

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Language is a tool of communication. This statement means that language helps people communicate a tremendous range of attitudes and information among them. It also permits a degree of self-expression. Without language people cannot do much for their survival. However, as Quirk et al (1985) point out that no language is widely used for study as a foreign language, except English. In Indonesia, English is taught as the first foreign language. It becomes one compulsory subject that should be taught from elementary school up to senior high school.

There are many languages in the world and one of them is English. English is an international language. English has penetrated into the field of education, science, politics, commerce, and technology. In educational fields many books are written in English, therefore, students are expected to know and to be proficient in English. Consequently, English is also taught and learnt in Indonesia. Among others, it means that we do need to study English, but teaching and learning English as a foreign language is not an easy task.

In learning English, groups or individuals need to understand questions and to use questions in daily interactions. There are three types of questions, namely: Yes-No Question, Tag Question, and WH-Question. In traditional

grammar, yes-no question is called “general” question (Asa, 2003). The general questions refer to a yes-no question which needs a yes-no response.

The main concern of the writing is grammar area, specially the Yes – no question. Azar (1981:2) points out that a *yes-no question* is a question that may be answered by *yes* or *no*. The basic form for a yes-no question is auxiliary followed by subject and then by main verb.

Example:

Auxiliary + Subjects + Verb-Adjunct/Complement
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Question:

Does he live in Chicago?

Aux   S   V   Adjunct/complement

Answer:

Yes, he does or no, he doesn't

Example:

Do you know Justin Bieber? Yes, I do.

No, I don't.

The writer takes this title based on her own experiences when she joined English lesson at junior high school and senior high school that yes-no questions are still not well understood and she assumes students of these schools nowadays also face the same difficulties.

Based on the experience that the writer found as mentioned above, the writer would like to conduct this study with the title: **“A STUDY ON THE ABILITY IN USING YES–NO QUESTIONS OF THE NINTH GRADE STUDENTS OF SMPK ST. MARIA ASSUMPTA KUPANG IN THE SCHOOL YEAR 2014 / 2015”**.

## **1.2 Statement of the Problems**

The problems of the study are formulated in the following questions:

1. Are the ninth grade students of SMPK St. Maria Assumpta Kupang able to use yes-no questions correctly?
2. What is the students' level of ability in using yes-no questions?
3. What are the areas of difficulties that might be faced by the ninth grade students of SMPK St. Maria Assumpta Kupang?

## **1.3 Objectives of the Study**

Based on the questions above, the objectives of the study are:

1. To find out whether the students are able to use yes-no questions correctly or not.
2. To find the level of the students' ability in using yes-no questions.
3. To find the areas of difficulties that might be faced by the ninth grade students of SMPK St. Maria Assumpta Kupang.

## **1.4 Significance on the Study**

This study is expected to be beneficial for the following persons.

1. For the Writer

Through this study, the writer could know more how to use yes – no questions, obtain more beneficial inputs as well as findings, which in turn hopefully best assist the writer in pursuing the future as an English teacher.

## 2. For the English teacher

The result of this study provides information to the English teacher of the researched school and might motivate him or her to do necessary improvement.

## 3. For the Students

To give motivation to the students to build their ability about yes-no questions.

### **1.5 Scope and Limitation**

As a matter of fact, there are three kinds of questions; they are, yes-no questions, tag questions, and wh – questions. The writer only limits her study on the yes-no questions.

The yes-no questions investigated here are those used in the simple present tense, simple past tense, present progressive tense and simple future tense particularly in positive sentences.

## **1.6 Definition of Term**

There are some terms used in this study which need defining. The definitions will help the readers understand the study well. Those terms are presented below.

### **1. Ability**

It is capacity or power to do something, mental intelligence or talent (Richard, et al, 1985:1).

In this study ability means the capability of the ninth grade students of SMPK St. Maria Assumpta in using yes-no questions.

### **2. Question**

Question is a sentence addressed to someone to be answered.

### **3. Yes - No Questions**

A yes - no question is a question that asks for an answer YES for positive and NO for negative (Leech, 1989:554). Yes-no question in this study is expressed in simple present, simple past tense, present progressive tense, and simple future tense in positive.

### **4. SMPK St. Maria Assumpta Kupang**

SMPK St. Maria Assumpta Kupang is one of the private junior high schools located at Perintis Kemerdekaan Street.