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# THE USE OF FIVE WH-QUESTIONS IN COMPOSING NARRATIVE TEXTS IN PATHWAY TO ENGLISH BOOK BY ERLANGGA

## A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher  
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial  
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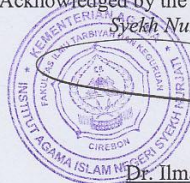
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## RATIFICATION

This thesis entitled "The Use Of Five Wh-Questions In Composing Narrative Texts In Pathway To English Book By Erlangga" written by Mulyono, student number 1410130181 has been examined on 22<sup>th</sup> June 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## ABSTRACT

### **FITRIA-1410130169: THE USE OF FIVE WH-QUESTIONS IN COMPOSING NARRATIVE TEXTS IN PATHWAY TO ENGLISH BOOK BY ERLANGGA**

In education, writing is one of students' activity. There are many reasons to write, both in and outside class. Firstly, writing gives more 'thinking time' than they attempt spontaneous conversation. It is the obligation of students to study in or outside class. Not only for the students but also for all of people who want to write an essay, paragraph, a story (narrative text, descriptive text) and so on. The students get the problems to make narrative text. When the teacher gives an explanation about narrative text, they understand it, but they can not answer the questions from its narrative story text. The questions in narrative texts is information question or five wh-questions. Question is a sentence that need answer or information. In this explanation we focus on the written language. We use questions to ask information and also for requests, suggestions, offers, etc. There are three kinds of questions in English: Yes/No Questions. These are simple question eliciting the answer yes or no only. Attached (Tag) Questions. These are also yes/no questions, but the special form into which they are put shows which of these two answer is actually expected. Interrogative-Word Questions. These are questions that elicit specific information-a person, place, time, etc. Five wh-questions are what, who, when, where, why and how. These words are the words that in five wh-questions. Wh-question is the question that its form can be used in every text.

The aims of research are to know the type of wh-questions commonly used in Narrative Texts in Pathway to English Book by Erlangga and to know the function of wh-questions that the researcher found in its Narrative Texts in Pathway to English Book by Erlangga. The method of this research is qualitative research and used content analysis. The technique for collecting data in this research is collecting, reducing, presenting and concluding. Technique for analysis data is consist of four steps. The steps are collecting, coding, presenting and concluding and by using study document.

The result are the use of who is the highest than the use of what, where, when, how, the use of how is the rare and the use of why is the lowest in the narrative text in pathway to English book by Erlangga and The use of function of who as subject of question is the highest, the use of the function of what as object is the rare and the use of function of what as activity of question and the use of function of how using with much are the lowest because the use of function of what as activity and how using with much in question is just one in its narrative texts in Pathway to English book by Erlangga.

**Key words:** *The Use of type and function of five wh-questions.*





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## CHAPTER I

### INTRODUCTION

#### 1.1. The Background of The Problem

According to the researcher's experience about the students' ability in writing and making narrative text. The students got the problems to make it. When the teacher gives an explanation about narrative text, they understand it, but they can not answer the questions from its narrative story text. It made the writer want to know about the causes why they can not answer its questions. Talking about narrative text and its questions, it has the relationship with English and students need English skill to make its texts and answer its question. There are many people need English, even for all of students in the school. According to Harmer, "all around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice" (2010:11). It is the fact that English is very important for some of people in the world. In English, there are four skills. The four skills here are listening, speaking, reading and writing. Listening and speaking are two skills which always get a relationship, they can not be separated. When the learners want to learn speaking, absolutely they will learn the listening skill first before speaking. After listening the English words, they will pronounce it, it is speaking. Same with each skills before, reading and writing too. It is continuous skills. When the learners want to write a sentence of English, they will read first before writing it in the English words. So, for all of the learners, they must be master in four skills itself and they can be master in English.

Every language has the structure or rule which is always used in its language. Such as English, English has the rule, its name is grammar. According to Harmer, "grammar of language is the description of the ways in



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which words can change their forms and can be combine into sentences in that languages” (no year: 12). From his statement, we know that every language has grammar. Its grammar is the formulation of the words and can change to be sentences. For we as the people who always use the language to give the information or our purposes to other people, we have to understand it in order people get what we want to express to other people.

We do not use grammar just in one skill but all of skills in English. Some of people do not know that grammar is used in all of skills, they just know that grammar is needed only in one skill. Such as in writing, whereas English is needed in all of English skills. To use English, we need grammar. For example, to understand the content of reading text or utterance the people have to understand the grammatical of structure of its text, because in every text or utterance has its grammatical structure both in text or utterance.

In education, writing is one of students’ activity. According to Harmer, “there are many reasons to write, both in and outside class. Firstly, writing gives more ‘thinking time’ than they attempt spontanous conversation” (1988: 112). It is the obligation of students to study in or outside class. Not only for the students but also for all of people who want to write an essay, pharagraph, a story (narrative text, descriptive text) and so on. Writing is the way to write the the texts with long time. People can express their ideas in writing texts or any others texts.

Before we write a paragraph, we have to know the units of grammatical structure first and then write a sentence. According to Eastwood, “the grammatical units of English are these: word, phrase, clause and sentence” (1994: 01). Sentence is the arrangeeness of many words in to a sentnce. Sentence which easy to understand is simple sentence. Simple sentence is separated to be two kinds, it is verbal sentence and nominal sentence. In English, verbal sentence is the sentence which use verb after subject. Even nominal sentence is the sentence which use the words except verb. It is can be adjective and so on. Actually, there are many kinds of sentences, but for beginner, they enough to study simple sentence and then continuou to complex sentence. According to Harmer, “for many years





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grammars have told us about a written language so that, for example, we confidently state that a sentence needs at least a subject and a verb, which can then be followed by an object (as in *I like Biscuits*), by a complement (*He is British*) or by an adverbial (*She live in Pague*)” (no year: 13). These are the kinds of sentences in English, verbal sentence, nominal sentence, imperrative sentence, statement, question and etc.

From the various types of sentences above, the writer will explain more about the question. Question is a sentence that need answer or information. In this explanation we focus on the written language. According to Eastwood, “we use questions to ask information and also for requests, suggestions, offers, etc” (1994: 25). This statement gives us the explanation of questions. We can give the questions to other people to get many information, suggestions many so on. According to Jhon Eastwood, he stated that the most But for many reasons, there are many kinds of question. According to Frank, “there are three kinds of questions in English: Yes/No Questions. These are simple question eliciting the answer yes or no only. Attached (Tag) Questions. These are also yes/no questions, but the special form into which they are put shows which of these two answer is actually expected. Interrogative-Word Questions. These are questions that elicit specific information-a person, place, time, etc” (1972 : 88).

From the various kinds of questions above, writer just want to explain about wh-question or interrogative-word question. According to Eastwood, “there are wh-questions and yes/no questions. Wh-questions begin with a question word, e.g. *where*, *what*. In most questions there is inversion of subject and auxiliary” (1994: 20). Wh-questions are formed by inserting a *wh-* word into a sentence in the place of missing information. Wh-questions focus on particular parts of sentences--not generally on the whole sentence the way that yes-no questions do. Wh- questions about the subject of a sentence have simpler grammar than wh- questions about anything in the predicate. Wh-questions about the subject of a sentence just insert *who* or *what* and keep the same word order. Wh-questions about anything in the predicate insert a *wh-* word and then manipulate the word order by moving





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that wh- word to the beginning and moving the operator in front of the subject. If there's no operator in the verb phrase, then one has to be added. Like yes-no questions and negatives with *not* in the verb phrase, wh-questions that need to add an operator use *do/does/did*. Wh-questions about subjects are simpler than wh-questions about the predicate. The word order is simpler; only two words are needed--*who* or *what*. Wh- questions about anything in the predicate are more complicated than wh- questions about subjects.

Five wh-questions are what, who, when, where, why and how. These words are the words that in five wh-questions. Wh-question is the questions that its form can be used in every text. This form is the questions that can create the answer of information. According to Frank, "Interrogative-Word Questions. These are questions that elicit specific information-a person, place, time, etc" (1972: 88). It means that this questions can be used in many text by the information from the answer of its questions.

Talking about text, the writer find the problem from the explanation about texts and form of five wh-questions above. When the writer doing PPL at one school in *Cirebon*, the writer found the students problem when the writer taught them about narrative text. The students got the difficulties to understand about narrative text. They can not make narrative text. In this case the form of five wh-questions will give the way for the people to make many kinds of texts, especially making narrative text. By the phenomenon above, the writer want to know and analyze the use of wh-question forms in narrative text, entitled "*The Use of Five Wh-Questions in Composing Narrative Texts in Pathway to English Book by Erlangga*".

## 1.2. The Identification of The Problem

The identification of the problem in writing this research proposal is as follow:

### 1.2.1 The Field of The Research



The field of the research in writing this research proposal is grammar, discussing the use of wh-questions in composing narrative text in pathway to English book by erlangga.

### 1.2.2 Main Problem

The theory is the main step before action although not all of theories are same with the fact. Narrative text is not far from the wh-questions, because the answer of wh-question is the main problem of narrative text. The use of wh-question that writer use will be discribed.

## 1.3. Limitation of The Problem

In this research, the researcher limits the study with the title **“The Use of Five Wh-Questions In Composing Narrative Text In Pathway To English Book By Erlangga”** to only the use of five wh-question. The use of five wh-question will be describe by the researcher in composing narrative text in pathway to English book. The researcher will describe the use of five wh-questions of narrative text in this book.

## 1.4. The Questions of The Research

The research questions in writing this research are as follows:

- 1) What is the type of five wh-questions commonly used in narrative text in pathway to English book by Erlangga?
- 2) What is the function of five wh-questions that the researcher found in its Narrative Texts in Pathway to English Book by Erlangga?

## 1.5. The Aims of The Research

The aims of research is the purposes of the study that will obtain regarding the questions of the research. The purposes of the research are:

- 1) To know the type of wh-questions commonly used in Narrative Texts in Pathway to English Book by Erlangga.
- 2) To know the function of wh-questions that the researcher found in its Narrative Texts in Pathway to English Book by Erlangga.



## 1.6. The Significance of The Research

The research of Wh-questions in composing Narrative Texts in Pathway to English Book is theoretically expected can give better understanding about Wh- questions in specific and commonly in study of grammar. By the research which focus on grammar, the researcher hope to get more understanding of study grammar in all of sentences forms.

The writer hopes by this research people can get understanding of grammar on Wh-questions in Pathway to English book. The writer also hopes by this research, the teachers who never knows about this book, they will know and understand about the content of this book. So, this research has many advantages for many aspects, special for the writer.

## 1.7. Theoretical Foundation

### 1.7.1 The Nature of Question

Question is the sentence that we used for ask for information. Giving questions is the need of all of people to do conversation. For many reasons, we as a human who has brain we always use questions for many activities. For example, in the school, at home, on the way, and wherever we are when we meet other people we always use questions to do conversation. According to Eastwood, “we use questions to ask information and also for requests, suggestions, offers, etc” (1994: 25). Question is the part of language that make people can interact one each other.

According to Eastwood, “the most basic use of a question is to ask for information, e.g. *Where does it hurt? ~ Just here.* But questions can have other uses such as requesting, e.g. *Could you come over here, please?*” (1994: 27). Talking about question, there are maby kinds of question. There is question that using tobe and there is question that using question words. According to Eastwood, “there are wh-questions and yes/no questions. Wh-questions begin with a question word, e.g. *where, what.* In most questions there is inversion of subject and auxiliary” (1994:



20). From the statement above, the writer got the knowledge that the question has many varieties.

### 1.7.2 The Use of Question

Question is the basic element of conversation. People can communicate one each other because of question. There is the theory the use of question that the researcher adopted from Eastwood (1994: 27), below:

The most basic use of a question is to ask for information. *What time is the next train?~ Ten eleven.* But we can use questions in other ways, such as getting people to do things.

This happens especially with modal verbs, e.g. *can, shall*:

Requesting: *Can I have one then, please?*

Making suggestions: *Shall we take the early train?* Offering: *Can I help you?*

Asking permission: *May I take one of these timetables?*

There are also 'rhetorical questions', which do not need an answer. *What do you think will happen?~ Who knows? You're always criticizing me, but have I ever criticized you? Fancy meeting you here. It's a small world, isn't it?*

#### NOTE

A question can be answered by the person who asks it.

*What is the secret of United's success? Manager Terry Clark believes that it is the players' willingness to work for each other and for the team.*

### 1.7.3 Types of Question

Questions in English can be classified in terms of four basic types: yes/no questions, tag questions, wh- questions, and miscellaneous question forms that have features in common with the first three types.

#### 1.7.3.1 Yes/No Question





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Yes/no questions may be answered with a simple yes or no. If a declarative sentence contains an auxiliary verb like have or be, a modal auxiliary such as may or could, or the copular<sup>3</sup> form of be, a yes/no question is created from the sentence by applying the rule of subject–auxiliary (or subject–aux) inversion. Subject–aux inversion<sup>4</sup> switches the position of the subject and the verbal element that follows it.

### 1.7.3.2 Tag Question

There is the theory of tag question that the researcher adopted from Eastwood (1994: 38), below:

A tag relates to the subject and auxiliary of the main clause. The structure of a negative tag is auxiliary + *n't* + pronoun, e.g. *isn't it*. *It's raining, isn't it? You've finished, haven't you? We can go now, can't we?*

In simple tenses we use the auxiliary verb *do*. *Louise works at the hospital, doesn't she? You came home late, didn't you?*

In these examples the main clause has *be* on its own, as an ordinary verb. *It's colder today, isn't it? The sausages were nice, weren't they?*

A positive tag is like a negative one, but without *n't*. *It isn't raining, is it? You haven't finished, have you?*

We can use the subject *there* in a tag. *There were lots of people at the carnival, weren't there?* But we do not use *this*, *that*, *these* or *those* in the tag. We use *it* or *they* instead. *That was lucky, wasn't it? Those are nice, aren't they? After I am... the tag is aren't I. I'm late, aren't I?* After a subject such as *everyone*, *someone* etc, we use *they* in a tag. *Anyone could just walk in here, couldn't they?* In more formal English, *not* can come after the pronoun. *Progress is being made, is it not?* We can use *don't you think* when asking someone's opinion. *These pictures are good, don't you think?*

In informal English we can use *yes*, *no*, *right* and *OK* as tags. *Right* and *OK* are more common in the USA. *These figures are*



*correct, yes? You like London, no? I'll be outside the post office, right? We're going to start now, OK ?* But as a general rule learners should not use these tags. Often a tag like *aren't they* or *don't you* is better.

### 1.7.3.3 Wh-Question (Question Words)

Here is the explanation of wh-question that the researcher adopted from Eastwood (1994: 28), below:

A question word can be subject, object, complement or adverbial. Compare the positive statements (in brackets). For examples :

Subject: *Who can give me some help?* (Someone can give me some help.)

Object: *What will tomorrow bring?* (Tomorrow will bring something.)

Complement: *Whose is this umbrella?* (This umbrella is someone's.)

Adverbial: *When are you coming back?* (You are coming back some time.)

*Where is this bus going?* (This bus is going somewhere.)

*Why did everyone laugh?* (Everyone laughed for some reason.)

When a question word is the subject, there is no inversion. The word order is the same as in a statement. *Who can give me some help?* But when a question word is the object, complement or adverbial (*not* the subject), then there is inversion of the subject and auxiliary. *What will tomorrow bring? Whose is this umbrella?*

### 1.7.3.4 The Type and The Use of WH-Words

This is the table of Question Words that the researcher adopted from Betty (2002: 446-447):

	Question	Answer	
When	(a) When did they arrive? When will you	Yesterday. Next Monday.	When is used to ask questions about time.



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	come?		
Where	(b) Where is he?  Where can I find a pen?	At home.  In that drawer.	Where is used to ask questions about place.
Why	(c) Why did he leave early?  Why aren't you coming with us?	Because he's ill  I'm tired.	Why is used to ask questions about reason.
How	(d) How did you come to school?  How does he drive?	By bus.  Carefully.	How generally ask about manner.
	(e) How much money does it cost?  How many people came?	Ten dollars.  Fifteen.	How is used with much and many.
	(f) How old are you?  How cold is it?  How soon can you get here?  How fast were you driving?  (g) How long has he been here?  How often do you write home?  How far is it to Miami from here?	Twelve.  Ten below zero.  In ten minutes.  50 miles an hour.  Two years.  Every week.  500 miles.	How is also used with adjectives and adverb.      How long asks about length of time.  How often asks about frequency.  How far asks about distance.
Who	(h) Who can answer	I can.	Who is used as the



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	that question? Who came to visit you?	Jane and Eric.	subject of a question. It refers to people.
	(i) Who is coming to dinner tonight? Who wants to come with me?	Ann, Bob and Al. We do.	Who is usually followed by a singular verb even if the speaker is asking about more than one person.
Whom	(j) Who(m) did you see? Who(m) are you visiting? (k) Who(m) should I talk to? To whom should I talk? (formal)	I saw George. My relatives. The secretary.	Whom is used as the object of a verb or preposition. In everyday spoken English, whom is rarely used; who is used instead. Whom is used only in form question. Notice: whom, not who, is used if preceded by a preposition.
Whose	(l) Whose book did you borrow? Whose key is this? (whos is this?)	David's. It's mine.	Whose asks question about possession.
What	(m) What made you angry? What went wrong?	His rudeness. Everything.	What is used as the subject of a question. It refers to things.





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	<p>(n) What do you need? What did Alice buy?</p> <p>(o) What did he talk about? About what did he talk?</p>	<p>I need a pencil. A book. His vacation.</p>	What is also used as an object.
	<p>(p) What kind of soup is that? What kind of shoes did you buy?</p>	<p>It's bean soup. Sandals.</p>	What kind of asks about the particular variety or type of something.
	<p>(q) What did you do last night? What is Mary doing?</p>	<p>I studied. Reading a book.</p>	What+a form of do is used to ask questions about activities.
	<p>(r) What countries did you visit? What time did she come? What color is his hair?</p>	<p>Italy and Spain. Seven o'clock. Dark brown.</p>	What may accompany a noun.
	<p>(s) What is Ed like?</p> <p>(t) What is the weather like?</p>	<p>He's kind and friendly. Hot and humid.</p>	What+be like asks for a general description of qualities.
	<p>(u) What does Ed look like?</p> <p>(v) What does her</p>	<p>He's tall and has dark hair. It's a two</p>	What+look like asks for a physical description.



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	house like?	story,* red brick house.	
Which	(w) I have two pens.  Which pen do you want?  Which one do you want?  Which do you want?  (x) Which book should I buy?	The blue one.    That one.	Which is used instead of what when a question concerns choosing from a definite, known quantity or group.
	(y) Which countries did he visit?  What countries did he visit?  (z) Which class are you in?  What class are you in?	Peru and Chile.    This class.	In some cases, there is a little difference in meaning between which and what when they accompany a noun, as in (y) and (z).

#### 1.7.4 The Forms of Yes/No and Information Question

This is the table of forms of question yes/no and information question that the researcher adopted from Betty (2002: 445):

Question word	Helping verb	Subject	Main verb	Rest of sentence	
(a)	Does	She	Live	there?	If the verb is in the simple present, use, does (with he, she it) or do (with I, you, we, they) in the questions. If the verb
(b) Where	does	she	live?		
(c)	Do	they	live	there?	
(d) Where	Do	they	live?		
(e)	Did	they	live	there?	
(f) Where	Did	they	live?		



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					is simple past, use did.  Notice: the main verb in the questions is in its simple form: there is no final-S or ed.
(g)	Is	He	Living	there?	If the verb has an auxiliary (a helping verb). The same auxiliary is used in the questions. There is no change in the form of the main verb. If the verb has more than one auxiliary precedes the subject, as in (m) and (n).
(h) Where	is	he	living?		
(i)	Have	they	lived	there?	
(j) Where	have	they	lived?		
(k)	Can	Mary	live	there?	
(l) Where	can	Mary	live?		
(m)	Will	he	be living	there?	
(n) Where	will	he	be living?		
(o) who	-	-	Lives	there?	If the question word is the subject, usual question word order is not used: does, do and did are not used. The verb is in the same form in a question as it is in a statement.  Statement:        Tome came.  Question:        Who came?
(p) who	can	-	come?		
(q)	Are	they	-	there?	
(r) where	are	they?	-		
(s)	Was	Jim	-	there?	
(t) where	was	Jim?	-		



					Main verb be in the simple present (am, is, are) and simple past (was, were) precedes the subject. It has the same position as a helping verb.
--	--	--	--	--	--

### 1.7.5 The Meaning of Narrative Text

This is the theory explanation of narrative text that the researcher adopted from Djuharie (2007:41), the explanation is below:

Narrative text is a kind of text in the form of a story or a fairy tale aimed at entertaining the reader. The main characteristic is the presence of issues narrative text (or things that are considered problem or complicated) and the steps taken to respond to these problems-these are generally in the form of a solution or regret. Narrative text content can be a fantasy story or the true story of the engineers get spices.

#### 1.7.5.1 General Structur of Narative text :

- 1) Orientation or opening a preliminary introduction of characters, time, and place.
- 2) Complication / crisis, the development of a conflict or the appearance of a problem.
- 3) Resolution, conflict resolution or steps taken to respond to the problem.
- 4) Reorientation, cover-phrases that indicate the story is over, this is optional
- 5) Coda, the changes in the character and the lessons to be learned from the story; is optional.

#### 1.7.5.2 Narrative Text Uses Elements of Language below:

- 1) Particular noun as a personal pronoun, animals, and objects in the story, for example stepmother, household, etc..





- 2) Individual participant, focuses on the narratives of participants (actors) that certain specific.
- 3) Past tense, past tense uses past verbs. For example went, ran, ate, etc.
- 4) Time to sort the connective and a conjunction of events, such as after, before, soon, then, after that, and so on.
- 5) Action verbs, verbs that show the events or activities. For example, stayed, climbed, killed, etc..
- 6) Saying verb and thinking verb, verb which is show reporting or speech. For example said, of toll, promised, thought, Understood, etc..

## 1.8 Methodology of The Research

### 1.8.1 The Objective of The Research

The objective of the research is to find the type and function of five Wh-questions that used in Pathway to English Book, one of book which uses *kurtilas*.

### 1.8.2 The Place and Time of The Research

The researcher will take the data from one chapter of pathway to English book by Erlangga in the *IAIN Syekh Nurjati Cirebon library*. The library is located in Perjuangan Street, District of Kesambi, Cirebon. The researcher will begin to take the data and research for two months. It is begun from August until September 2014.

### 1.8.3 The Method of The Research

The method of this research is qualitative research and used content analysis. According to Jack, Norman and Helen:

“Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications. \*It is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication. Textbooks, essays, newspapers,



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novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures—in fact, the contents of virtually any type of communication—can be analyzed. A person’s or group’s conscious and unconscious beliefs, attitudes, values, and ideas often are revealed in their communications” (2012:478).

From their statements above, the writer will investigate the textbooks (conversation texts) from the book. They state that book can be analyzed, so it makes the writer to be confident to analyze the book.

According to Donald Ary, Lucy, Ashgar and Chris Sorensen, “one of the distinguish characteristics of qualitative inquiry relies on fieldwork methods (interviewing, nonstructured observation, and document analysis) as the principal means of collecting data, avoiding the use of paper-and pencil tests, mechanical instruments, and highly structured observational protocols” (no year: 453). They state that qualitative method is method that use different ways with quantitative method. Data of qualitative method is pure from interview, observation and study document that the researcher have learned without anytests of collecting data.

The writer designed this research in descriptive qualitative method because the aim of this research is to explain five wh-questions comonly used and to analyze the function of five wh-questions that the researcher found in its narrative texts in Pathway to English book by Erlangga. Those descriptions are related to the objective of the study. This study analyze five wh-question that are found in Narrative Texts in Pathway to English Book by Erlangga.

#### 1.8.4 The Source and Type of Data

The data in this research are two, these are primary and secondary data. According to C.R. Khotari, “the *primary data* are those which are collected afresh and for the first time, and thus happen to be original in character. The *secondary data*, on the other hand, are those which have



already been collected by someone else and which have already been passed through the statistical process” (2004: 95).

The researcher takes the primary data from the book that the researcher took. The primary data here is the five wh-questions in Narrative Texts in Pathway to English Book by Erlangga. The data is classified in grammar data.

Secondary data is data that have been already to analyze. The secondary data here are from journal, internet page, thesis, books, paper and other sources that can support and make this research to be success.

### **1.8.5 The Instrument of The Research**

The data instrument of this research is the human instrument as the main instrument. In this research, the researcher uses qualitative research as a method of the research and use the study document so, the data instrument in this research is the researcher itself. Human instrument here means that the researcher as the one who investigate and analyze the data by himself.

### **1.8.6 Technique of Collecting Data**

This research is content analysis that data are in the form of words or sentences. Content analysis is the way the researcher capture the human behaviour which replicated, in this research is, in conversation text. This research tries to analyze the question sentence in the type and function of wh-question in narrative text .

This research uses the study of document to collect the data. The researcher uses this technique to gain data from the documents. The documents here are books, journal, thesis, papers, internet pages and others documents which needed in this research in order the data can be investigated and this research will be success.

### **1.8.7 Technique of Analysis Data**

The data that have been collected by the researcher will be classified in the type and function of five wh-questions employed in Narrative Texts in Pathway to English Book by Erlangga. Then analyzing



the forms of wh-question as grammar and finally drawing descriptive conclusion and giving suggestions.

## 1.9 Literature Review

In this research, the writer also has reviewed some paper or thesis to previous related study that has close relationship with this research. Although the review is not same with this research but, it is still has relationship to this research. There are two previous study in this research, the first is about “Analysis of English Text Book Look Ahead An English Course 2” and the second is “The Analysis of Students’ Difficulties in Answering Questions on National Examination at The Third Class Students of MTS Al Hidayah Pasuruan Pabedilan”.

The first previous is Hikmatunnisa (2013) which analyzed a book, entitled “An Analysis of English Textbook Look Ahead An English Course 2 Used at Second Grade of MA Islamic Centre Cirebon”. The aims of her research is to examine the appropriateness of the textbook standards as set out by standard of national curriculum and to address teacher and students perceive and treat the selected textbook in their schooling life. The data were gathered through several steps. First, researcher organized the materials that involved in the selected textbook. Second, the researcher began to sort the materials that will be investigated into units to make it clear. Third, the researcher looked for the analyzed materials, such as text types and the task, and find out their categories. The last, the researcher made a conclusion about the overall materials and tasks that had been analyzed.

The second previous is Gofar Ismail (2013) which analyzed students’ difficulties, entitled “The Analysis of Students’ Difficulties in Answering Questions on National Examination at The Third Class Students of Mts Al Hidayah Pasuruan Pabedilan”. The aims of his research are to know kinds of difficulties are faced by the third class students of Mts Al Hidayah Pasuruan Pabedilan and the factors causing student find difficulties in answering questions on exational examination. The techniques of collecting data which him used are interview and document study. He used descriptive qualitative





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approach. The objective of his research is to analyze of students' difficulties in answering questions on national examination. Gofar found out some students' difficulties such as the difficulties on the topic invitation, announcement, descriptive text, narrative text, and writing. The factors causing students find difficulties are internal factors and external factors. Internal factors such as physical and psychological, while external factors such as school and family.

From the previous above, there many lessons which writer got. By this study, the writer get a gep to analyze five wh-questions as the research. This research is to analyze the use of wh-questions in narrative texts. Although the previous study is not same with this research but the research is same about the analysis.



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## CHAPTER IV

### CONCLUSION AND SUGGESTION

In this chapter the researcher concludes the result of the research based on the research question. In this research there are two research questions and the researcher just conclude the result of this research just from its research questions. The answer of both research questions are in chapter II and chapter III. One research question is one chapter. So, the conclusion is from both chapter. Chapter II is the answer of the identifying of type wh-questions that used in narrative text in Pathway to English book by Erlangga, and chapter III is the answer of analyzing the function of wh-questions in narrative text in Pathway to English book by Erlangga. The researcher also gives the suggestion for the readers.

#### 4.1 Conclusion

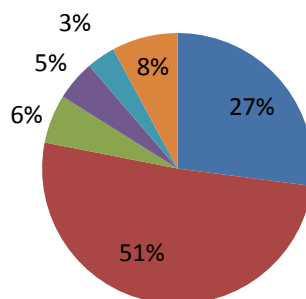
In this point, the researcher gives conclusion about the result of two chapters ; the chapters are from chapter II and chapter III. From chapter II the researcher gives conclusion about the type of wh-questions that used in narrative text in Pathway to English book by Erlangga. The conclusion of chapter II are in pie chart 2.1.



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### The Result of Identifying The Type of Wh-Questions In Narrative Text In Pathway To English Book By Erlangga

■ what ■ who ■ where ■ when ■ why ■ how



Pie chart 2.1

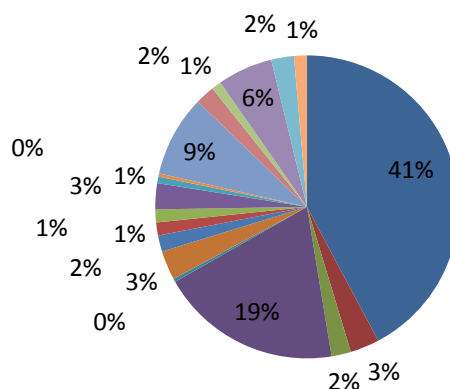
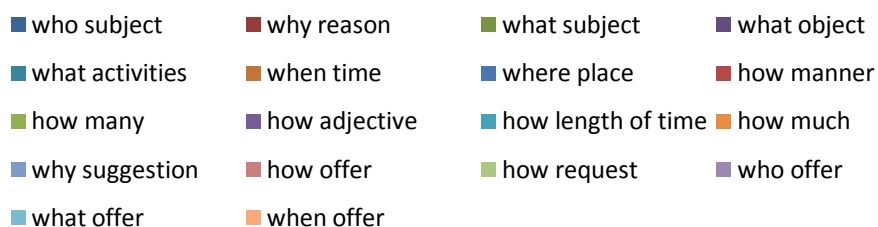
Based on the pie chart 2.1 above, the researcher shows the result of the identifying the type of wh-questions in its narrative texts. The pie chart 2.1 above shows us that the use of who is the highest, and the use of why is the lowest. Based on the data in pie chart 2.1 above the researcher can conclude that the use of who is the highest than the use of what, where, when, how, the use of how is the rare and the use of why is the lowest in the narrative text in pathway to English book by Erlangga.

Then the next conclusion is taken from chapter III, the conclusion of chapter III are in pie chart 3.1:



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## The Result of Analyzing The Function of Wh-Questions In Narrative Text In Pathway To English Book By Erlangga



Pie chart 3.1

Pie chart 3.1 shows us about the result of analyzing the function of wh-questions that the researcher found in narrative text. The use of function of who as subject of question is the highest, the use of the function of what as object is the rare and the use of function of what as activity of question and the use of function of how using with much are the lowest because the use of function of what as activity and how using with much in question is just one in its narrative texts in Pathway to English book by Erlangga. The conclusion of the function of five wh-question in its narrative texts is that the function of five wh-question in its narrative texts is as the question and as suggestion, request and offer.





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## 5.2 Suggestion

In this point the researcher gives some suggestion from the result of two chapters; chapter II and chapter III. From this research the researcher gives some suggestion especially for further research. The researcher thinks that many weeknesses of this research like limit of sources and limit of the researcher knowledge that influence this research.

There are some suggestions like as follows:

1. There are many object of the research besides of the book like students in school.
2. The research is not too complete because the data only focus from the book.



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