon'* that means *'segera'*. It is followed by modal auxiliary verb *'can'* that means *'bisa'*. Then, the subject function is filled by pronoun *'you'* that means *'kamu'*. It is followed by predicate function is filled by verb *'get'* that means *'sampai'*. Afterwards, the adverb function is filled by *'there'* that means *'di sana'*.

Based on the data analysis through translational method by equalizing and differentiating technique nd distributional method by permutation and deletion technique, the description of *yes-no* question category in term of *wh*-question in English is shown in table 4.7 below:

| Question word | Place | | | Tenses marker | Quantity marker | Pattern | Function |
|---|---|---|---|---|---|---|---|
| | Beginning of sentence | Middle of sentence | End of sentence | | | | |
| *what* | √ | x | x | √ | √ | What+V+N+V+N<br>What+Aux.V+N+V<br>What+N+Aux.V+N+V<br>(Prep)what+Aux.V+N+V | To ask subject and object |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | What+kindof+N+Aux.V+N+V | |
| *who* | | | | | | Who+V+N<br>Who+Aux.V+V+N/Adv<br>Who+Aux.V+Adj | To ask subject, |
| *whom* | √ | x | x | √ | √ | Whom+Aux.V+N+V<br>(Prep) whom+Aux.V+N+V | To ask object, |
| *whose* | | | | | | Whose+N+Aux.V+N+V<br>Whose+N+Aux.V+Adv | To ask owernship |
| *why* | √ | x | x | √ | √ | Why+Aux.V+N+V+N<br>Why+Aux.V+N+V$_{(ing)}$ | To ask a reason |
| *where* | √ | x | x | √ | √ | Where+Aux.V+N+V<br>Where+Aux.V+N+V+N/Adv | To ask a place |
| *when* | √ | x | x | √ | √ | When+Aux.V+N+V<br>When+Aux.V+N+V+Adv | To ask time |
| *which* | √ | x | x | √ | √ | Which+N+Aux.V+N+V<br>Which+N+V+Adv<br>Which+Aux.V+N+V<br>Which+one/s+Aux.V+N+V<br>Which of+N+Aux.V+Adj | To ask a choice |
| *how* | √ | x | x | √ | √ | How+Aux.V+N+V/N<br>How+Adj+Aux.V+N+V<br>How+Adv+Aux.V+N+V+Adv | To ask manner, frequency, and others |

*Table 4.7 the structure of the formation wh-question in English*

## 2.2 The structure of the formation *wh*-question in Indonesian

*WH*-question is an interrogative sentence that is used to ask specific or complete information. In Indonesian, *WH*-question sentence is formed by question words. There are seven types of question words in Indonesian. The sentence structure of *wh*-question by using the question words are described below:

2.2.1   *'Apa'*

Question word *'apa'* in Indonesian is used to ask about subject and object of a sentence. The following are variations of interrogative sentence by using question word *'apa':*

*1)  N + V + Apa*

1)  Bibi     membawa     apa?
    *Aunt    bring          what?*
    N        V              Q. Word
    *(What did Aunt bring?)*

2)  Robert sedang mengamati    apa?
    *Robert          observing    what?*
    N                V             Q. Word
    *(What is being observed by Robert?)*

3)  Pak Tarigan    membaca     apa?
    *Mr.Tarigan     reads        what?*
    N               V             Q. Word
    *(What does sir Tarigan read?)*

Sentence (1), (2), and (3) are the variations of *wh*-question using question word *'apa'* at the end of interrogative sentence. Sentence (1) begins by noun *'Bibi'* that means *'aunt'* as subject. It is followed by predicate filled by verb *'membawa'* that means *'bring'*. Afterwards, it is followed by question word *'apa'* at the end of the sentence. In sentence (2), it is begun by noun *'Robert'* as it fills the subject function. It is followed by predicate filled by verb *'mengamati'* that means *'observed'*. Afterwards, it is followed by question word *'apa'*. Next, sentence (3) is begun by subject filled by noun *'Pak Tarigan'* that means *'Sir*

*Tarigan'*. It is followed by predicate filled by verb *'membaca'* that means *'read'*, followed by question word *'apa'*.

2) *N + V + Apa + N*

4) Para mahasiswa itu melakukan apa kepada    warga tidak mampu?

*Students*              *do*    *what*      *to*      *citizens poor?*

Quantity M. N        V      Q. Word      Prep          N

*(What do the students do to the poor citizens?)*


5) Para mahasiswa itu membagikan apa kepada   warga tidak mampu?

*Students*          *distribute*        *what*        *to*      *citizens poor?*

N      V                Q. Word      Prep          N

*(What do the students distribute to the poor citizens?)*

Sentence (4) and (5) are the variations of *wh*-question using the question word *'apa'* placed at the middle of the sentence. Sentence (4) begins by noun *'Para mahasiswa itu'* that means *'the students'*. It is followed by predicate filled by verb *'melakukan'* that means *'do'*. Afterwards, it is followed by question word *'apa'*. Then, the object is filled by noun *'warga tidak mampu'* that means *'poor citizens'*. Next, sentence (5) begins by noun *'Para mahaiswa'* that means *'the students'* as subject. It is followed by predicate filled by verb *'membagikan'* that means *'distribute'*. Afterwards, it is followed by the question word *'apa'*. It is followed by object filled by noun *'kepada warga tidak mampu'* that means *'to the poor citizens'*.

3) *Apa + N + V*

6)  Apa yang      harus                kami   bawa?

| *What* | *Ø* | *should* | | *we* | *bring?* |
|--------|-----|----------|--|------|----------|
| Q. Word | | Modal Aux. V | | N | V |

*(What should we bring?)*

7) Apa yang      kamu selipkan dalam bukuku?

| *What Ø* | | *you* | *slip* | *in* | *book my?* |
|----------|--|-------|--------|------|-----------|
| Q. Word | | N | V | Prep | N |

*(What did you slip in my book?)*

Sentence (6) and (7) are the variations of *wh*-question by using the question word *'apa'* placed at the beginning of the sentence. In sentence (6), question word *'apa'* is followed by relative conjuction *'yang'*. Afterwards, it is followed by helping verb *'harus'* that means *'should'*. The subject is filled by pronoun *'kami'* that means *'we'*. It followed by predicate filled by verb *'bawa'* that means *'bring'*. Then, question word *'apa'* in sentence (7) is also followed by relative conjuction *'yang'*. Afterwards, the subject is filled by pronoun *'kamu'* that means *'you'*. It is followed by predicate filled by verb *'selipkan'* that means *'slip'*. This verb is followed by noun *'dalam bukuku'* that means *'in my book'*.

4) *Apa + V + N*

8) Apa yang sedang      diamati      Robert?

| *What* | *observed* | *Robert?* |
|--------|-----------|-----------|
| Q. Word | V | N |

*(What is being observed by Robert?)*

Sentence (8) is the variation of *wh*-question using the question word *'apa'* placed at the beginning of the sentence. It is followed by predicate filled by verb

*'diamati'* that means *'observed'*. Afterwards, the subject is filled by noun *'Robert'*.

5)  *(Dengan)Apa + N + V*

    9)  Dengan apa    dia    datang?
        *With   what*     *he*    *come?*
        Prep   Q. Word    N    V
        *(With what did he come?)*

Sentence (9) is the variation of *wh*-question using the question word *'apa'* that is preceded by preposition *'dengan'* that means *'with'*. It is followed by subject filled by pronoun *'dia'* that means *'he'*. Afterwards, the predicate function is filled by verb *'datang'* that means *'come'*.

### 2.2.2 *'Siapa'*

Question word *'siapa'* in Indonesian is used to ask about subject and object of the sentence. The following are some variations of *wh*-question formation using question word *'apa'*:

1)  *Siapa + N + V*

    10)  Siapa yang   dia   ajak?
          *Who   Ø*     *she*   *invite?*
          Q. Word    N   V
          *(Whom did she invite?)*

Sentence (10) is interrogative sentence using question word *'siapa'* placed at the beginning of the sentence. In sentence (9), question word *'siapa'* is followed by subject filled by pronoun *'dia'*. Aftherwards, it is followed by predicate filled by verb *'ajak'* that means *'invite'*.

    2) *Siapa + N*

11) Siapa           namanya?

*Who           name his/her?*

Q. Word     N

*(What is his/her name?)*

Sentence (11)) is the variations of *wh*-question using the question word *'siapa'* placed at the beginning of the sentence. It is followed by subject filled by by noun *'namanya'* that means *'his/her name'*.

3) *Siapa + V + N*

12) Siapa yang memberikan pengarahan    di depan mahasiswa UGM?

*Who   Ø   give   direction    in front of student  UGM?*

Q. Word       V         N     Prep          N

*(Who give the direction in front of students of UGM?)*

13) Siapa yang    membaca    buku?

*Who  Ø    read       book?*

Q. Word     V        N

*(Who read the books?)*

14) Siapa yang membagikan sembako    kepada warga tidakmampu?

*Who   Ø    distribute    groceries    to    citizens poor?*

Q. Word       V         N         Prep      N

*(Who distributes groceries to poor citizens?)*

15) Siapa yang    akan menyalurkan    bantuan obat-obatan itu?

*Who   Ø    will   distribute     aid drug     the?*

Q. Word          V              N        Art

*(Who will distribute the aid drug?)*

Sentence (12), (13), (14), and (15) are the variations of *wh*-question using question word *'siapa'* placed at the beginning of the sentence. It is followed by relative conjuction *'yang'*. In sentence (12), question word *'siapa'* is followed by verb *'memberikan'* that means *'give'*. Afterwards, the preposition is filled by *'di*

*depan'* that means *'in front of'*. It is followed by object filled by noun *'mahasiswa UGM'* that means *'students of UGM'*. Next, question word *'siapa'* in sentence (13) is followed by verb *'membaca'* that means *'read'*. It is preceded by relative conjuction *'yang'*. Afterwards, the object is filled by noun *'book'* that means 'buku'. Afterwards, sentence (14) begins by question word *'siapa'*, followed by relative conjuction *'yang'*. Then, the predicate is filled by verb *'membagikan'* that means *'distributes'*. That verb is followed by noun *'sembako'* that means *'groceries'* as the object. Afterwards, the preposition is filled by noun *'kepada warga tidak mampu'* that means *'to poor citizens'*. Then, question word *'siapa'* in sentence (15) is also followed by relative conjuction *'yang'*. Afterwards, the predicate is filled by verb *'akan menyalurkan'* that means *'will distrubute'*. It is followed by object filled by noun *'bantuan obat-obatan itu'* which means *'the aid drug'*.

    4) N + V + Siapa

16) Para     siswa     menantikan   siapa   di     kelas?

    *Ø*        *Students*     *wait*       *who*   *in*     *class?*

Qauntity M.    N          V     Q. Word     Prep   Adv

*(Whom did the students wait in the class?)*

17) Dia          mencari      siapa?

   *She*         *look for*     *who?*

   N             V          Q. Word

*(Whom does she look for?)*

18) Para    mahasiswa    itu membagikan sembako kepada siapa?

    *Ø*     *Stdudents*     *the distribute groceries*     *to wh-o?*

|  | Quantity M. | N | V | N | Prep | Q. Word |

*(For whom did the students distribute the groceries?)*

Sentence (16), (17), and (18) are the variations of *wh*-question using question word *'siapa'* placed at the end of the sentence. Sentence (16) begins by the noun *'Para mahasiswa'* that means *'students'*. It is followed by predicate filled by verb *'menantikan'* that means *'wait'*. Afterwords, it followed by question word *'siapa'*. The adverb function is filled by adverb of place *'di kelas'* that means *'in the class'*. Next, sentence (17) begins by pronoun *'Dia'* that means *'she'*. It is followed by verb *'mencari'* that means *'looking for'*. Afterwords, it is followed by question word *'siapa'* that means *'whom'*. Then, sentence (18) begins by noun *'para mahasiswa'* that means *'students'*. It is followed by predicate filled by verb *'membagikan'* that means *'distribute'*. Afterwords, it is followed by question word *'kepada siapa'* that means *'for whom'*.

*(5) (Prep) Siapa + N + V*

19) Kepada siapakah    gadis   memberikan   surat itu?
    *For    whom Ø    girls   give       letter the?*
    Prep   Q. Word    N     V         N
    *(For whom did the girl give the letter?)*

20) Demi siapakah    dia   berbuat demikian?
    *For    who Ø    she   do    it?*
    Prep   Q. Word    N    V    N

    *(For whom did she do it?)*

Sentence (19) and (20) are the variations of *wh*-question using the question word *'siapa'* that is preceded by preposition. Sentence (19) begins by preposition *'kepada'* that means *'to'*. It is followed by question word *'siapa (kah)'* that means

*'whom'*. Afterwards, it is followed by subject filled by noun *'gadis'* that means *'girl'*. Afterwards, the predicate function is filled by verb *'memberikan'* that means *'give'*. It is followed by noun *'surat itu'* that means *'the letter'*. Next, question word *'siapa (kah)* in sentence (20) is preceded by preposition *'demi'* that means *'for'*. It is followed by subject filled by pronoun *'dia'* that means *'she'*. Afterwords, predicate function is filled by verb *'do'* that means *'berbuat'*. Then, it is followed by adverbial by adverb *'demikian'*.

### 2.2.3  *'Berapa'*

Question word *'berapa'* in Indonesian is used to ask about a price or number. The following are variations of *wh*-question formation using question word *'berapa'*:

*1)  Berapa + N*

21)  Berapa        jumlah                  penduduk Indonesia?

   *How          many                   population Indonesian*

   Q. Word      Quantity. M            N

   *(How many are Indonesian population?)*

22)  Berapa        orang jumlah   mahasiswanya?

   *How          Ø       number students?*

   Q. Word              Adj          N

   *(How many are the students?)*

Sentence (21) and (22) are the variations of *wh*-question using question word *'berapa'* to ask about number (quantity).  In sentence (21), question word *'berapa'* is put at the beginning of the sentence. It is followed by quantity *'jumlah'*. Afterwards, it is followed by noun *'penduduk Indonesia'* that means

*'population of Indonesian.* Next, question word *'berapa'* in sentence (22) is followed by noun *'jumlah'* and *'mahasiswanya'* that means *'students'*.

2) *Berapa + N*

23) Berapa      rata-rata      nilai      raportmu, nak?

*How*      *average*      *score*      *report your, boy?*

Q. Word      Adj      N

*(What is your average score, boy?*

24) Berapa      nilai    bahasa      Indonesia kamu?

*How*      *score*    *language*      *Indonesian your?*

Q. Word      N

*(How many is your Indonesian score?)*

25) Berapa sebenarnya      harga    mobil mewah itu?

*How*      Ø      *price*    *car*      *luxury?*

Q. Word      N

*(How much is the price of a luxury car?)*

26) Berapa jarak tempuh dari Wonosobo      ke Semarang, pak?

*How*    *mileage*      *from*    *Wonosobo*      *to Semarang, sir?*

Q. Word    N    Prep    N      Prep    N    N?

*(How far is it from Wonosobo to Semarang, sir?)*

Sentence (23), (24), (25), and (26) are the variations of *wh*-question using question word *'berapa'* followed by noun. Question word *'berapa'* in sentence (23) is followed by adjective *'rata-rata'* that means *'average'*. It is followed by noun *'nilai rapor mu, nak'* that means *'your score report'*. Next, question word *'berapa'* in sentence (24) is followed by noun phrase *'nilai bahasa Indonesia*

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*kamu'* that means *'the score of your Indonesian'*. Then, sentence (25) begins by the question word *'berapa'* followed by noun *'harga mobil mewah ini'* that means *'the price of a luxury car'*. Last, question word *'berapa'* in sentence (26) is also followed by noun *'jarak tempuh dari Wonosobo ke Semarang'*. Afterwards, it is followed by noun *'sir'* that means *'pak'*.

    *3) Berapa + Adjective/Adverb+ N*

      27) Sudah berapa  lama    saudara tinggal di kota Singapura?

           *How           long   you    live     in city  Singapura?*

           Q. Word    Adj   N     V         Adv

      *(How long have you lived in the city of Singapore?)*

      28) Berapa       lama   dia     tinggal di sana?

           *How           long   she/he live    there?*

           Q. Word    Adj   N   V    Adv

      *(How long does he/she live there?)*

Sentence (27) and (28) are the variations of *wh*-question using question word *'berapa'* followed by adjective *'lama'* that means *'long'*. In sentence (27), this is followed by noun *'saudara'* that means *'you'*. Afterwards, the predicate function is filled by verb *'tinggal'* that means *'live'*. It is followed by adverb *'di kota Singapura'* that means *'in the city of Singapura'*. Then, the adjective in sentence (28) is followed by subject function filled by pronoun *'dia'* that means *'she/he'*. Afterwards, the predicate function is filled by verb *'tinggal'* that means *'live'*. It is followed by adverb *'di sana'* that means *'there'*.

2.2.4   *'Kapan'*

Question word *'kapan'* in Indonesian is used to ask about time. The following is variation of *wh*-question using question word *'kapan'*:

1) *Kapan + N + V*

29) Kapan      mereka      berangkat      ke      Amerika?

*When*      *they*      *go*      *to*      *Amerika?*

Q. word      N      V      Prep      Adv

*(When do they go to America?)*

30) Kapan      bukumu      dikembalikan?

*When*      *book your*      *returned?*

Q. Word      N      V

*(When is your book returned?)*

31) Kapan      peristiwa      itu      terjadi?

*When*      *event*      *the*      *happen?*

Q. Word      N      Art      V

*(When did the event happen?)*

32) Kapan      uang   ganti ruginya   diberikan?

*When*      *money   compensation   return?*

Q. Word      N      V

*(When is the compensation money given?)*

33) Kapan      nilai kamu      dibagikan?

*When*      *score your*      *share?*

Q. Word      N      V

*(When*      *were your*      *score shared?)*

34) Kapan      mereka      mengungsi?

*When*      *they*      *evacuate?*

Q. Word      N      V

*(When do they evacuate?)*

35) Kapan      mereka akan berangkat ke      Jayapura?

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*When        they    will    go      to      Jayapura?*
Q. Word        N               V       Prep    Adv
*(When will they go to Jayapura?)*

Sentence (29), (30), (31), (32), (33) (34) and (35) are the variations of *wh-*question using question word *'kapan'* placed at the beginning of the sentence. The question word *'kapan'* in sentence (29) is followed by subject filled by pronoun *'mereka'* that means *'they'*. Afterwards, the predicate function is filled by verb *'berangkat'* that means *'go'*. It is followed by adverbial filled by adverb of place *'ke Amerika'* that means *'to America'*. Next, question word *'kapan'* in sentence (30) is followed by noun *'nilai kamu'* that means *'your book'*. Afterwards, the predicate function filled by verb *'dikembalikan'* that means *'returned'*. Meanwhile, question word *'kapan'* in sentence (31) is followed by subject filled by noun *'peristiwa itu'* that means *'the event'*. It is followed by predicate filled by verb *'terjadi'* that means *'happen'*.

Then, question word *'kapan'* in sentence (32) is followed by noun *'uang ganti ruginya'* that means *'compesation money'*. Afterwards, the predicate function is filled by verb *'diberikan'* that means *'give'*. Question word *'kapan'* in sentence (33) is followed by subject filled by noun *'nilai kamu'* that means *'your score'*. Afterwards, the predicate function is filled by verb *'dibagikan'* that means *'shared'*. In sentence (34), question word *'kapan'* is followed by subject filled by pronoun *'mereka'* meaning *'they'*. The predicate filled is verb *'mengungsi'* meaning *'evacuate'*. Last, sentence (35) is also formed by question word *'kapan'* at the beginning sentence. It is followed by subject filled by pronoun *'mereka'* meaning *'they'*. Afterwards, the predicate function is filled by verb phrase *'akan*

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*berangkat'* meaning *'will go'*. It is followed by adverb place *'ke Jayapura'* meaning *'to Jayapura'*.

2.2.5 *'Di mana'*

Question word *'di mana'* is used to ask about place. It has variation *'ke mana'* to ask about destination, *'dari mana'* to ask about country/place of origin, and *'yang mana'* to ask about choice. The following are the variations of *'wh-*question formation using *'mana'* in Indonesian:

*1)   (di/ke/dari)mana + N*

36) Di mana    tempat tinggalmu?

*Where              address your?*

Q. Word    N

*(Where is your address?)*

37) Ke mana saja kau  sepenjang hari ini?

*Where              you      all day?*

Q. Word    N      Adv

*(Where have you been all day?)*

38) Di mana   kami    dapat menemui        pak Rokani?

*Where     we      can     meet        sir Rokani?*

Q. Word  N              V              N

*(Where can we meet sir Rokani?)*

Sentence (36), (37), and (38) are the variations of *wh*-question using question word *'di/ke mana'* placed at the beginning of the sentence and followed by noun. In sentence (36), question word *'di mana'* is followed by noun *'tempat tinggalmu'* that means *'your addresses'*. Next, question word *'ke mana'* in

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sentence (37) is followed by subject filled by noun *'kau'* that means *'you'*. Afterwards, it is filled by adverb *'sepanjang hari ini'* that means *'all day'*. Then, question word *'di mana* in sentence (38) is followed by subject. That is filled by pronoun *'kami'* that means *'we'*. Afterwards, the predicate function is filled by verb *'dapat menemui'* that means *'can meet'*. It is followed by object function filled by noun *pak Rokani'* that means *'sir Rokani'*.

2) N + V + Di/Kemana

39) Mereka    belajar        di mana?
    *They*      *study*        *where?*
    N          V              Q. Word
    *(Where do they study?)*

40) Keluarga   Daryanto       akan           pindah ke mana?
    *Family*    *Daryanto*     *will*         *move*   *where?*
    N          N              Helping. V     V     Q. Word
    *(Where will Daryantos' family move?)*

41) Bibi       datang         dari mana tadi?
    *Aunt*      *come*         *where?*
    N          V              Q. Word
    *(Where did the aunt come from?)*

Sentence (39), (40), and (41) are the variations of *wh*-question formation using the question of *'di/ke mana'* placed at the end of the sentence. Sentence (39) begins by subject filled by pronoun *'mereka'* that means *'they'*. It is followed by predicate filled by verb *'belajar'* that means *'study'*. Afterwards, it is followed by question word *'di mana'*. Next, sentence (40) begins by subject filled by noun *'keluarga Daryanto'* that means *'Daryantos' family'*. It is followed by helping verb *'will'*. Afterwards, the predicate function is filled by verb *'pindah'* that

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means *'move'*. It is followed by question word *'ke mana'*. Last, the sentence (41) begins by noun *'Bibi'* as subject. Afterwards, the predicate function is filled by verb *'datang'* that means *'come'* followed by question word *'dari mana'* that means *'where'*. This question word is also followed by adverb *'tadi'* that means *'ago'*.

### 2.2.6 *'Mengapa'*

Question word *'mengapa'* is used to ask about reason. The following are some variations of *wh*-question formation using question word *'mengapa'* in Indonesian:

1) *Mengapa + N + V*

42) Mengapa Presiden  Soekarno diasingkan    di pulau Bangka?
*Why    president Soekarno   exiled         at island Bangka?*
Q. Word       N              V            Adv
*(Why was president Soekarno exiled on the Bangka Island?)*

43) Mengapa      tragedi itu    terjadi?
*Why            tragedy the     occur?*
Q. Word       N      Art     V
*(Why did the tragedy occur?)*

44) Mengapa      uang    pesangon kami diambil?
*Why            money severance our  take?*
Q. Word                N              V
*(Why was our severance pay taken?)*

45) Mengapa      harga  pupuk       terus meningkat?
*Why            price  fertilizers    continue to rice?*
Q. Word                N            V
*(Why do fertilizer price continue to rise?)*

46) Mengapa      kamu  diam   saja?
*Why            you    silence only?*

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Q. Word      N      V      Adv?

*(Why do you keep quiet?)*

Sentence (42), (43), (44), (45), and (46) are some variations of *wh-*question formation using question word *'mengapa'*. It is placed at the beginning of the sentence followed by noun. In sentence (42), question word *'mengapa'* is followed by subject filled by noun *'presiden Soekarno.* Afterwards, the predicate function is filled by verb *'diasingkan'* that means *'exiled'*. It is followed by adverb *'di pulau Bangka'* that means *'on the Bangka Island'*. Next, question word *'mengapa'* in sentence (43) is followed by subject filled by noun *'tragedi'* that means *'tragedy'*. Afterwards, the predicate function is filled by verb *'terjadi'* that means *'occur'*.

Then, question word *'mengapa'* in sentence (44) is followed by noun *'uang pesangon kami'* that means *'our severance pay'*. Afterwards, the predicate function is filled by verb *'diambil'* that means *'taken'*. In sentence (45), question word *'mengapa'* is followed by noun *'harga pupuk'* that means *'fertilizer price'*. It is followed by predicate filled by verb *'terus meningkat'* that means *'continue to rise'*. Last, question word *'mengapa'* in sentence (46) is also followed by subject filled by pronoun *'kamu'*. Afterwards, the predicate function is filled by verb *'diam saja'*.

2.2.7   *'Bagaimana'*

Question word *'bagaimana'* is used to ask about way, manner, or process in Indonesian. The following are some variations of *wh-*question formation using the question word *'bagaimana':*

*(1) Bagaimana + N + V*

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(47) Bagaimana   dia       memecahkan masalah itu?

*How         she     solve           problem that?*

Q. Word    N       V            N        Dem

*(How does she solve that problem?)*

(48) Bagaimana   hal ini          bisa terjadi?

*How         thing this      can    happen?*

Q. Word    N                V

*(How can this thing happen?)*

(49) Bagaimana   cara     menggunakan alat ini?

*How         way     use             tool this?*

Q. Word    N       V            N

*(How does the way use this tool?)*

(50) Bagaimana   proses kreatif seorang       itu     dimulai?

*How         process creative someone    the     begun?*

Q. Word            N                Art     V

*(How is the creative process of person begun?)*

(51) Bagaimana caranya?

*How         way its?*

Q. Word    N

*(How is its way?)*

Sentence (47), (48), (49), (50), and (51) are variations of *wh*-question formation using question word *'bagaimana'*. It is followed by noun. Sentence (47) is formed by question word *'bagaimana'* placed at the beginning of the sentence. Afterwards, the subject function is filled by pronoun *'dia'* that means

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'she'. It is followed by predicate filled by verb 'memecahkan'. Next, it is followed by object filled by noun 'masalah itu' that means 'that problem'. In sentence (48) question word 'bagaimana' is followed by noun 'hal ini' that means 'this thing'. Afterwards, the predicate function is filled by verb 'terjadi' that means 'happen'. Next, question word 'bagaimana' in sentence (49) is followed by noun 'cara' that means 'way'. Afterwards, the predicate function is filled by verb 'menggunakan' that means 'use'. It is followed by object filled by noun 'alat ini' that means 'this tool'. Then, sentence (50) begins by question word 'how' followed by noun 'proses kreatif seorang itu' that means 'the creative process of person' as subject function. Afterwards, the predicate function is filled by verb 'dimulai' that means 'begun'. Last, the question word in sentence (51) begins by question word 'how' followed by noun 'caranya' that means 'way its'.

Based on the data analysis through translational method by equalizing and differentiating technique and distributional method by permutation and deletion technique, the description of *wh*-question formation in Indonesian is shown in table 4.8 below:

| Question word | Place | | | Pattern | Function |
|---|---|---|---|---|---|
| | Beginning of sentence | Middle of sentence | End of sentence | | |
| *apa* | √ | √ | √ | N+V+apa<br>N+V+apa+N<br>Apa(yang)+Helping V+N+V(active)<br>Apa(yang)+V(passive)+N<br>(Prep)apa+N+V | To ask subject and object |
| *siapa* | √ | x | √ | Siapa(yang)+N+V<br>Siapa+N<br>Siapa(yang)+V+N+Adv | To ask subject, object, |

| | | | | N+V+siapa<br>N+V+siapa+Adv<br>(Prep)siapa+N+V+N | and<br>owerner<br>ship |
|---|---|---|---|---|---|
| *berapa* | √ | x | x | Berapa$_{(jumlah)}$+N<br>Berapa+N<br>Berapa+Adv/adj+N+V+Adv | To ask<br>price or<br>number,<br>frequenc<br>y |
| *kapan* | √ | √ | √ | Kapan+N+V<br>Kapan+N+Adv<br>N+kapan+Adv<br>N+Adv+kapan | To ask<br>time |
| *di mana* | √ | x | √ | (di/ke/yang/dari) mana+N<br>N+V+(di/ke/dari) mana | To ask<br>place,<br>choice,<br>destinati<br>on. Etc. |
| *Mengapa* | √ | x | x | Mengapa+N+V+Adv<br>Mengapa+N+V | To ask a<br>reason |
| *Bagaimana* | √ | x | X | Bagaimana+N+V+N | To ask<br>manner<br>or<br>process |

*Table 4.8 the structure of the formation wh-question in Indonesian*

## B. Discussions

Based on the structure of interrogative sentences formation above, it can be known that there are differences and similarities in English and Indonesian interrogative sentences. This part provides comprehensive discussions about the formation of an interrogative sentence in both languages which are elaborated into the following sections.

## 1. The Differences of English and Indonesian Interrogative sentence structures

This section discusses the differences between interrogative sentence formation in English and Indonesian. The descriptions of data have shown that

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there are differences in the structure of English and Indonesian interrogative sentences. This difference is due to English and comes from a different language family were English from Indo-European and Indonesian from Indo-Malay (Qin & Widodo, 2019). Therefore, there are some aspects in English that are not possessed by Indonesian. This affects the structure of interrogative sentences formation in both languages as shown in finding. Further discussions on each difference of English and Indonesian interrogative sentences are discussed in the following sections.

1.1   The placement of question words/formers in sentence

This section discusses the place of question words/formers in forming the interrogative sentences. The placement of them in sentence concerns with word order or sequence. Word order plays an important role in the definition of syntactic unit grammar meaning (Suhardi, 2013). Tarmini and Sulstyawati (2019) also state that words as a meaningful form that stands alone and it can be in the beginning, middle, or end of the sentence as long as the meaning is grammatically acceptable. The data have shown that the placement of question words/formers in the English and Indonesian interrogative sentence is present in different positions. Hence, it is one of the differences informing both of interrogative sentences.

The question formers of the *yes-no* question in English have a high obstinacy level at the beginning of the sentence. Because the most important formal characteristic of interrogatives is the inversion of the subject with the first auxiliary (Berry, 2012)  at the beginning of the sentence. This is comparable to the study conducted by Aswar (2016). Her study also shows that the question formers

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of the yes-no question in English are consistent at the beginning of the interrogative sentence. Those question formers are the auxiliary verbs. Then, the question words or formers of interrogative sentence in English have a high obstinacy level at the beginning of sentence. This finding is comparable to the studies conducted by Zulianti (2012), Umami (2015), and Aswar (2016). They also state that question words in the structure of English sentence are positioned at the beginning of sentence.

That is different from the question words or formers in Indonesian which have a variety position. It is similar to a study conducted by Zulianti (2012) which shows that the place of Indonesian question words (in *wh*-question) is not constant. They can be moved at the beginning, the middle, or the end of the sentence. As stated by Muslich (2010), the question words that replace the core elements in the sentence will undergo a structural change when it is moved or located at the beginning of the sentence. While, the question words that replace non-core elements in the sentence can be moved freely (Muhlich, 2010) and it does not change the structure of the sentence.

Although, there are two question words in Indonesian that have a high obstinacy level in the sentence. Those are the question word *'mengapa'* and *'bagaimana'*. The question word *'mengapa'* in the formal sentence occupies the subject place (Muhlish, 2010) and 'bagaimana' has a high obstinacy level at the beginning of sentence (Alwi et al., 2010). Also, some of the question formers to form the *yes-no* question in Indonesian have a high obstinacy level at the beginning of the sentence. To see those differences, following the examples of;

a) the position of question former in *yes-no* question

Table 4.9 the position of *yes-no* question markers

| English | Indonesian |
|---|---|
| ***Yes-no* question** | ***Yes-no* question** |
| A marker or former of *the yes-no* question in English has a high obstinacy level so it has a consistent or static position in the interrogative sentence.<br><br>1. A marker/former of *yes-no* question of *primary auxiliary verb* in English has consistent position at the beginning of interrogative sentence because it has a high obstinancy level in the sentence. If moved to the end of the sentence, it will become ungrammatical. The following are some examples:<br>**Was** she joking?<br>*(Apakah dia sedang bercanda?)*<br>* *She joking **was**?*<br>**Are** you ready?<br>*(Apakah kamu siap?)* | A marker of *the yes-no* question in Indonesian has a variety position, at the beginning and the middle of the sentence. It is caused by the obstinacy level of *the yes-no* question marker or former in the interrogative sentence.<br><br>1. A marker/former of *yes-no* question *'apakah'* in Indonesian has a high obstinacy level in the interrogative sentence. It is consistent to be at the beginning of the sentence. It can not be placed at the middle or the end of the sentence because *yes-no* question with this question word is formed by adding the question word *'apakah'* at the beginning of a declrative sentence. Thus, it cannot be moved to the middle or to the end of the sentence. The following are some |

*You ready **are**?

**Have** you found the books?

*(Apakah kamu sudah menemukan itu buku-buku?)*

*You found the books **have**?

2. A marker/former of *yes-no* question *dummy auxiliary verb* in English also has a high obstinacy level in the sentence so it is consistent at the beginning of the sentence. If it is placed at the middle of the sentence, it will ungrammatical sentence because the dummy auxiliary verb *(do, does,* and *did)* is not the main part of the declrative sentence. To form interrogative sentence, it is added at the beginning of declrative sentence. Moving the dummy auxiliary verb to the end of interrogative sentence will make the sentence ungrammatical. As the following examples;

examples:

**Apakah** Anda tahu masalah tersebut?

*(Do you know that problem?)*

*Anda tahu masalah tersebut **Apakah**?

**Apakah** anda seorang dokter?

*(Are you a doctor?)*

*Anda seorang dokter **apakah**?

2. A marker/former of *yes no* question *'adjective/noun/verb'* by adding the particle *'kah'* (suffix) can be placed at the beginning or the middle of a sentence because it has a low obstinacy level in the interrogative sentence although it cannot be placed at the end of an interrogative sentence. This is related to the structure of *yes-no* question formation. A marker/former *(adjective/noun/verb)* is a predicate in declarative sentence. To form this question, that predicate is inverted with the subject or moved to the beginning of the sentence. Therefore,

**Do** you enjoy her classes?

*(Apakah kamu menikmati kelasnya?)*

*You **do** enjoy her classes?*

*You enjoy her classes **do**?*

**Does** she like pizza?

*(Apakah dia suka Piza?)*

*She **does** like pizza?*

*She like pizza **does**?*

3. A marker/former of *yes-no* question *modal auxiliary verb* in English also has a high obstinacy level in the sentence so it is consistent at the beginning of interrogative sentence. If it is placed in the middle of interrogative sentence, it will change the sentence to be declarative because the formation of *the yes-no* question by this auxiliary verb is composed by inverting the modal auxiliary verbs before the subject in the sentence. Then, moving *the modal auxiliary*

it will make the sentence ungrammatical as it changes the sentence type. The following are interrogative sentences:

**Bekerjakah** mereka di pabrik roti?

*(Do they work in bread factory?)*

* *mereka di pabrik roti **Bekerjakah**?*

Urusan **Pak Alikah** masalah ini?

*(Is this problem sir Ali's business?)*

*masalah ini Urusan **Pak Alikah**?*

**Setujukah** mereka dengan pergeseran jabatan itu?

*(Do they agree with the change of position?)*

*mereka dengan pergeseran jabatan itu **Setujukah**?*

3. A marker of *yes-no* question *'modal auxiliary verb'* has a high obstinacy level in the interrogative sentence. Thus, it is consistent or static at the beginning of the sentence. Therefore, if it is moved to the end of the sentence, the sentence will be ungrammatical. Meanwhile, if it is

| | |
|---|---|
| *verb* to the end of the interrogative sentence will make the sentence ungrammatical. The following are some examples: | moved to the middle of the sentence, it to be a declarative sentence. The following are some examples: |

**Can** he understand you?

*(Dapatkah dia memahami kamu?)*

*\*He **can** he understand you?*

*\*He understand you **can**?*

**Must** he live alone?

*(Haruskah dia hidup sendiri?)*

*\* He **must** live alone?*

*\* He live alone **must**?*

**Dapatkah** dia pergi sekarang?

*(Can he go now?)*

*\* Dia pergi sekarang **dapatkah**?*

b) place of question word in *wh*-question;

Table 4.10 Place of question words

| English | Indonesian |
|---|---|
| ***Wh*-question** | ***Wh*-question** |
| The question words to form *wh*-question in English have a high obstinacy level in the interrogative sentence. Therefore, they are consistent at the beginning of the sentence. | In Indonesian, some of the question words to form *wh*-question have low obstinacy level in the interrogative sentence. They can be put at the beginning, at the middle, or at the end of the sentence. Meanwhile, some of them have a high |

They are explained as follow:

1. Question word *'what'* has a high obstinacy level in the interrogative sentence. So, it is consistent or static at the beginning of the sentence. Therefore, it cannot be placed in the middle or the end of the sentence. The following are examples:

   **What** made you change your mind? *(Apa yang membuat kamu berubah pikiran?)*

   *\*Made you change your mind* **what***?*

   **What** are you reading?

   *(Apa yang sedang kamu baca?)*

   *\* Are you reading* **what***?*

2. Question word *'who'* has a high obstinacy level in the interrogative sentence. It is consistent or static at the

obstinacy level in the interrogative sentence. They are consistent at the beginning of the sentence. The following their explanation in structure of sentence:

1. Question word *'apa'* has a low obstinacy level in the interrogative sentence. It can be placed at the beginning, at the middle, or at the end of sentence although placing or moving this question word affects the structure of the sentence. When question word *'apa'* is put at the beginning of sentence, the structure of the sentence will be the passive sentence. This variation must be added by constituent *'yang'* after question word *'apa'*. Then, placing this question word at the beginning of interrogative sentence will also make the sentence active sentence by adding the constituent *'yang'* and helping verb after question word as explained in the following example:

   **Apa** yang sedang diamati Robert? *(What is observed by Robert?)*

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beginning of the sentence. If it is moved or put at the end of the sentence, it will be an ungrammatical sentence as explained in the following examples:

**Who** can play the piano?

*(Siapa yang dapat bermain piano?)*

*\* Can play the piano **who**?*

3. Question word *'why'* has a high obstinacy level in the interrogative sentence so it is consistent at the beginning of the sentence. This question word cannot be moved or put at the end of the sentence because it will make the ungrammatical sentence. The following are some examples:

**Why** do you like that man?

*(Mengapa kamu menyukai laki-laki itu?)*

**Apa** <u>yang</u> <u>harus</u> kami bawa?

*(What should we bring?)*

Meanwhile, placing question word *'apa'* at the middle or at the end of interrogative sentence does not affect the structure of *wh*-question. The following are some examples:

Para mahasiswa itu melakukan **apa** kepada warga tidak mampu?

*(What do the students distribute to the poor citizens?)*

Bibi membawa **apa**?

*(What did Aunt bring?)*

2. Question word' *'siapa'* has low obstinacy level in the interrogative sentence so it can be placed at the beginning, at the middle, or at the end of the sentence. It is similar to question word *'apa'*, placing or moving this question word affects the sentence structure. If it is placed at the beginning of the sentence, the relative conjuction *'yang'* must be added after the question word. The following are some examples:

*Do you like that man **why**?

4. Question word *'where'* is consistent at the beginning of interrogative sentence because it has a high obstinacy level at the sentence. Therefore, it cannot be placed in the middle or the end of the sentence. The following are some examples:

**Where** have you found the books?

 *(Dimana kamu menemukan buku-buku itu?)*

*Have you found the books*

***where***?

5. Question word *'when'* has a high obstinacy level in the interrogative sentence so it is consistent at the beginning of the sentence. Therefore, this question word can not be put at the end of the sentence as

**Siapa** yang dia ajak?

 *(Who did she invite?)*

**Siapa** yang membawa buku?

 *(Who brought the books?)*

While if it is placed at the middle or at the end of the sentence, it will not affect the structure of Indonesian interrogative sentence. Because it replace or subtitle one of the elements in the declarative sentence (Putrayasa, 2017). The following are examples of interrogative sentence:

Para siswa menantikan **siapa** di kelas?

*(Who are the students waiting for in class?)*

Dia mencari **siapa**?

*(Who is she looking for?)*

3. Question word *'berapa'* has low obstinancy level in interrogative sentence so it can be moved or put at the middle or at the end of the sentence. In addition, placing question word *'berapa'* at the beginning, at the middle, or at the end of the sentence does not change the structure of the sentence. The following are some

shown in the following example.

**When** will you get there?

(Kapan kamu akan sampai di sana?)

* Will you get there **when**?

6. Question word 'which' is consistent at the beginning of sentence because it has a high obstinacy level in the interrogative sentence. Therefore, question word 'which' cannot be placed at the middle or the end of the sentence as shown in the following example:

**Which** assignment have you done?

(Tugas yang mana yang telah kamu kerjakan?)

* Assignment have you done **which**?

7. Question word 'How' has a

examples:

**Berapa** sebenarnya harga mobil mewah itu? (How much is the price of a luxury car?)

Sebenarnya **berapa** harga mobil mewah itu?

Sebenarnya harga mobil mewah itu **berapa**?

**Berapa** nilai bahasa Indonesia kamu? (How many is the value of your Indonesian?)

Nilai bahasa Indonesia kamu **berapa**?

**4.** Question word 'di mana' can be placed at the beginning, at the middle or the end of interrogative sentence because it has low obstinacy in the sentence. Placing or moving this question word does not affect the structure of the sentence. The following are some examples:

Mereka belajar **di mana**?

(Where do they study?)

**Di mana** mereka belajar?

**Ke mana** saja kau sepanjang hari ini?

(Where have you been all day?)

Kau **ke mana** saja sepanjang hari?

Kau sepanjang hari **ke mana** saja?

high obstinacy level in the interrogative sentence so it is consistent or static at the beginning of the sentence as seen in the example below:

**How** can he understand you?

*(Bagaimana bisa dia memahami kamu?)*

*\* Can he understand you **how**?*

5. Question word *'kapan'* also has low obstinacy level in interrogative sentence so it can be moved to the middle or the end of sentence. In addition, placing this question word at the beginning, at the middle, or at the end of the sentence do not change the structure of the sentence. The following are some examples:

**Kapan** peristiwa itu terjadi?

*(When did the event happen?)*

*Peristiwa itu **kapan** terjadi?*

*Peristiwa itu terjadi **kapan?***

**Kapan** mereka berangkat ke Amerika?

*(When do they go to America?)*

*Mereka **kapan** berangkat ke Amerika?*

*Mereka berangkat ke Amerika **kapan**?*

6. Question word *'mengapa'* has high obstinacy level in interrogative sentence so it is consistent or static at the beginning of the sentence. If it is moved to the end of sentence, the sentence will be ungrammatical. As seen in the following example.

**Mengapa** tragedi itu terjadi?

*(Why did the tragedy occur?)*

*\*Tragedi itu terjadi **mengapa**?*

**7.** Question word *'bagaimana'* also has high obstinacy level in sentence. Therefore, it is consistent at the beginning of interrogative sentence. When it is placed or moved to the end of the sentence, the sentence will become ungrammatical. The following is an example:

**Bagaimana** hal ini bisa terjadi?

*(How can this thing happen?)*

\* Hal ini bisa terjadi **bagaimana**?

Thus, the analysis of question words/formers position in *yes-no* question and *wh*-question showed that most of question words/formers in English and Indonesian interrogative sentence have a significant difference. In English, these words/formers are consistent at the beginning of sentence. Meanwhile, the placement of Indonesian question words/formers is varieties and some of their movement can change the structure or element of sentence. As mentioned previously, word order plays an important role in the definition of syntactic unit grammar meaning (Suhardi, 2013). Hence, this difference tends to influence the grammatical meaning of the sentence.

### 1.2 Use of the question formers or words

There are some question words/formers that are used differently in English and Indonesia interrogative sentences. The data have shown that they are *'the primary auxiliary verbs'* and *'the dummy auxiliary verbs'* in English *yes-no* question and the question word *'apakah'* in Indonesian *yes-no* question. Besides that, question word 'wh*o*' and 'how' in English *wh*-question and the question word *'siapa'* and *'berapa'* in Indonesian *wh*-question. Lester (2009) states that a particulary difficult problem for native and nonnative speakers alike is choosing between 'wh*o*' and 'wh*om*'. English has some variations of question word 'wh*o*' with different functions and rules that are 'wh*o*' to ask about subject, 'wh*om*' to ask about object, and 'wh*ose*' to ask about ownership. This is different from Indonesian. It is also shown by Zullianti (2012). Her study showed that the question word *'siapa'* in Indonesian can be revealed with some forms in English such as *'who' whom'* and *'whose'* by the different functions each other.

In the present study, the author observed the question word *'how'* is to ask the manner in English. It is equal to the question word *'bagaimana'* in Indonesian is also to ask manner. More interestingly, the use of question word *'berapa'* in Indonesian is used to ask about price, number, frequency, etc. Meanwhile, English does not have an equal lexicon for it. Hence, English must compounds the question word *'how'* with adjective or adverb to have meaning *'berapa'* for asking frequency, length in time/space, distance, quantity, quickness (Lester, 2009). It causes the use of *'how'* is to ask about a process or manner in English that is equal to *'bagaimana'* in Indonesian. Table 4.11 the use of question markers

and words below demonstrates the difference of using those question words/formers:

| Interrogative sentence | English | Indonesian |
|---|---|---|
| *Yes-no* question | The *yes-no* question in English is formed by three ways. Two of them are *the primary auxiliary verb* and *dummy auxiliary verb*. *The primary auxiliary verb* consists of two forms, *'to be'* and *'have'*. Both of them form a progressive and perfect tense (Lester, 2009). To be consists of *'am', 'is', 'are', 'was',* and *'were'*. These markers are used to form an interrogative sentence whose predicate is noun, adjective, or verb (progressive form). In addition, these markers (to be) are equal to Indonesian as question word *'apakah'*. The following are some examples: **Are** you <u>ready</u>? (*Apakah kamu* | *The yes-no* question in Indonesian is formed in three ways, one of which is an addition or using question word *'apakah'*. This question word is used to form *yes-no* questions whose predicate is a noun, adjective, or verb. Below are some examples: **Apakah** adikmu <u>suka</u>? (***Does your brother like?***) **Apakah** saudara <u>seorang mahasiswa</u>? (***Are you a student?***) **Apakah** suaminya <u>ditangkap</u> minggu lalu? (***Was her husband catched one week?***) |

**Is** Carla <u>applying</u> for that job?
*(Apakah Carla sedang melamar untuk pekerjaan itu?)*

**Is** she still <u>at college</u>? *(Apakah dia masih di kampus?)*

**Was** she <u>sleeping</u> when the storm hit? *(Apakah dia sedang tidur ketika badai menghantam?*

Moreover, *have* consists of three forms: *'have', 'has',* and *'had'.* These markers are used to form English *yes-no* question in perfect tense (present perfect, past perfect, and future perfect) (Dutwin 2010:19). They are equal to Indonesian as question word *'apakah'* or *'sudahkah'.* As following examples;

**Have** you <u>found</u> the books? *(Apakah kamu sudah menemukan buku-buku itu?)*

**Has** Thomas <u>visited</u> you often?

*(Apakah Thomas sudah sering mengunjugi kamu?)*

Then, *dummy auxiliary verb* consists of *'do', 'does',* and *'did'*. These markers are used to form *yes-no* question whose predicate is verb (basic form). In addition, these markers are also equal to Indonesian as question word *'apakah'*. The following are some examples:

**Did** he <u>tell</u> you about the party? *(Apakah dia mengatakan padamu tentang pesta?)*

**Do** you like that man? *(Apakah kamu menyukai laki-laki itu?)*

| *Wh-* question | **Who** | **Siapa** |
|---|---|---|
| | English has three types of question word *'who'*. Those are question word *'who'* to ask about 'subject' of a sentence, question word *'whom'* to ask about object of a sentence, and question word | Indonesian has only one type of question word to ask about 'subject', 'object', and 'ownership' of a sentence. That is question word *'siapa'*. The following are some |

*'whose'* to ask about 'ownership'. As The following are some examples:

**Who** can play the piano?

*(**Siapa** yang dapat bermain piano?)*

**Whom** did they meet?

*(**Siapa** yang mereka temui?)*

**Wh**ose computer did you use?

*(Komputer **siapa** yang kamu gunakan?)*

examples:

**Siapa** yang dia ajak?

*(Whom did she invite?)*

**Siapa** yang membawa buku?

*(Who brought the books?)*

Para siswa menantikan siapa di kelas?

*(**Who** are the students waiting for in class?)*

**How**

In English, question word *'how'* is used to ask about a process. This question word has some variations such as *'how much' wh*-ich is used to ask about amount or price, *'how long' wh*-ich is used to ask length, *'how often'* which is used to ask about frequency. The following are some examples:

**How** can he understand you?

*(Bagaimana bisa dia memahami*

**Berapa**

Indonesian has question word *'berapa'* that is used to ask about amount or price. This question word is not variation or derivation from question word *'how'* or *'bagaimana'* which is used to ask about a process or way in English. The following are some examples:

Sudah **berapa** lama saudara tinggal di kota Singapura?

| | |
|---|---|
| *kamu?)* | *(How long have you lived in the city of Singapore?)* |
| **How** <u>long</u> will you stay? | |
| *(Berapa lama kamu akan tinggal?)* | **Berapa** <u>nilai</u> bahasa Indonesia kamu? |
| **How** <u>often</u> do you go there? | |
| *(Berapa sering kamu pergi ke sana?)* | *(How many is your Indonesian score?)* |
| | **Berapa** jumlah penduduk Indonesia? |
| | *(How many are Indonesian population?)* |

Based on the use of question words/former above, the use of question word *'apakah'* in Indonesian is different from the primary and dummy auxiliary verbs in English although the primary and dummy auxiliary verb are equal with question word *'apakah'*. Question word *'apakah'* can be used to form *yes-no* questions either in a verbal sentence or nominal sentence. Besides, this question has only one variation. It is different from the primary auxiliary verb which can be divided into two parts, *'to be'* and *'have'*. The primary auxiliary verb *'to be'* is used to form the *yes-no* question in a verbal sentence either in past and present progressive tense.

Meanwhile, the primary auxiliary verb *'have'* is used to form *yes-no* question in a verbal sentence either in past or present perfect tense. Besides, the primary auxiliary verb *'to be'* is also used to form *yes-no* questions in a nominal sentence. Then, the use of dummy auxiliary verb is also different with

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question word *'apakah'* in Indonesian because this auxiliary verb is only used to form *yes-no* question in a verbal sentence either in past or present tense (not in progress or in perfect) but not in a nominal sentence.

Furthermore, the use of some question words in English and Indonesian is different. First, the variation and function of question word *'who'* and *'siapa'* are different. The question word *'who'* in English has three types in different functions or using such as *'who'* to ask the subject, *'whom'* to ask object, and *'whose'* to ask ownership. Meanwhile, question word *'siapa'* in Indonesian only has one variation and it is used to ask about the subject, object, and ownership of a sentence. Then, question word *'berapa'* in Indonesian is different from *'how'* in English. The use of question word *'berapa'* in Indonesian is used to ask about price, number, frequency, etc. English does not have this constituent or question word so to ask about price, number, frequency, English uses question word *'how'* followed by an adjective or adverb to have meaning *'berapa'* because the use of *'how'* is to ask about a process or manner in English.

### 1.3 Tense Marker

The next difference is the tense marker. It is a basic difference between English and Indonesian. Indeed, this influence the formation of English interrogative sentence. The data of English interrogative sentences have shown that are element used or changed to form the interrogatives which related to tenses marker. This is similar to the study conducted by Zulianti (Zulianti, 2012). In her study, she states that the forms of English interrogative sentences not separated from the tenses marker.

According to Buton and Roberts (2016), English has just two tenses, those are present and past. Woods (2001) adds that there are three simple tenses in English. They are present, past, and future. Further, Lester (2009) breaks down tenses by time; present, past, and future; and by category; simple, perfect, and progressive which related to the use of verbs. The *–s* ending marker that the verb is in the present tense and it is called a present tense inflection, while the *–ed* endings encode a past tense and it is called by a past tense inflection (Aarts, 2001), and the future tense consist of the helping verb *'will'* is followed by a verb in the base form (Lester, 2009).

As mentioned previously, the *yes-no* question in English is formed by the verbs. Those are the auxiliary verbs. Also, the formation of *wh*-question must be filled by the verbs. Automatically, those verbs are affected by tense. This is different from Indonesian interrogative sentence where it is not affected by the tenses. In Indonesian, it is stated by lexical accompanying the verb. That forms a verb phrase but the verbs or main verb do not change (Nur, 2016). To state, the time is used adverb of time such as *'kemarin', 'sekarang',* and *'besok'.* Therefore, the tenses marker in English affects the formation of the interrogative sentence and it is different from the Indonesian interrogative sentence where Indonesian does not have a tense marker. Here are examples of those differences:

Table 4.12 Tense marker in interrogative sentences

| English | Indonesian |
| --- | --- |
| Tense affects the interrogative sentence formation in English. This can be shown on the | Indonesian does not have or recognize tense. Therefore, the |

markers or formers of *yes-no* question that is made up of auxiliary verbs: primary auxiliary verb, dummy auxiliary verb, and modal auxiliary verb.

Besides, those verbs also are used to form *wh*-question. Also, the verbs in forming an interrogative sentence is affected by tense, as showed in the following example:

**Is** she still at college? *(Apakah dia masih di kampus?)*

**Was** she sleeping when the storm hit? *(Apakah dia sedang tidur ketika badai menghantam?)*

**Did** sh like Pizza? *(Apakah dia suka Piza?)*

**Does** she like pizza? *(Apakah dia suka Piza?)*

Who **told** you that? *(Siapa yang mengatakan itu padamu?)*

Why was the girl **crying**? *(Mengapa perempuan itu menagis?)*

**Can** Victor understand the problem? *(Dapatkah Victor memahami masalahnya?)*

**Could** Victor understand the problem? *(Dapatkah Victor memahami masalahnya?)*

formation of interrogative sentence in Indonesian is not affected by tense. The following are some examples;

Apakah suaminya **ditangkap** minggu lalu? *(Was her husband catched one week ago?)*

Dapatkah dia **pergi** sekarang? *(Can he go now?)*

Pak Tarigan **membaca** apa? *(What does Tarigan read?)*

Siapa yang **membawa** buku? *(Who brought the book?)*

Mengapa presiden Soekarno **diasingkan** di pulau Bangka? *(Why was president Soekarno exiled on the Bangka Island?)*

What **did** she break?

*(Apa yang dia rusak?)*

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## 1.4 Quantity marker

In English, the change in form between singular and plural is called by 'number' and it is an obligator choice in English. A subject in English is divided into two forms. Those are singular and plural subjects that are made up pronoun, noun, or clause. The relationship between nouns as a subject in sentences and verbs in English is called 'agreement' (Berry, 2012). The data of English interrogative sentences showed that the use of the verb appropriate with the subject in the sentence. This is similar to what Zulianti (2012) discussed in her study on the 'Kalimat Tanya Informatif Bahasa Inggris dan Bahasa Indonesia' about *'penanda jumlah'* (quantity marker). She mentions that the use of the base verb in English must be agreed with the subject used for a third-singular-person adding the –s/es ending and for others without adding the –s/es ending. On the other side, the verb used will back to base form in the interrogative sentence because there is an addition of the auxiliary verbs. Despite this, the use of auxiliary verbs must be agreed with the subject used in the sentence. Nevertheless, Miller (2002) explains that the modal auxiliary verbs are invariable (there is no addition of –s ending/suffix). To see the subject-verb agreement or concord informing the English interrogatives, here are the examples;

<u>Does</u>            **she**    like    pizza?
*Apakah*           *dia*     *suka*    *Piza?*
Aux. V (Q. Marker)   N      V       N
*(Apakah dia suka Piza?)*

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Does                  **Thomas** visit         you often?
*Apakah*              *Thomas mengunjugi kamu sering?*
Aux. V (Q. Marker)   N     V           N     Adv
*(Apakah Thomas sudah sering mengunjungi kamu?)*

***\*Do she like Pizza?***
***\*Do Thomas visit you often?***

What   <u>are</u>            **you**    reading?
*Apa*    Ø              *kamu*   *membaca?*
Q.Word      Auxiliary V   N      V
*(Apa yang sedang kamu baca?)*

<u>Were</u>            **the campers** sleeping in tents?
*Apakah*         *peserta kemah tidur*    *di tenda?*
Aux. V        N      V          Pre Adv
*(Apakah  peserta kemah sedang tidur di tenda?)*

***\*What is you reading?***
***\*Was the campers sleeping in tents?***

The interrogative sentences above show that there must agree between subject and verb in English. The first and second sentences use the auxiliary verb *'does'* to form an interrogative sentence because the subjects refer to the pronoun *'she'* and *'Thomas'* as a singular-person-pronoun. Thus, the sentences marked by * are not acceptable when the auxiliary verb *'does'* is changed to *'do'* because there is no agreement between the subject *'she'* and *'Thomas'*. The case is similar to the third and fourth sentence above. Those sentences use *'are'* and *'were'* to form the interrogatives sentence because the subjects refer to *'you'* and *'the campers'* as plural-person-pronoun. Therefore, the sentences marked by * are not acceptable when the auxiliary verb *'are'* and *'were'* are changed to *'do'* and *'was'* because there is no agreement between the subject *'you'* and *'the campers'*. In this case, Indonesian does not have a quantity

marker that should be agreed with the subject and verb used in the interrogative sentence. Here the examples:

Apakah **Anda** <u>tahu</u> masalah tersebut?
*Do you know problem that?*
Q. Word N V N Dem
*(Do you know that problem?)*

Apakah **adikmu** <u>suka</u>?
*Does brother your like?*
Q. Word N V
*(Does your brother like?)*

<u>Menangiskah</u> **dia** kemarin?
*Cry Ø he yesterday?*
V+ *'kah'* N Adv
*(Did he cry yesterday?)*

Bagaimana **dia** <u>memecahkan</u> masalah itu?
*How she solve problem that?*
Q. Word N V N Dem
*(How does she solve that problem?)*

## 1.5 Auxiliary verb system

The next is the use of auxiliary verbs. Besides the tenses marker, English has also the auxiliary verb system or helping verb. Berry (2012) divides the auxiliary verbs into two types, namely modal auxiliary verbs (will, shall, should, may, might, can, could, must) and primary auxiliary verbs (be, have, and do). In this study, the dummy 'do' is separated from the primary auxiliary verbs which consist of 'be' and 'have'. Hence, the auxiliary verbs consist of the primary auxiliary verbs (am, is, are, was, were, have, has, and had), the dummy auxiliary verb (do, does, and did) and the modal auxiliary verb (can, will, may, must, could, would, etc.) According to Burton and Roberts (2016), auxiliary verbs are a special and very restricted set of verbs. That verb will also carry a present or past

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meaning. Although, the modal auxiliary verb 'must' is the only instance in English which there is a present-tense form with no equivalent the past form (Lester, 2009).

The data of English interrogative sentences have shown that the auxiliary verbs play a significant role to form interrogative sentences. The *yes-no* question in English is formed by those auxiliary verbs. Also, the *wh*-question in English applies the auxiliary verbs. Therefore, the use of an auxiliary verb system is one of the differences between the English and Indonesian interrogatives formation because of Indonesian does not have an auxiliary system informing the interrogative sentences. This can be comparable to the studies conducted by Zulianti (2012), Aswar (2016), and Rahma (2018). They also found that the auxiliary verbs system is one of the differences in English and Indonesian interrogative sentence. Here is the example of an English interrogative that uses primary auxiliary verbs:

(1) **Is** she still at college?

(2) **Had** he adequate notice?

(3) What **are** you doing?

(4) Who **is** sick?

(5) **Has** Thomas visited you often?

(6) What **are** you reading?

The examples above show the difference in the use of the primary auxiliary verb in each sentence. They also show the role of the primary auxiliary verb in the structure of *the yes-no* question and *wh*-question formation. Next, here

is the example of an interrogative sentence using *the dummy auxiliary verbs* are as follow:

      (7) **Do** you like that man?

      (8) **Does** she still write to you?

      (9) **Did** she like Pizza?

      (10)  Whom  **did** they meet?

      (11) Why **do** you like that man?

Auxiliary *'do'* in this case is called dummy *do* or *dummy auxiliary verb* (Berry, 2012; Gelderen, 2010) . It is separated from two types (*to be* and *have*) of the primary auxiliary verb because the use of dummy auxiliary verb in the interrogative sentence is different. The examples above show the use of a dummy auxiliary verb in *yes-no* question and *wh-*question.

Then, English and Indonesian also have differences in the use of modal auxiliary verbs. In English, a modal auxiliary verb is used to form *a yes-no* question placed at the beginning of the interrogative sentence as in sentence (12). Besides, a modal auxiliary verb is also used to form *wh-* placed after question word and before subject as shown in sentences (13) and (14).

      (12)    **Will** she like this dress?

      (13)    What languages **can** you speak?

      (14)    How **should** I know?

In Indonesian, modal auxiliary verb or helping verb is also used to form *a yes-no* question placed at the beginning of the sentence but this helping verb is added by the particle *'kah'* as in sentence (15). Besides, the formation of *wh-*question in Indonesian using a helping verb is not placed after the question word

or before the subject. It is placed before the predicate or verb in a sentence, as showed in sentence (16) and (17) below. Thus, the use of the modal auxiliary verbs or helping verbs in Indonesian is different from English.

(15) **Dapatkah** dia pergi sekarang?

(16) Keluarga Daryanto **akan** pindah ke mana?

(17) Bagaimana hal ini **bisa** terjadi?

Based on the explanations and examples above, the use of auxiliary verbs must agree with the subject in the sentence except for the modal auxiliary verbs. Besides, those auxiliary verbs determine the form of the verb that heads of the verb phrase complement (Aarts, 2001). Moreover, it becomes one of the differences in forming interrogative sentence in English and Indonesian. Because Indonesian does not have auxiliary verbs in forming interrogative sentence expect for helping verbs that is equal to helping verbs.

## 1.6   Use of Particel *'kah'*

In Indonesian, there is a use of particle *–kah* to form the interrogative sentence. Tarmini and Sulstyawati (2019) state that particle is one of the interrogative tools used to form an interrogative sentence. Morever, Muhlish (2010) adds that sometimes this particle is arbitrary and sometimes is obligatory. It depends on its sentence type. In the Indonesian interrogative sentence, the use of this particle *–kah* does not only determine the change of word order to form a declarative sentence to interrogative sentence but also it is the most dominant element in Indonesian interrogative sentence.

The data have shown that the use of particle *–kah* is the most dominant to form *a yes-no* question. It is caused by the absence of a question word. So, this

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particle becomes obligatory in Indonesian *yes-no* question. On the other hand, the data shown that the use of this particle is less in *wh*-question. It is due to the existence of question words in *wh*-question. So, the use of this particle is arbitrary (Muhlish, 2010: Tarmini and Sulstyawati: 2019). Therefore, the use of particle – *kah* to form the interrogative sentence is one of the differences between Indonesian and English and distinguishes the structure of interrogative sentence in both languages. Here are the examples of interrogative sentence that use the particle –*kah*:

Setuju**kah** mereka dengan pergeseran jabatan itu?
*Agree Ø     they    with    change of position    the?*
V + *kah*      N     Prep         N            Art
*(Do they agree with the change of position?)*

<u>Bekerja**kah**</u>    mereka di      pabrik roti?
*Work Ø            they    in     factory       bread?*
V + Particel *'kah'*    N     Prep         N
*(**Do** they work in bread factory?)*

<u>Dapat**kah**</u>                   dia          pergi sekarang?
*Can   Ø                he          go     now?*
Modal Aux. + P. *'kah'*     N        V      Adv
*(**Can** he go now?)*
Demi siapa**kah**       dia    berbuat demikian?
*For    who Ø      she    do     it?*
Prep    Q. Word      N     V     N
*(For wh-om did she do it?)*

Siapa**(kah)**            saya?
*Who   Ø             I?*
Q.Word     Q.Marker    N
*(Who am I?)*

Thus, the explanation and examples above show that the use of particle – *kah* in forming *yes-no* question and *wh*-question in Indonesian is different from

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English. English does not use the particle –*kah* to form the interrogatives. Hence, the use of particle –*kah* is one of the differences in the formation of Indonesian and English interrogative sentences.

## 1.7 Number of the variations the *Wh*-question Formation

The last difference is the number of variations to form the *wh*-question. Lester (2009) says that the process of forming an information question (*wh*-question) in English is both unusual and complicated. On the other hand, he also explains some rules to form the *wh*-question which are, move the interrogative pronoun or question word to the first position in the sentence, invert the verb and subject, and interrogative pronoun (question word) play as the subject. For the first and second rule, we need to apply the dummy auxiliary verbs insertion rule when there is no helping verb. Besides, the third rule does not apply the verb and subject inversion or the dummy auxiliary insertion rule because the question words play as the role of subject. Therefore, the number of variations in forming *wh*-question in English is more than in Indonesian.

Regarding the rules above, the data have shown that there are many variations of forming *wh*-question in English. Moreover, this is similar to the study conducted by Zulianti (2012) who also shown that the number of variations of *wh*-question formation is one of the differences in both languages. Specifically, the variations of *wh*-question structures to ask people and things in English were shown by Rahcma (2018) as one of the differences in ten different of *wh*-question to ask people and things in English and Javanese. To see the differences of number variations in forming *wh*-question as follow:

Table 4.12 the variations or patterns to form *wh*-question in English and Indonesian

| English question words | Indonesian questions words |
|---|---|
| Question word **what** has five variations or patterns; | Question word **apa** has five variations patterns; |
| What+V+N+V+N | N+V+apa |
| What+Aux.V+N+V | N+V+apa+N |
| What+N+Aux.V+N+V | Apa$_{(yang)+}$Modal Aux.V+N+V$_{(active)}$ |
| (Prep)what+Aux.V+N+V | Apa$_{(yang)}$+V$_{(passive)}$+N |
| What+kind of+N+Aux.V+N+V | (Prep)apa+N+V |
| Question word **who** has seven variations of patterns; | Question word **siapa** has six variations or patterns; |
| Who+V+N | Siapa $_{(yang)}$+N+V |
| Who+Aux.V+V+N/Adv | Siapa+N |
| Who+Aux.V+Adj | Siapa$_{(yang)}$+V+N+Adv |
| | N+V+siapa |
| Whom+Aux.V+N+V | N+V+siapa+Adv |
| (Prep)whom+Aux.V+N+V | (Prep)siapa+N+V+N |
| Whose+N+Aux.V+N+V | |
| Whose+N+Aux.V+Adv | |
| Question word **why** has two variations or patterns; | Question word **mengapa** has two variation or pattern; |
| Why+Aux.V+N+V+N | Mengapa+N+V+Adv |
| Why+Aux.V+N+V$_{(ing)}$ | Mengapa+N+V |
| Question word **where** has two variations | Question word **di mana** has two variations or patterns; |
| Where+Aux.V+N+V | (di/ke/dari) mana+N |
| Where+Aux.V+N+V+N/Adv | N+V+(di/ke/dari) mana |
| Question word **when** has two variations | Question word **kapan** has four variations or patterns; |
| When+Aux.V+N+V | Kapan+N+V |
| When+Aux.V+N+V+Adv | Kapan+N+Adv |
| | N+kapan+Adv |
| Question word **wh-ich** has five variations or patterns; | N+Adv+kapan |
| | Question word **berapa** in Indonesian |

| | |
|---|---|
| Which+N+Aux.V+N+V | has three variations**;** |
| Which+N+V+Adv | |
| Which+Aux.V+N+V | Berapa$_{(jumlah)}$+N |
| Which+one/s+Aux.V+N+V | Berapa+N |
| Which of+N+Aux.V+Adj | Berapa+Adv/adj+N+V+Adv |
| | |
| Question word *how* has three variations or patterns; | Question word *bagaimana* has one variation or pattern; |
| | |
| How+Aux.V+N+V/N | Bagaimana+N+V+N |
| How+Adj+Aux.V+N+V | |
| How+Adv+Aux.V+N+V+Adv | |

Thus, the number of variations in forming *wh*-question in English and Indonesian shows that those variations are affected by types of question words, place of question words, elements of interrogatives, and rules of *wh*-question in both languages. Hence, the number of variations to form the *wh*-question formation is one of the differences in the structure of English and Indonesian interrogative setence.

Based on the explanations above, it can be seen that there are two important points of these findings. The first point is the differences of the *yes-no* question formation in English and Indonesian that are made up by placement of question formers, the use of question formers, tenses marker, numbering or quantity marker, and the use of particle –kah. It is supported by Radford (2009) who says the syntactic structure of any given sentence is to identify each of the constituents in the sentence and to say (for each constituent) what category it belongs to and what functions it serves. The second point is differences in the structure of *wh*-question in English and Indonesian are stressed on the placement of question word, the use of question word, tense marker, quantity marker, the use

of particle –kah, and the number of variation to form *wh*-question. Therefore, the differences of interrogative sentence in English and Indonesian are resumed below;
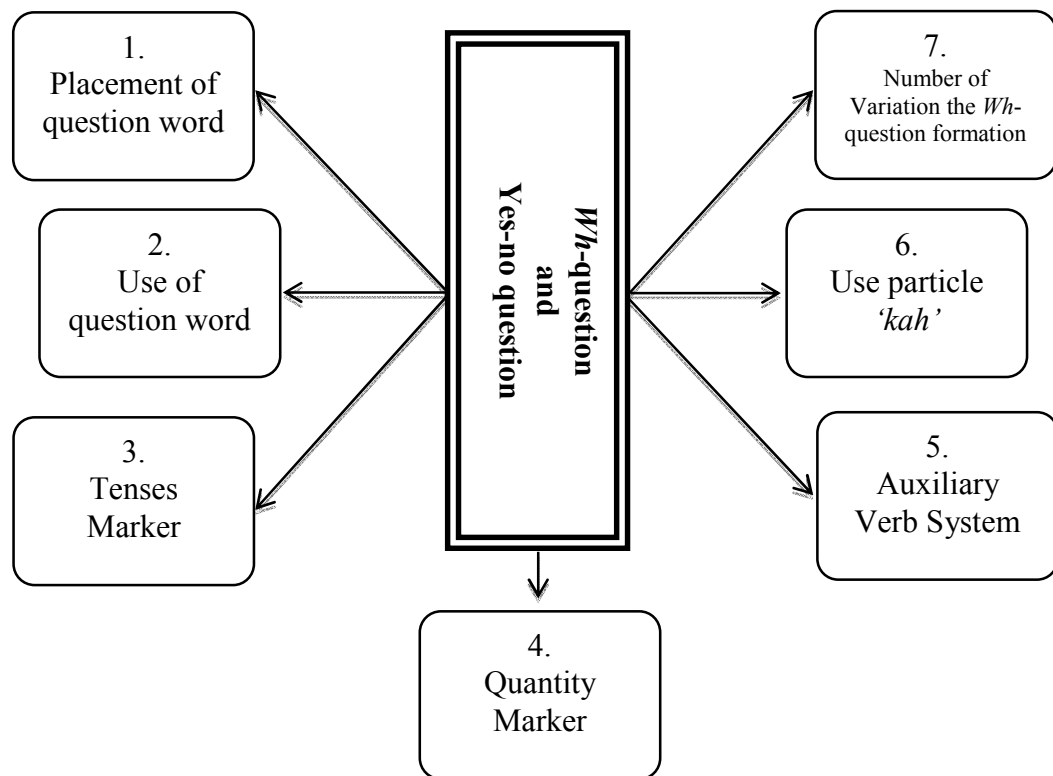


*Figure 4.8 the differences in the structure of interrogative sentence formation in English and Indonesian*

2. **The Similarities in the structure of interrogative sentence formation in English and Indonesian**

This section discusses on the similarity of interrogative sentences in English and Indonesian. Although both languages come from different language families, the data showed that the structure of forming yes-no question and *wh*-question have a similarity. Further discussion on each type of similarity is discussed in the following sections.

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## 2.1 Use of former or word at the beginning of declarative sentence to form *yes-no* question

The first similarity in forming *yes-no* question is the use of formers in front of subject or at the beginning of declrative sentence. In Indonesian, there are some ways to form *yes-no* question. One of them is the use of question word *'apakah'*. Alwi et al., (2010) argues that declarative sentence with any form (*aktif, pasif, ekatransitif, dwitransitif* and so on) can be changed to be an interrogative sentence by adding question particle *'apa'* on those sentence and add the particle *–kah* to stress its question. The question word *'apakah'* is called as a question particle *'apa'* by Alwi et al., (2010) and Muslich (2010) to differentiate between the question word *'apa'* in *wh*-question. Putrayasa (2017) further states that this question word is placed in front of a declarative sentence. The explanation shows that the question word *'apakah'* is separated from the main sentence (not part of a declarative sentence).

This case also occurs in English where the dummy auxiliary verb is not a part declarative sentence. As mentioned previously, *yes-no* question in English is formed by the auxiliary verbs. One of them is the dummy auxiliary verb. Therefore, Lester (2009) states the process to insert the dummy *'do'* in front of the main verb where it is called by the 'do insertion rule'. Afterward, this auxiliary verb can be inverted with the subject (subject-auxiliary inversion). Thus, a simple sequence of dummy *'do'* process to form *yes-no* question is a declarative sentence (without dummy 'do') – empathic sentence (with dummy 'do' in front of the main verb) – *yes-no* question (Inverting dummy 'do').

Nevertheles, Brinton and Brinton (2010) argue that the insertion formation of dummy *'do'* is purely structural (tense carrier) and it is empty of lexical meaning. They also add that the addition of this auxiliary does not change the meaning of sentence. Furthermore, (Gelderen, 2010) shows the use of dummy 'do' by adding this auxiliary at the beginning of a declarative sentence (in front of the subject) even he divides separately the insert of dummy 'do' in question, negative, and emphatic. In the present study, the dummy auxiliary verb can be added or inserted at the beginning of a declarative sentence (in front of subject). We do not insert it in front of the main verb (became emphatic statement) because the addition of this auxiliary verb does not change the meaning of sentence (Brinton &Brinton, 2010). Moreover, the formation of a question, negative, and emphatic can be separated by its way. They are not a sequence of processes.

Furthermore, the data have shown that the use of dummy auxiliary verb at the beginning of sentence do not change the meaning and structure of the sentence. It is in line with the study conducted by Aswar (2016). She also found and shown that English and Massenrempulu have some similarities. One of them is the place of question word/former. Her study showed that the English question word or former to form an interrogative sentence is the use of them at the beginning of sentence. Thus, the use of question former at the beginning of a declarative sentence occurs in English and Indonesian to form a *yes-no* question. The question word '*apakah'* and the dummy auxiliary verb are not a part of a declarative sentence. Therefore, this way is the first similarity in English and

Indonesian interrogative. To see the use or insertion of those formers, here are the examples of *yes-no* question:

| | | | | | | |
|---|---|---|---|---|---|---|
| **English** | **Do** | you | like | that | man? | |
| | Q. Word | N | V | Dem | N | |
| | **Does** | she | like | pizza? | | |
| | Q. Word | N | V | N | | |
| | **Did** | the campers sleep | | in | tents? | |
| | Q. Word | N | | V | Prep | Adv |
| **Indonesian** | **Apakah** | adikmu | suka? | | | |
| | Q. Word | N | V? | | | |
| | **Apakah** | anda tahu masalah tersebut? | | | | |
| | Q. Word | N | V | N | Dem | |
| | **Apakah** | saudara seorang mahasiswa? | | | | |
| | Word | N | Art | N | | |
| | **Apakah** | anda seorang dokter? | | | | |
| | Q. Word | N | Art | N | | |

## 2.2 Inversion of a part of declarative sentence to form *yes-no* question

The next similarity is inversion. Subject-predicate inversion is a way to form the *yes-no* question in English and Indonesian. In English, the most important formal characteristic of interrogatives is the inversion of the subject with the first auxiliary( (Berry, 2012). Aarts (2001) says that this process is subject-auxiliary inversion. Berry (2012) adds that interrogatives beginning with an inverted auxiliary, are called with a *yes-no* question. Therefore, the verbs that can be inverted are only the auxiliary verbs, not the main verbs.

That is different from Indonesian. The formation of *yes-no* question in Indonesian by inverting subject with predicate is not only occurred to helping verb but also to other words (main verb, noun, or adjective) which is a predicate of the sentence. Besides, those words are added by particle *–kah*.  This is based on one

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of the ways to form interrogatives in Indonesian by inverting the word order (Alwi et al., 2010; Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiono, 2017 Tarmini & Sulstyawati, 2019) and adding the particle *–kah* (Muslich, 2010).

Although, the formation of the *yes-no* question in both languages has a different rule. On the other hand, it has the same way by inverting a part of a declarative sentence (subject-predicate) to form the *yes-no* question in English and Indonesian. Here are data of *yes-no* question by inverting the subject-predicate:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **English** | Was | she | sleeping | | when | the | storm hit? |
| | **Aux. V** | N | V | | Conj | Art | N V |
| | Are | we | staying at | same hotel? | | | |
| | **Aux. V** | N | V Prep | Adv | | | |
| | Have | you | found | the books? | | | |
| | **Aux. V** | N | V | N | | | |
| | Has | Thomas | visited | you | often? | | |
| | **Aux. V** | N | V | N | Adv | | |
| | Can | he | understand | you? | | | |
| | **Aux. V** | N | V | N | | | |
| | Will | she | like | this dress? | | | |
| | **Aux. V** | N | V | Dem N | | | |
| **Indonesian** | Setujukah | mereka | dengan pergeseran jabatan itu? | | | | |
| | **V+(*kah*)** | N | Prep | N | Art | | |
| | Menangiskah | dia | kemarin? | | | | |
| | **V+ (*kah*)** | N | Adv | | | | |
| | Dapatkah | | dia | pergi sekarang? | | | |
| | **Helping V+ (*kah*)** | N | V | Adv | | | |

## 2.3 Question words to form *wh*-question

The last is to form a *wh*-question. According to Berry (2012), this type of question is introduced by a word beginning with *wh-*. Lester (2009) adds that this question begins with interrogative pronouns such as '*wh*ere' ask for information about a place. It is line with Alwi et al., (2010) and Muslich (2010) who provide the ways to form interrogative sentence in Indonesian. One of the ways to form

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the interrogatives in this language is by using the question words. Besides, the data of *wh*-question have shown that the English and Indonesian use the question words informing this question. Moreover, this similarity is comparable to the study conducted by Zulianti (2012). In her study, she also showed that one of the similarities of *wh*- question (*kalimat tanya informatif*) in English and Indonesian is the use of question words.

3. **The effect of the difference between interrogative sentences in English and Indonesian**

Having described and compared the interrogative sentence in English and Indonesian, this section provides errors or difficulty prediction that may be faced by learners. This prediction is based on the result of the comparison of English and Indonesian interrogative sentences which are problematic for learners. Lee (cited in Pranowo, 2014) assumes that the result of contrasting is needed to predict difficulty and error which will occur in language learning. Moreover, Nur (2016) states that it is useful to improve the second (foreign) language learning by understanding its different aspects. Furtuhermore, Purnama, Indihadi, & Giyartini, (2016) found that writing the inverted sentences is an error which is often done by students due to differences in the structure of the English and Indonesian interrogatives**.** Therefore, to predict the errors that may be faced by learners, this section elaborates into the following two sections.

3.1 **Difficulties of Indonesian Learners in Using English Interrogative Sentences**

The differences between English and Indonesian interrogative sentences can impact to Indonesian learners. They may face difficulty or make an error to

use the English interrogative sentence. The difficulties that may be faced by Indonesian learner to form the English interrogative sentences are as follow:

### 3.1.1 Error in using auxiliary verbs to form *yes-no question*

*Yes-no* question in English is formed by using three types of auxiliary verbs. Those are the primary auxiliary verb, dummy auxiliary verb, and modal auxiliary verb. In Indonesian, there is no auxiliary verbs system. If learners do not understand the auxiliary verbs well they may be confused or make mistakes.

1) Miformation of auxiliary verb to form *yes-no* question

This may happen because Indonesian learners do not recognize the quantity or number of subject. There is no subject-verb agreement or concord in Indonesian. Meanwhile, the use of the auxiliary verb in English must agree with subject because it is affected by the quantity or number of subject, except modal auxiliary verb. Dulay, Burt, and Krashen (cited in James, 2013) define that misformation as the use of wrong form of a structure or morpheme. Here are examples of errors that may be faced by learners:

> *\*<u>Do she</u> buy a book?*
>
> *\*<u>Do your friend</u> work in hospital?*
>
> *\*<u>Have Nina</u> lived at Ciamis?*

2) Misformation of auxiliary verb with main verb

This error occurs because of the difference between English and Indonesian that have auxiliary verb system. Learners may face difficulties to agree or match the auxiliary verbs with the main verb in an interrogative sentence. Those auxiliary verbs have rules to apply in structuring a sentence. Hence, they

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use the wrong form of a structure **(**Dulay, Burt, and Krashen (cited in James, 2013)**.** Some kinds of error that learners may be faced are as follows:

**\*Are** you <u>go</u> to school? ⟶ ($V_{ing}$)

**\*Has** she <u>eat</u> noodles? ⟶ ($V_3$)

**\*Have** you <u>watch</u> that movies? ⟶ ($V_3$)

**\*Does** your brother <u>cooks</u> rice? ⟶ ($V_1$)

**\*is** she <u>finished</u> his task? ⟶ (Has)

3) Misformation of dummy auxiliary verb

Misformation of the dummy auxiliary verb occurs because it is only used to a verbal sentence. As mentioned previously, misformation is the use of the wrong form in structure or morpheme (Dulay, Burt, and Krashen cited in James, 2013)**.** Therefore, Indonesian learners may make an error because they confuse or difficult to use the dummy auxiliary verbs**.** The following are some errors that may be faced by learners:

**\*Does** he <u>your friend</u>? ⟶ (Is)

**\*Does** your father <u>a farmer</u>? ⟶ (Is)

**\*Did** we <u>beautiful</u>? ⟶ (Are)

### 3.1.2   Error in using the auxiliary verbs to form *wh*-question

The next is the use of auxiliary verbs to form *wh*-question. As explained previously, the auxiliary verbs in English are not only used to form *yes-no* question but also *wh*-question. Therefore, Indonesian learners will make errors to form *wh*-question related to the use of auxiliary verbs because Indonesian does

not have the auxiliary verbs system. The following are some predications of errors that may be faced by learners:

1) Omission of auxiliary verbs can occur to form English wh-question. According to James (2013) omission is ungrammatical. This occurs due to the absence of an auxiliary verbs system in Indonesian. So, Indonesian learners often ignore the auxiliary verbs in English interrogative sentences. The examples of errors that may occur are as follow:

   *What      she      break?
   *Why       you      like      that man?
    *How      often    you      go there?

   The correct interrogative sentence pattern for the sentence above is:
   What       did      she      break?
   Why        do       you      like      that man?
   How        often    do       you      go there?

2) Misordering of auxiliary verbs in the *wh*-question. Learners may make misordering of auxiliary verbs in forming the *wh*-question. Dulay, Burt, and Krashen (1982, cited in James, 2013) observed that misordering is often the result of learners relying on carrying out 'word-for-word translations of native language surface structures. The sentences that may occur are as follows:

   * When     you      will     get      there?
   *What      languages      you      can      speak?

   While the correct sentence is:
   When       will     you      get      there?
   What       languages      can      you      speak?

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3) Misformation of auxiliary verbs in the *wh*-question. In English, there is a subject-verb agreement. So, learners must match or agree on the subject and verb when form the *wh*-question. The errors that may be faced by learners are:

> *What <u>do</u> you doing?
> *(Apa yang sedang kamu lakukan?)*

While the correct sentences are:

> What are you doing?

### 3.1.3   Error in using the question words

Indonesian learners will also be confused in using English question words because they have several question words that have different forms with Indonesian question words but have the same lexical meaning. These differences can cause errors or confusion that can occur in the following sections:

1) Misformation question words asking about subject, object, and ownership

In English, there are differences in using question words to ask about subject, object, and ownership. Those are *'who', 'whom',* and *'whose'* question words. Indonesian only has one question word used to ask about subject, object, and ownership, *'siapa'*. The following are examples of errors that may appear:

> *They     meet     who?
> * Book *wh*o       is       on     the desk?

The correct form of the interrogative sentence is as follow:

> Whom     did     they          meet?
> Whose     book   is       on     the desk?

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2) Misordering of question word to ask about places

As explained previously, question word in English is used to ask about place or location is question word '*where*'. Meanwhile, question word used to ask about place or location in Indonesian is '*di/ke/dari mana*'. It is can be positioned at the beginning, at the middle, or at the end of an interrogative sentence. This can be caused by learners who carry out 'word-for-word translations of native language structure surface ( Dulay, Burt, and Krashen 1982, cited in James, 2013; Keshavarz, 2011)). Keshavarz (2011) calls it an incorrect word order. Therefore, the predictions of error that may be faced or made by learners are:

*from where you come?

*The cat sleeps where?

The correct question sentence form is:

Where do you come from?

Where did the cat sleep?

## 3.2 English Learners Difficulty in Using Indonesian Interrogative Sentences

Differences in English and Indonesian interrogative sentences do not only cause difficulties for Indonesian learners but also foreign learners who use English as a first or second language. It is in line with Lee (cited in Pranowo, 2014), who assumes that the difficulties happened because of the difference in both system language. Therefore, some of the error predictions that may be faced by foreign learners are:

### 3.2.1   Omission of particle *'kah'*

In Indonesian, there is the use of particle *'kah'* to form *a yes-no* question. It is different from English. This difference can be used to predict learners' errors to form or to use Indonesian *yes-no* questions. Learners may make an error by omitting the particle *–kah* when forming or using the question. Keshavarz (2011) argues that omission is a process that usually involves the deletion of function words. Hence, some predictions of errors that may be made or faced by learners, as follows:

*Haruskah Narti segera menikah?  ⟶  Haruskah Narti segera menikah?

*Dapatkah dia pergi sekarang?  ⟶  Dapatkah dia pergi sekarang?

### 3.2.2   Misordering of modal auxiliary verb in *wh*-question

English and Indonesian have helping verb or modal auxiliary verb used in forming the *wh*-question but there are differences between both of them. In English, a modal auxiliary verb in *the wh*-question is placed after question words or before the subject. Meanwhile, the helping verb in *wh*- question Indonesian is placed after subject and before the main verb. That may lead learners to make an error such as putting it in an incorrect position. Keshavarz (2011) calls it an incorrect word order. The following are some errors that may be made by learners:

*Kapan **akan** <u>kamu datang</u>?  ⟶  Kapan <u>kamu</u> **akan** <u>datang</u>?

*Kemana **akan** <u>kamu pergi</u>?  ⟶  Kemana <u>kamu</u> **akan** <u>pergi</u>?

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### 3.2.3 Omission relative conjuction *'yang'* in forming *wh*-question

The use of question word *'apa'* and *'siapa'* in Indonesian has a low obstinacy level in interrogative sentences. Those question words can be moved at the middle, or the beginning of the sentence. The placement at the middle or the end of sentence does not change the structure of the declarative sentence because they substitute the word or thing asked in the sentence. Whereas, the placement of those question word at the beginning of the interrogative sentence must be added by modifier *'yang'* after those question words either to ask about subject or object. Parera (2009) says one of the interesting things in Indonesian is the form of *'yang'* because it plays many functions in Indonesian. This difference can predict the difficulty that may be faced by foreign learners. They may face the difficulty to use the modifier *'yang'* informing the *wh*-question. Therefore, the error that may be made by learners is the omission of relative conjunction '*yang'* in a sentence. Here are the examples that may be faced by learners:

| Omission of constituent *'yang'* | Correct sentence |
|---|---|
| **Siapa** ~~yang~~ mem<u>bawa</u> buku? | **Siapa** yang membawa buku? |
| **Siapa** ~~yang~~ dia <u>ajak</u>? | **Siapa** yang dia ajak? |
| **Siapa** ~~yang~~ Andi <u>panggil</u>? | **Siapa** yang Andi panggil? |
| **Apa** ~~yang~~ di<u>amati</u> oleh Robert? | **Apa** yang diamati oleh Robert? |
| **Apa** ~~yang~~ harus kami <u>bawa</u>? | **Apa** yang harus kami bawa? |
| **Ap**a ~~yang~~ Sir Tarigan <u>baca</u>? | **Ap**a yang Sir Tarigan baca? |

### C. Research Limitation

1. The main instrument in this study is the researcher herself, so it is assumed that a deficiency can occur at the analysis stage.

2. Some limitations of the interrogative sentence data in this study are:

a. The data of interrogative sentences that were analyzed are only two types of interrogative sentences, namely *yes-no* question and *wh-*question.

b. The data of Interrogative sentences are limited to formal language in written form.

3. The scope of the interrogative sentence studied in this research is limited to the syntactic level.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. CONCLUSION**

Based on the results of data analysis and previous explanations, it can be concluded that the structure of interrogative sentence formation in English and Indonesian has differences and similarities that may affect learners in both languages. This conclusion can be explained as follow.

The structure of *yes-no* question in English has a straightforward pattern by the basic characteristics of inversion. This inversion is affected by the linguistics elements such as tense, quantity, and auxiliary verb system. Meanwhile, the structure of *wh-*question formation applies the basic characteristics of *yes-no* question (inversion). However, the inversion is preceded by the question words. Besides, this inversion is excluded for the question word *'what'* and *'who'* when they play as subject role of sentence.

Furthermore, the structure of the *yes-no* question in Indonesian is formed by the use question word *'apakah'* and the predicate inversion with the subject. This predicate inversion includes nouns, adjectives, and main verbs (*taktransitif, ekatransitive,* and *semitransitif*) as predicates in sentences, and helping verb (*dapat, bisa, harus, sudah,* and *mau*). Besides, the use of the question word *'apakah'* can represent the inversion process. This is because the use of the question word *'apakah'* can be used for all forms of declarative sentences.

Meanwhile, the structure of *wh-*question formation in Indonesian doesn't have a straightforward pattern. This is because the question word can replace

(substitute) directly the word (sentence element) which is asked except the question words *'mengapa'* and *'bagaimana'*. Besides, the placement of the question words *'apa'* and *'siapa'* at the beginning of the sentence must be followed by relative conjunction *'yang'* (when it play a subject role or ask a mandatory element).

The structure of interrogative sentence formation in English and Indonesian showed that there are differences between both interrogatives. The difference of interrogative sentence in English and Indonesian includes: 1) the placement of question formers or words, 2) use of the question formers or words, 3) tenses markers, 4) quantity markers, 5) Auxiliary verb system, 6) Use of particle *kah,* 7) the number of the variations to form *wh*-question. Nevertheless, there are similarities in the structure of interrogative sentence formation in English and Indonesian that consist of: 1) the use of former/word at the beginning of a declarative sentence to form the *yes-no* question, 2) Inversion of a part of a declarative sentence to form the *yes-no* question, and 3) question words to form *wh*-question.

Then, these differences can be used to predict errors or difficulties that may be experienced or faced by learners of both languages. For Indonesian learners, there are three main points of errors that may be faced by them namely: 1) error in using auxiliary verbs to form *yes-no* question, 2) error in using auxiliary verbs to form *wh*-question, and 3) error in using the question words. While for foreign learners, the errors or difficulties prediction that may be faced by them are 1) omission of particle *'kah'*, 2) misordering of the modal auxiliary

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verbs in *wh*-question, and 3) omission relative conjunction *'yang'* in forming *wh*-question.

**B. IMPLICATIONS**

Based on the conclusions above, the implication of this study is the differences and similarities in the structures of English and Indonesian interrogative sentence can be useful in the language learning process. For educators, they can utilize the results of this study to develop teaching material, to select learning strategies, or to be the supporting material in learning interrogative sentences. In addition, they can consider the differences to minimize the error or confusion and consider the characteristics of both interrogatives in learning interrogative sentences. For learners, the results of this study can give an explanation of the English and Indonesian interrogative formation simultaneously in order that students can understand the characteristics and tendencies of both interrogatives systematically and entirely. This basic knowledge will help or make it easier for students to apply it.

**C. SUGGESTIONS**

Based on the implications above, the suggestions in this research are as follows:

a. For educators, the differences and similarities of interrogative sentences in English and Indonesian are only theory-based. Educators should adjust to real processes in the class in order can be used these findings optimally.

b. For learners, by knowing the differences and similarities of interrogative sentence formation, it will give a systematic description structurally and

can help the confusion or difficulty experienced. Therefore, learners should recognize and pay attention to the elements of interrogatives in both languages either the difference or similarity.

c. For the next researchers, differences and similarities in the structure of the interrogative sentence in English and Indonesian can be considered to compose a teaching material for Indonesian learners and foreign learners related to syntax. Besides that, the effect caused by the difference in English and Indonesian interrogative sentences in this study is predictive. Therefore, it can be studied further in the learning process or learners.

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# Appendix A

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Nomor : 11 76 /UN34.17/LT/2020          30 Januari 2020
Hal : Izin Validasi

Yth. Bapak/Ibu Dr. Drs. Teguh Setiawan M.Hum. (1)
Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

| | | |
|---|---|---|
| Nama | : Diana S. Rahman | |
| NIM | : 18706251024 | |
| Prodi | : Linguistik Terapan | |
| Pembimbing | : Dr. Dra. Roswita Lumban Tobing M.Hum. | |
| Judul | : *A Contrastive Analysis Of Interrogative Sentence In English and Indonesian* | |

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami sampaikan terima kasih.

Wakil Direktur I,

Dr. Sugito, M.A.
NIP 19600410 198503 1 002

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# Appendix B Data of English Interrogative Sentences

## A. The data sheet of interrogative sentences in English

| No | Auxiliary Verb | | Interrogative Sentence | Data source |
|---|---|---|---|---|
| 1 | The Primary auxiliary verb | Am | (1) Am I right? | English grammar Drills: Mark Lester, 2009: h. 218 |
| | | Is | (2) Is he here? | English grammar Drills: Mark Lester, 2009: h. 243 |
| | | | (3) Is she aware of problem? <br> (4) Is she able to stand alone? | English Sentence Builder: Ed Swick, 2009: h. 12, 13 |
| | | | (5) Is it raining? <br> (6) Is Jim ill today? | Basic English Grammar: Anne Seaton & Y. H. Mew, 2007: h. 147 |
| | | Are | (7) Are you going to bring your car? | English Grammar A Resource book for students: Roger Berry 2012: h. 247 |
| | | | (8) Are you able to make out her signature? <br> (9) Are you planning on attending the party? <br> (10) Are you coming to the party? <br> (11) Are you ready? | English Sentence Builder: Ed Swick, 2009: h. 13, 18, 19, 134. |
| | | Was | (12) Was she sleeping when the storm hit? | English Sentence Builder: Ed Swick, 2009: h. 18 |

| | | | (13) Was Bill learning shorthand? | |
|---|---|---|---|---|
| | | Were | (14) Were the campers sleeping in tents? | English Sentence Builder: Ed Swick, 2009: h. 18 |
| | | Have | (15) Have you worked here for every long? (16) Have you been here before? (17) Have they liked to listen to rap music? (18) Have you had a few extra dollars? (19) Have you found the books? | English Sentence Builder: Ed Swick, 2009: h. 12, 13, 14, 15, 19 |
| | | | (20) Have they gone? | English Grammar A Resource book for students: Roger Berry 2012: h. 77 |
| | | Has | (21) Has he lost his mind? | English grammar Drills: Mark Lester, 2009: h. 217 |
| | | | (22) Has she been able to stand? (23) Has Thomas visited you often? (24) Has Mom wanted to go shopping? | English Sentence Builder: Ed Swick, 2009: h. 13, 14, 15 |
| | | | (25) Has Maria returned? | An Introduction to English Sentence Structure: Andrew Radford, |

| | | | | 2009: h. 81 |
|---|---|---|---|---|
| **2** | The Dummy Auxiliary Verb | Had | (26)  Had he adequate notice? | English Sentence Builder: Ed Swick,  2009:  h. 12 |
| | | | (27)   Had she returned his e-mail? | English grammar Drills: Mark Lester, 2009: h. 218 |
| | | Do | (28)   Do you enjoy her classes?<br>(29)   Do they like to listen to rap music?<br>(30)   Do you like that man? | English Sentence Builder: Ed Swick,  2009: h. 14, 15, 19 |
| | | | (31)   Do I care?<br>(32)   Do you know the answer?<br>(33)   Do we have a problem? | English grammar Drills: Mark Lester, 2009: h. 218,  243, 224 |
| | | Does | (34)   Does Thomas visit you often?<br>(35)   Does Mom want to go shopping?<br>(36)   Does she like pizza?<br>(37)   Does Tim have a new job? | English Sentence Builder: Ed Swick,  2009: h. 14, 15, 134 |
| | | did | (38)   Did he have to live alone?<br>(39)   Did you want some help?<br>(40)   Did the campers sleep in tents?<br>(41)   Did you meet them? | English Sentence Builder: Ed Swick,  2009: h. 14, 15, 18, 58 |

| | | | | English grammar Drills: Mark Lester, 2009: h. 218 |
|---|---|---|---|---|
| | | | (42) Did she get the answer? | English grammar Drills: Mark Lester, 2009: h. 218 |
| | | | (43) Did he return it? | |
| | | | (44) Did they believe me? | English Grammar A Resource book for students: Roger Berry 2012: h. 45, 126 |
| | | | (45) Did you bring the money? | |
| | | | (46) Did the boy leave the house? | An Introduction to English Sentence Structure: Andrew Radford, 2009: h. 99 |
| 3 | The Modal Auxiliary Verb | Can | (47) Can Victor understand the problem? | English Sentence Builder: Ed Swick, 2009: h. 14, 19, |
| | | | (48) Can he understand you? | |
| | | May | (49) May I see you later? | English grammar Drills: Mark Lester, 2009: h. 217 |
| | | Must | (50) Must he live alone? | English Sentence Builder: Ed Swick, 2009: h. 14 |
| | | Will | (51) Will she like this dress? | English Sentence Builder: Ed Swick, 2009: h. 13 |
| | | | (52) Will you answer my question? | English Grammar A Resource book for students: Roger Berry, 2012: h. 64 |
| | | Shall | (53) Shall I turn on the TV? | English Sentence Builder: Ed Swick, 2009: h. 13 |
| | | | (54) Shall we go to the movies tonight? | |
| | | | (55) Could Victor understand the problem? | English Sentence Builder: |

| | | | Ed Swick, 2009: h. 13 |
|---|---|---|---|
| | | Would | (56) Would you like them? | English grammar Drills: Mark Lester, 2009: h. 217 |
| | | Should | (57) Should we call them? | English grammar Drills: Mark Lester, 2009: h. 217 |
| | | | (58) Should we go now? | Basic English Grammar: Anne Seaton & Y. H. Mew, 2007: h. 147 |
| | | Might | (59) Might I have a look? | English Grammar A Resource book for students: Roger Berry, 2012: h. 106 |

**B. The data sheet of *wh*-questionin English**

| No | Question Word | Interrogative Sentence | Data Source |
|---|---|---|---|
| 1 | What | (1) On what did the boy sit?<br>(2) In what was it hidden?<br>(3) Under what did the cat sleep?<br>(4) About what the lecturer speaking?<br>(5) What time do you want to leave for the game? | English Sentence Builder: Ed Swick, 2009: h. 20, 26, 29, 86 |

| | | | |
|---|---|---|---|
| | | (6)  What cities do you want to visit? | |
| | | (7)  What are you doing?<br>(8)  What was your intention?<br>(9)  What are you saying?<br>(10) What languages can you speak?<br>(11) What kind of prize do you want to award? | An Introduction to English Sentence Structure: Andrew Radford, 2009: h. 35, 42, 49, 152, 364 |
| | | (12)  What made you change your mind? | Basic English Grammar: Anne Seaton & Y. H. Mew, 2007: h. 148 |
| | | (13) What did he say?<br>(14) What have you done?<br>(15) What caused this damage? | English Grammar A Resource book for students:<br>  Roger Berry,  2012: h. 122, 126 |
| 2 | Who | (16)  Who is sick?<br>(17)  Whom did they meet?<br>(18)  With whom did I speak?<br>(19)  From whom were the letters?<br>(20)  Who can rely on in times like this?<br>(21)  Whose house did the children have to live at? | English Sentence Builder:<br>Ed Swick,  2009: h. 20, 26, 29, 152 |

| | | (22) Who told you that?<br>(23) Who has taken my pen? | Basic English Grammar:<br>Anne Seaton & Y. H. Mew, 2007:  h. 148, 152 |
|---|---|---|---|
| | | (24) Who are you?<br>(25) Who are you discussing?<br>(26) Who broke the window?<br>(27) Whose car is this? | English Grammar A Resource book for students:<br>Roger Berry, 2012: h. 50, 122, 126 |
| | | (28) Whose book is on the desk?<br>(29) Who is the visitor?<br>(30) Who answered the phone?<br>(31) Whose computer did you use? | English grammar Drills:<br>Mark Lester, 2009: h. 225, 235 |
| 3 | Why | (32) Why do you like that man? | English Sentence Builder: Ed Swick, 2009: h. 19 |
| | | (33) Why was the girl crying?<br>(34) Why are you always late? | Basic English Grammar:<br>Anne Seaton & Y. H. Mew, 2007: h. 148, 152 |
| | | (35) Why did he do it? | English Grammar A Resource book for students:<br>Roger Berry  2012: h. 72 |
| | | (36) Why should we care about it? | English grammar Drills : Mark Lester, 2009: h. 216 |

| | | (37) Why do I always lose things? | An Introduction to English Sentence Structure: Andrew Radford, 2009: h. 81 |
|---|---|---|---|
| 4 | Where | (38) Where have you found the books?<br>(39) Where did the cat sleep?<br>(40) Where do you want to go on vocation next year? | English Sentence Builder: Ed Swick, 2009: h. 19, 26, 29 |
| | | (41) Where are you? | Anne Seaton & Y. H. Mew, Basic English Grammar, 2007: h. 148 |
| | | (42) Where is the concert? | English Grammar A Resource book for students: Roger Berry 2012: h. 126 |
| 5 | When | (43) When are you coming to the party? | English Sentence Builder: Ed Swick, 2009: h. 19 |
| | | (44) When will you get there?<br>(45) When will they back?<br>(46) When did they leave? | English grammar Drills: Mark Lester, 2009: h. 225, 231, 290 |
| 6 | Which | (47) Which one would you like?<br>(48) Which assignment have you done?<br>(49) Which film have you seen? | An Introduction to English Sentence Structure: Andrew Radford, 2009: 152, 162, 189 |
| | | (50) Which route shall we take? | English Grammar A Resource book |

| | | | |
|---|---|---|---|
| | | | for students: Roger Berry 2012: h. 122 |
| | | (51) Which did you pick?<br>(52) Which train should we take?<br>(53) Which of the following is correct? | English grammar Drills:<br>Mark Lester, 2009: h. 226, 236, 237 |
| 7 | How | (54) How can he understand you?<br>(55) How much does that magazine cost? | English Sentence Builder: Ed Swick, 2009: 19, 21 |
| | | (56) How should I know?<br>(57) How is she? | English Grammar A Resource book for students: Roger Berry 2012: h. 50,121 |
| | | (58) How long will you stay?<br>(59) How often do you go there?<br>(60) How soon can you get there?<br>(61) How will you get there?<br>(62) How far is it? | English grammar Drills:<br>Mark Lester, 2009: h. 225, 227 |
| | | (63) How many stamps do you have? | Basic English Grammar:<br>Anne Seaton & Y. H. Mew, 2007: h. 152 |

## C. The data sheet of *yes-no* questionin Indonesian

| No | Yes-no quesiton | Interrogative Sentence | Data Source |
|---|---|---|---|
| 1 | Use *"apakah'* | (1) Apakah suaminya ditangkap minggu lalu?<br><br>(2) Apakah perbuatannya ketahuan istirinya? | Tata Bahasa Baku Bahasa Indonesia:<br>Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. 2010: h. 366 |
| | | (3) Apakah Anda tahu masalah tetrsebut?<br><br>(4) Apakah Saudara masih mencintainya?<br><br>(5) Apakah Adikmu suka?<br><br>(6) Apakah saudara seorang mahasiswa?<br><br>(7) Apakah dia kekasihmu?<br><br>(8) Apakah ibunya marah?<br><br>(9) Apakah surat itu sudah dikirim? | Sintaksis: Memahami Kalimat Tunggal: Ida Bagus Putrayasa, 2017: h. 93, 94, 95, 98, 99 |
| | | (10) Apakah saya dapat membantu nona?<br><br>(11) Apakah dia sanggup? | Tata Bahasa Dasar: Bahasa Indonesia S. Effendi, Djoko Kentjono, and Basuki Suhardi: 2015: h. 237 |
| | | | Tata Bahasa Baku Bahasa Indonesia: Anton |

| | | (12) Apakah dia Istri pak Bambang? | M. Moeliono, Hans Lapoliwa, Hasan Alwi, |
|---|---|---|---|
| | | (13) Apakah suaminya seorang guru? | Sry Sastra Tjatur Wisnu Sasangka, |
| | | (14) Apakah dia mengusir mereka? | Sugiyono: 2017: h. 487, 488 |
| | | (15) Apakah dia mengenderai mobil itu? | |
| 2 | Invers word order *(noun, adjective, verb)* and add particle *-kah* | (16) Pacar Rudykah Linda? (17) Malaskah anaknya? (18) Urusan Pak Alikah masalah ini? (19) Setujukah mereka dengan pergeseran jabatan itu? (20) Bekerjakah mereka di pabrik roti? | Tata Bahasa Baku Bahasa Indonesia: Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. 2010: h. 367 |
| | | (21) Menyedirikah gadis itu di kamar sejak kemarin? | Garis-Garis Besar Tatabahasa Baku Bahasa Indonesia: Mansnur Muslich, 2010: h. 143 |
| | | (22) Menagiskah dia kemarin? (23) Rajinkah anaknya? | Tata Bahasa Baku Bahasa Indonesia: Anton M. Moeliono, Hans Lapoliwa, Hasan Alwi, Sry Sastra Tjatur Wisnu Sasangka, Sugiyono: 2017: h. 488 |
| 3 | Invers of modal | (24) Dapatakah dia pergi sekarang? | Tata Bahasa Baku Bahasa Indonesia: |

| | auxiliary | (25) Haruskah Narti segera kawin? | Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. 2010: h. 367 |
|---|---|---|---|
| | | (26) Bisakah Nina mengerjakan soal ini? (27) Haruskah hari ini paman segera ke kepolisian? | Garis-Garis Besar Tatabahasa Baku Bahasa Indonesia: Mansnur Muslich, 2010: h. 143 |
| | | (28) Haruskah Hut kemerdekaan dirayakan dengan meriah? (29) Sudahkah kakek makan siang ini? | Master Bahasa Indonesia: Aini Prihatin: 2015: h. 72 |

D. **The data sheet of *wh*-questionin Indonesian**

| No | Question Word | Interrogative Sentence | Data Source |
|---|---|---|---|
| 1 | *Apa* | (1) Bibi membawa apa? (2) Robert sedang mengamati apa? (3) Apa yang sedang diamati Robert? | Garis-Garis Besar Tatabahasa Baku Bahasa Indonesia: Mansnur Muslich, 2010: h. 145 |
| | | (4) Pak Taringan membaca apa? | Tata Bahasa Baku Bahasa Indonesia: Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. |

| | | | Moeliono. 2010: h. 369 |
|---|---|---|---|
| | | (5) Para mahasiswa itu melakukan apa kepada warga tidak mampu?<br><br>(6) Para mahasiswa itu membagikan apa kepada warga tidak mampu?<br><br>(7) Dengan apa dia datang?<br><br>(8) Apa yang harus kami bawa? | Sintaksis 'memahami kalimat tunggal':<br>Ida Bagus Putrayasa, 2017: h. 99, 112, 156 |
| | | (9) Apa yang kamu selipkan di dalam bukuku? | Master Bahasa Indonesia:<br>Aini Prihatin: 2015: h. 72 |
| 2 | *Siapa* | (10) Siapa yang dia diajak?<br><br>(11) Siapa yang memberikan pengarahan di depan mahasiswa UGM?<br><br>(12) Para siswa menantikan sispa di kelas? | Garis-Garis Besar Tatabahasa Baku Bahasa Indonesia: Mansnur Muslich, 2010: h. 145 |
| | | (13) Siapa yang membaca buku? | Tata Bahasa Baku Bahasa Indonesia: Anton M. Moeliono, Hans Lapoliwa, Hasan Alwi, Sry Sastra Tjatur Wisnu Sasangka, Sugiyono: 2017: h. 490 |
| | | (14) Kepada siapakah gadis memberikan surat itu?<br><br>(15) Para mahasiswa itu membagikan sembako kepada siapa?<br><br>(16) Siapa yang membagikan sembako kepada warga tidak | Sintaksis 'memahami kalimat tunggal':<br>Ida Bagus Putrayasa,:2017. H. 95, 99, 112. |

| | | mampu? | |
|---|---|---|---|
| | | (17) Demi siapakah dia berbuat demikian? | |
| | | (18) Dia mencari siapa? | Tata Bahasa Baku Bahasa Indonesia: Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. 2010: h. 369 |
| | | (19) Siapa yang akan menyalurkan bantuan obat-obatan itu? | Master Bahasa Indonesia: Aini Prihatin: 2015: h. 72 |
| | | (20) Siapa namanya? | Tata Bahasa Dasar: Bahasa Indonesia S. Effendi, Djoko Kentjono, and Basuki Suhardi: 2015: h. 237 |
| 3 | Berapa | (21) Berapa jumlah penduduk Indonesia? | Tata Bahasa Baku Bahasa Indonesia: Anton M. Moeliono, Hans Lapoliwa, Hasan Alwi, Sry Sastra Tjatur Wisnu Sasangka, Sugiyono: 2017: h. 490 |
| | | (22) Berapa orang jumlah mahasiswanya? (23) Sudah berapa lama saudara tinggal di kota Singapura? (24) Berapa rata-rata nilai raportmu, nak? (25) Berapakah sebenarnya harga mobil mewah ini? (26) Berapa nilai bahasa Indonesia kamu? | Sintaksis 'memahami kalimat tunggal': Ida Bagus Putrayasa: 2017: h.94, 96, 112, 159. |
| | | (27) Berapa lama dia tinggal di sana? | Tata Bahasa Dasar: Bahasa Indonesia |

| | | | S. Effendi, Djoko Kentjono, and Basuki Suhardi: 2015: h. 237 |
|---|---|---|---|
| | | (28) Berapa jarak tempuh dari Wonosobi ke Semarang, pak? | Master Bahasa Indonesia: Aini Prihatin: 2015: h. 72 |
| 4 | *Kapan* | (29) Kapan mereka berangkat ke Amerika? | Tata Bahasa Baku Bahasa Indonesia: Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. 2010: h. 369 |
| | | (30) Kapan bukumu dikembalikan? (31) Kapan nilai kamu dibagikan? (32) Kapan uang ganti ruginya diberikan? (33) Kapan peristiwa itu terjadi? | Sintaksis 'memahami kalimat tunggal', Ida Bagus Putrayasa, 2017: h 93, 155, 156, 159. |
| | | (34) Kapan mereka mengungsi? (35) Kapan mereka akan berangkat ke Jayapura? | Tata Bahasa Baku Bahasa Indonesia: Anton M. Moeliono, Hans Lapoliwa, Hasan Alwi, Sry Sastra Tjatur Wisnu Sasangka, Sugiyono: 2017: h. 490 |
| 5 | *Di mana* | (36) Mereka belajar di mana? | Garis-Garis Besar Tatabahasa Baku Bahasa Indonesia: Mansnur Muslich, 2010: h. 145 |
| | | (37) Keluarga Daryanto akan pindah ke mana? | Tata Bahasa Baku Bahasa Indonesia: Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. |

| | | | Moeliono. 2010: h. 369 |
|---|---|---|---|
| | | (38) Di mana tempat tinggalmu?<br><br>(39) Ke mana saja kau sepanjang hari? | Sintaksis 'memahami kalimat tunggal':<br>Ida Bagus Putrayasa, 2017.: h. 93, 112 |
| | | (40) Bibi datang dari mana tadi? | Tata Bahasa Dasar: Bahasa Indonesia<br>S. Effendi, Djoko Kentjono, and<br>Basuki Suhardi: 2015: h. 237 |
| | | (41) Di mana kami dapat menemui pak Rokani? | Master Bahasa Indonesia:<br>Aini Prihatin: 2015: h. 72 |
| 6 | *Mengapa* | (42) Mengapa Presiden Soekarno diasingkan di pulau Bangka?<br><br>(43) Mengapa tragedi itu terjadi?<br><br>(44) Mengapa uang pesangon kami diambil?<br><br>(45) Mengapa harga pupuk terus meningkat? | Sintaksis 'memahami kalimat tunggal':<br>Ida Bagus Putrayasa, 2017: h. 93, 94, 96, 156. |
| | | (46) Mengapa kamu diam saja? | Tata Bahasa Dasar: Bahasa Indonesia<br>S. Effendi, Djoko Kentjono, and<br>Basuki Suhardi: 2015: h. 237 |
| 7 | *Bagaimana* | (47) Bagaimana dia memecahkan masalah itu? | Tata Bahasa Baku Bahasa Indonesia:<br>Hasan Alwi, Soejono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. 2010: 369 |

| | | (48) Bagaimana cara menggunakan alat ini? | Sintaksis 'memahami kalimat |
| | | (49) Bagaimana hal ini bisa terjadi? | tunggal': |
| | | | Ida Bagus Putrayasa, 2017: h. 93,112 |
| | | (50) Bagaimana proses kreatif seorang itu dimulai? | Master Bahasa Indonesia: |
| | | | Aini Prihatin: 2015: h. 72 |
| | | (51) Bagaiman caranya? | Tata Bahasa Dasar: Bahasa Indonesia |
| | | | S. Effendi, Djoko Kentjono, and |
| | | | Basuki Suhardi: 2015: h. 237 |