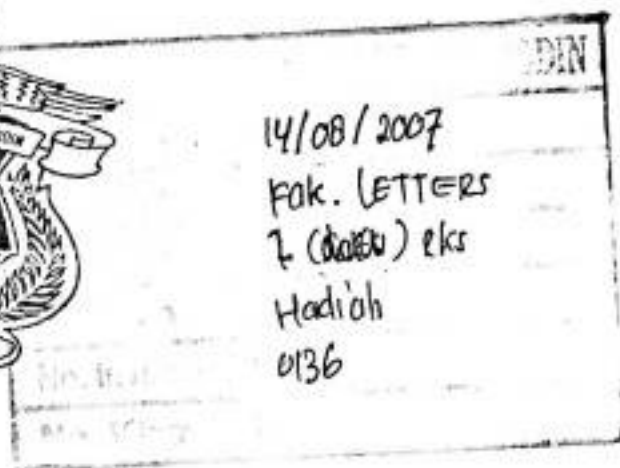


**THE USE OF QUESTION TAGS BY THE STUDENTS OF
SMPN 30 MAKASSAR: A CASE STUDY**



A Thesis

**Submitted to the Faculty of Letters of
Hasanuddin University
In partial fulfillment of the Requirements
To obtain a Sarjana Degree in English Department**

BY

**FITRIANI
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**FACULTY OF LETTERS
HASANUDDIN UNIVERSITY
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2007**

SKRIPSI

**THE USE OF QUESTION TAGS BY THE STUDENTS OF SMPN 30 MAKASSAR:
A CASE STUDY**

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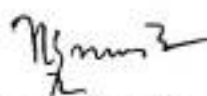
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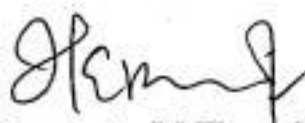
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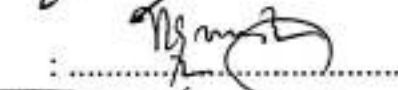
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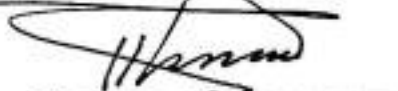
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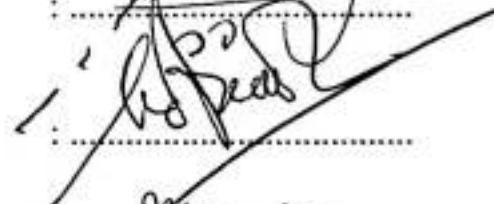
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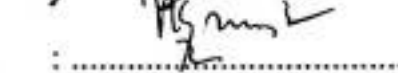

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Makassar, Juni 2007

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The writer realizes that this thesis is unperfect work, so she still hopes the suggestions and advices from you all.

Makassar, 27 Juli 2007

The writer

**So I won't give up, No I won't break down
Sooner than it seems, life turns around
And I will be strong, even if it all goes wrong
When I'm standing in the dark I still believe
Someone's watching over me
It doesn't matter what people say
It doesn't matter how long it takes
Believe in your self and you fly high**

(OST- Raise Your Voice)

Dedicated to:

*My beloved Parents: H. Sirajuddin (Rest In Peace, Feb 16th 1998) & Hj. Nursiah,
My beloved brothers and sisters for their loving, support and encouragement who still are ever ready to assist me
in my various endeavors and always watch over me.*

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ABSTRAK

FITRIANI. 2007. *"The Use of Question Tags by the Students of SMPN 30 MAKASSAR: A Case Study"*, dibimbing oleh Abd. Madjid Djuraid dan Nasmilah Imran.

Skripsi ini bertujuan meneliti kemampuan para siswa kelas II SMPN 30 MAKASSAR dalam menggunakan question tag dan menghitung nilai rata-rata yang diperoleh para siswa tersebut.

Untuk mencapai tujuan tersebut, penulis menggunakan metode pengumpulan data. Dalam pengumpulan data, penulis menggunakan penelitian pustaka dan penelitian lapangan. Dalam penelitian pustaka, penulis membaca buku, skripsi dan materi-materi lain sebagai referensi untuk memperoleh teori yang berhubungan dengan topik dari skripsi ini. Dalam penelitian lapangan, penulis memberikan tes jenis pilihan ganda dan menjodohkan yang terdiri atas 35 nomor. Penelitian ini mengambil populasi para siswa kelas II SMPN 30 Makassar. Sampel dari penelitian ini adalah siswa kelas II SMPN 30 Makassar yang diambil secara acak sebanyak 100 orang. Dalam analisis data, penulis menggunakan metode deskriptif kualitatif dan kuantitatif dengan langkah-langkah sebagai berikut: pertama, penulis mentabulasi data, kemudian mengemukakan persentase jumlah siswa yang memberi jawaban benar dan salah dari tes pilihan ganda dan menjodohkan yang telah diberikan. Kedua, penulis menganalisis setiap jawaban benar dan salah tersebut disertai dengan alasan. Ketiga, penulis mengemukakan tingkat kemampuan siswa dalam bentuk nilai. Akhirnya penulis menentukan nilai rata-rata yang dicapai oleh siswa dalam menggunakan question tag.

Berdasarkan analisis data, ditemukan bahwa 29 siswa dari 100 siswa dikategorikan "sangat baik"; 4 siswa memperoleh nilai 98, 6 siswa memperoleh nilai 96, 1 siswa memperoleh nilai 92, 3 siswa memperoleh nilai 90, 13 siswa memperoleh nilai 88, dan 2 siswa memperoleh 86. Ada 21 siswa dari 100 siswa dikategorikan "baik"; 13 siswa memperoleh nilai 84, 2 siswa memperoleh nilai 82, 2 siswa memperoleh nilai 77, dan 4 siswa memperoleh nilai 76. Ada 33 siswa dari 100 siswa dikategorikan "sedang"; 5 siswa memperoleh nilai 75, 9 siswa memperoleh nilai 74, 5 siswa memperoleh nilai 73, 6 siswa memperoleh nilai 72, 4 siswa memperoleh nilai 70, 3 siswa memperoleh nilai 69, dan 1 siswa memperoleh nilai 68. Ada 6 siswa dari 100 siswa dikategorikan "buruk"; 3 siswa memperoleh nilai 65, 1 siswa memperoleh nilai 62, 1 siswa memperoleh nilai 61, dan 1 siswa memperoleh nilai 58. Ada 11 siswa dikategorikan "sangat buruk"; 1 siswa memperoleh nilai 54, 4 siswa memperoleh nilai 50, 2 siswa memperoleh nilai 43, 2 siswa memperoleh nilai 30, dan 2 siswa memperoleh nilai 15. Hasil penelitian menunjukkan bahwa kemampuan siswa kelas II SMPN 30 Makassar dalam menggunakan question tag diklasifikasikan "baik" dengan nilai rata-rata yang dicapai yaitu 75,59, sedangkan nilai tertinggi dan nilai terendah yang dicapai adalah 98 dan 15.

CHAPTER I

INTRODUCTION

1.1. Background

Every language has its own system that is different from another language. As a result, in order to communicate effectively, it is important to understand the system of that language. English for example, has a system that is very different from our national language's system: Indonesia. English has its own grammatical features which are different from Indonesian grammatical features. In other words, grammar is a very important field to study.

In Indonesia, English has the status as the first foreign language which has been taught and studied at all levels of education, starting from elementary schools up to universities. Interestingly, although English has been studied for years, students still face difficulties in using English skills such as listening, speaking, reading and writing

Words, phrases, clauses and sentences are used in our daily conversation, in greeting, exchanging our mind, or sharing, all to express ourselves. From those functions of language, one must be careful in using language, must be careful in choosing words and sentences, either in spoken or written discourse. One must try to use a sentence in order to avoid the negative impression, and confuse either himself or other persons, by mastering the grammatical rules of the language that we use. The use of correct grammar will help us to make a phrase, sentence, and paragraph

correctly. That can bring about a good communication and positive impression. Sentences used in our daily conversation are divided into three, i.e : Declarative, Imperative and Interrogative. The interrogative sentence, is also divided into three, i.e : wh-question, yes/no question, and question tags.

In using question tags, students have to really understand certain rules. Therefore, they need to understand the rules of using question tag in order to know how to put the tag-question properly in a sentence. Most of them still do not understand how to use the question tag in a sentence appropriately.

Because of the role of the language as a medium of communication and because of close relationship between society and language, the writer realizes that it is very important for students to understand the grammar and the rule in using question tag. For instance in Junior High School, the use of question tags is still maintained. The question tag from Indonesian to English form occurs simultaneously and interestingly because they come from different backgrounds. They are communicated to the other is certainly influenced by the language used especially question tags in English. Thus, in this condition, question tag has been an important and interesting to be analyzed in a case study.

1.2. Identification of the Problem

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

1. Many students find it difficult to recognize the singular and plural pronoun
2. Many students find it difficult to recognize the negative and positive statement
3. The students make some errors, e.g : in the sentence with Subject "I am...",they use "am not I?" in the question tags but it must be "aren't I?"

1.3. Scope of Problem

Based on the writer's own experience, she argues that one factor that usually makes the students find difficulty to compose a sentence is lack of knowledge in grammar. Discuss question tag as a whole is too broad for Junior High School Students. Therefore, the writer limits the analysis just to the use of question tags in the present tense, present continuous tense, past tense, past continuous tense, future tense, future continuous tense, modal (can, should, could), and Let's form.

1.4. Statement of Problem

The statement of problem of this study is presented in the following research questions:

1. How do the second year students of SMPN 30 MAKASSAR use question tag?
2. What is the average score of the second year students of SMPN 30 MAKASSAR in the test of using question tag?

1.5. Objectives of the Research

The objectives of this research are as follows:

1. To describe the students' ability of SMPN 30 Makassar in using question tag.
2. To analyze the students' average score of SMPN 30 Makassar in using question tag.

1.6. Significance of the Research

The significance of this research is as follows:

1. Hopefully this research can be a contribution in evaluating and making plan on teaching question tags, especially for SMPN 30 Makassar.
2. Hopefully it will be useful as a comparison for the next researcher, either in the same topic and object or the same topic but different object.

1.7. Methodology of the Research

1.7.1 Library Search

To support this thesis the writer reads and collects the materials from the library in order to get some relevant information. It is used to find the theories to back up the information of the subject matters of this thesis.

1.7.2 Field Research

Besides library search, the writer also uses field research to collect data related to the thesis.

1.7.2.1 Method of Collecting Data

In this research the writer collects data by administering the tests to the students of SMPN 30 Makassar. The tests consist of multiple choice test and cloze test.

a. Multiple choice test

In multiple choice test, the students are asked to choose the correct answer. This test consists of 25 items. The score of each item is 2. This score is based on the number of option in each item. Each item consists of four options (a, b, c, and d). It is easy for the students to choose the correct answer because there are only four options that must be chosen.

b. Cloze test

In cloze test, the students are asked to provide answer with the correct question tag. This test consists of 10 items. The score of each item is 5. This score is also based on the number of option in each item. There are eleven options must be chosen, so it is more difficult for the students to choose the correct answer.

1.7.2.2 Method of Analyzing Data

To analyze the data, the writer uses descriptive quantitative and qualitative methods. "Metode penelitian kuantitatif mencakup jenis penelitian berdasarkan atas persentase, rata-rata, chikuadrat, dan perhitungan statistik lainnya. Dengan kata lain, kuantitatif melibatkan pada perhitungan atau angka atau kuantitas. Sedangkan metode kualitatif menekankan kualitas (ciri-ciri data yang dialami) sesuai dengan pemahaman deskriptif dan alamiah itu sendiri." (Djajasudarma, 1993: 9 and 13). The writer uses descriptive quantitative method in order to get the accurate number of data and to make clear the data analysis by describing the number of data and giving the reason. And she uses the descriptive qualitative method in order to get the descriptive of the quantity of the respondent's characteristic by using the standard assessment. In these methods the writer uses three steps to analyze the data.

Step 1

In this step, the data are classified into two groups. They are data from test I (multiple choice test) and test II (cloze test).

Step 2

The test is tabulated and then put in two tables. One table for test I and another for test II. The writer continues to examine the students' answers then the writer presents the percentage of students who give the correct and incorrect answers for each number of the test. After each number is presented, the analysis is carried out by giving the reasons of correct and incorrect answers.

Step 3

In this step, the writer tabulates the students' performances in both test I and test II in one table that is table III. The table describes the students' achievements and these achievements are classified into five levels by using the criteria as follows:

Score : 86 - 100	is classified as 'excellent'
76 - 85	is classified as 'good'
66 - 75	is classified as 'fair'
56 - 65	is classified as 'poor'
0 - 55	is classified as 'very poor'

The assessment standard of Hasanuddin University (In Mulyadi 2006 :

47). The writer shows the mean score of the students by using formula :

$$M = \frac{Fx}{N} \quad (\text{Soepono, 1997: 23})$$

Where: M = mean score

Fx = the sum of total

N = number of students

1.7.3 Population and Sample

1.7.3.1 Population

The population of this research is all the second year students of SMPN 30 Makassar. There are eight classes in the second year of SMPN 30 Makassar. They consist of seven regular classes and one excellent class. The number of students in the regular class is 40 and the number of students in the excellent class is 30 and the total number of students at the second year is 310.

1.7.3.2 Sample

From the number of population above, the writer takes 100 students from the population that is the second year students of SMPN 30 MAKASSAR as samples. The samples are taken by random sampling technique. The writer takes 12-13 students from each class. They are chosen by their English teacher without certain criteria. The teacher chooses them randomly by using the attendance list until she reaches 12-13 students from each class to be representatives of all the second year students of SMPN 30 MAKASSAR

The writer chooses the second year students because they have just studied question tag when they were at the first year.

CHAPTER II

THEORETICAL BACKGROUND

2.1 Previous Studies

The writer describes the previous studies to compare with her thesis in order to show the students' ability in using question tag in each level of education, from the intermediate students to the lower students that is the Junior High School students and also to give the reader the complete information about the topic. There are some theses the writer find in the library that are almost the same as this thesis, they are:

- Talib (2004) Using Question Tag in English (A case study at Diploma III degree of Tourism)

In this research the writer gives two kinds of tests to the students, they are multiple choice and essay tests. The writer focuses her study on the students of Tourism in Diploma III, their ability in using question tag either written or spoken and what form of question tags do they find more problematic. The writer concludes that:

1. The average score of the students is 68,33 %. In other words their ability in using question tag is fair.
2. The student finds question tags more problematic in imperative sentence, sentence with negative adverbs, sentence with negative words, and personal pronoun.

- Naris (2007) Students' ability to Use Question Tag: A Case Study at SMU SOELEMAN Makassar.

In this research the writer also gives two kinds of tests to the students, they are multiple choice and essay test. The writer focuses her study on the second year students of SMU SOELEMAN Makassar registered in year 2006/2007, their ability in using question tags in written, including the whole types of the sentences and tenses, and their mistakes in using question tags. The writer concludes that:

1. The students of IPA have ability in using question tag is higher than the students of IPS.
2. Their mistake in using question tags are using the appropriate modal and auxiliary verbs in negative or positive form, and using negative words.

- Rohana (2000) Using Flash Cards in Teaching Tag Questions to The Students of SMU Negeri 12 Makassar.

In this research the writer gives completion and multiple choice tests from which consist of 40 items. The writer focuses her study on the second year students of SMU Negeri 12 Makassar registered in year 1999/2000, the use of flash cards in improving the students' understanding of tag question in SMU Negeri 12 Makassar, including simple present tense, simple past tense,

present perfect tense, future tense, and modal auxiliaries (may, can, must, should, might, and could). The writer concludes that:

1. There is a significant difference between the experimental group and the control group in developing students' understanding of the tag-questions, t-test value is greater than t-table value ($9.1 > 2.018$)
 2. Using flash cards in teaching tag-questions is more suitable to the second year students of SMU Negeri 12 Makassar.
 3. Flash Cards as a media in teaching grammar (tag-question) can interest to the students. It can motivate the students to learn tag question.
- Syahrir (1999) The Ability of The Third Grade Students of SLTP Negeri 2 Kajang Kabupaten Bulukumba to Use Question Tags.

In this research the writer gives a written essay test. The writer focuses his study on the third grade students of SLTPN 2 Kajang, including simple present tense, simple past tense, present perfect tense, future tense, and modal auxiliaries (may, can, must, should, might, and could). The writer concludes that:

1. The third grade students of SLTP Negeri 2 Kajang still face many difficulties in using question tags. This fact is proved by the students mean score 5.8 which is classified as a "fair" qualification score.
2. The difficulties faced by the students in the use of contraction, the change of pronoun (especially indefinite pronoun).

- Ako (1991) Problem in Using Question Tags at SMAN 7 Ujung Pandang.

In this research the writer focuses his study on the third year students of SMAN 7 Makassar, including simple present tense, simple past tense, present perfect tense, future tense, and modal auxiliaries (may, can, must, should, might, and could). After analyzing the data, the writer concludes that the average score of the students' ability of SMAN 7 Makassar in using question tags rated with score 5 (five). In this case the average score of their ability in using question tags in English is below the mean score 6. It is considered that the students still have low ability in using question tags.

- Kusmujianto (1994) The Difficulties Faced by The Third Year Students of SMA TRI DARMA MKGR Ujung Pandang in Using Question Tags and Yes/No Questions.

In this research the writer focuses his study on the third year students of SMA TRI DARMA MKGR Ujung Pandang, including simple present tense, simple past tense, present perfect tense, future tense, and modal auxiliaries (may, can, must, should, might, and could). After analyzing the data, the writer concludes that the third year students of SMA TRI DARMA MKGR Ujung Pandang has low ability in using question tags and yes/no questions. Their mean score is only 3.47 which is classified as "very fair"

- Saleh (1999) The Problems Faced by The Students of SMP LPP YBW UMI Ujung Pandang in Using Question Tags.

In this research the writer focuses his study on the third year students of SMP LPP YBW UMI Ujung Pandang, including simple present tense, simple past tense, present perfect tense, future tense, and modal auxiliaries (may, can, must, should, might, and could). After analyzing the data, the writer reports that she also finds that the third year students of SMP LPP YBW UMI Ujung Pandang in using question tag have mean score only 1.5 which is classified as almost moderate. It is considered that the students still have low ability in using question tags.

The writer can compare her study with the previous study above. They focus on the intermediate student ability in using question tags either written or spoken and the whole type of the sentences and tenses, but the writer herself focuses her study on the lower student ability. That is the second year students of SMPN 30 Makassar. She gives two kinds of test to the students; they are multiple choice and cloze tests. Her research is limited on what the students of SMPN 30 Makassar has studied, i.e: positive and negative sentence in present tense, present continuous tense, past tense, past continuous tense, future tense, future continuous tense, modal (can,should,could), and Let's form.

2.2 Literary Review

"A sentence is neither a physical event nor a physical object. It is, conceived abstractly, a string of words put together by the grammatical rules of a language. A sentence can be thought of as the ideal string of words behind various relations in utterances and inscriptions" (Hurford, 1983: 16). There are three types of the sentences, namely: declarative sentence, imperative sentence and interrogative sentence, with positive and negative forms. The declarative sentence is used to *assert* a state of affairs, the imperative sentence is used to *order* someone to do something and the interrogative sentence is used to *ask* a state of affairs. The interrogative sentence is divided into three forms, e.g: *wh-question*, *yes/no question* and *question tag*. The interrogative sentence in *wh-question* form must be answered with complete and clear words, the interrogative sentence in *yes/no question* form is answered with yes or no, and the interrogative sentence in *question tag* form is answered based on the type of the statement. Question tag has its own rules; it is different from other forms of the sentences.

2.2.1 Definition of Question Tags

Question tag has many definitions. Azhar (1992: 16) says: "A tag question is a question added at the end of a sentence. Speaker use tag question chiefly to make sure their information is correct or to seek agreement.

Crystal (1980: 349) states: "Tag is a term used in grammatical description to refer to a question structure (a tag question) usually consisting of an auxiliary + pronoun, attached to the end of a statement in order to convey a negative or positive orientation"

Example: Mr. Bang is a sailorman, **isn't** he?

Mr. Bang isn't here, **is** he?

He is my brother, **isn't** he?

He isn't my brother, **is** he?

Mr. Bang will not be late, **won't** he?

Dixson (1970: 73) states: "The tag ending is a construction added in the end of sentence to express a weak form of a question or to invite confirmation of some fact already known by the speaker. Tag endings are performed by using short but in question form."

From the definitions above, the writer can conclude that question tag means a statement which is transformed into a question by putting a question at the end of a statement.

2.2.2 Function of Question Tags

The writer argues that the function of question tag is to figure out and explain the truth of information and to get the confirmation of what she feels like someone else feels. So, the function of question tag is to make the distinction of the truth from a statement/ information uttered by someone.

2.2.3 Forms of Question Tags

There are some important points that must be known in question tag, c.g:

- a. Question tag always at the end of the sentence
- b. The sentence in question tag always end by the question mark “?” in its written or by the intonation in its spoken.
- c. Question tag contains what the speaker or the writer sure about the truth of their statement.
- d. Question tag indicates what the speaker or the writer wants in order to make the hearer or the reader sure as the way they are.
- e. Question tag contains the distinctive sure of the statement from the speaker or the writer, figure out in the question form.

The writer argues that 6 points above is the very important point that must be known by the students in order to understand question tag correctly. The student must also understand the reason why we use question tag and in what situation we use question tag.

In general, there are some points in forming question tag:

- a. The sentence before the question tag is normally a positive or a negative statement. If the statement is the positive one, we use the negative question tag and if the statement is the negative one, we use the positive question tag.

- Positive statement + negative tag

Example: You are the winner, **aren't** you?

He was at school, **wasn't** he?

They have left, **haven't** they?

You are a student, **aren't** you?

You like a tea, **don't** you?

- Negative statement + positive tag

Example: She isn't here, **is** she?

You are not a policeman, **are** you?

You were not busy, **were** you?

He wasn't at home, **was** he?

They haven't left, **have** they?

- b. If the main clause has auxiliary verb consist modal auxiliary verb, we use the same auxiliary in the question tag.

Example: Mr. Bang will come soon, **won't** he?

He will not be late, **will** he?

Adi can speak English, **can't** he?

I should wait you last night, **shouldn't** I?

We shouldn't go to Jakarta yesterday, **should** we?

- c. If the main clause has not auxiliary verb or *be*, we use *do* in the question tag

Example: Mr. Bang went to Singapore, **didn't** he?

She made you do it again, **didn't** she?

He knows the truth, **doesn't** he?

She answered the question, **didn't** she?

Ardi reads newspaper every morning, **doesn't** he?

However, not all sentence types follow the general rules above. The exceptions are listed below:

- 1) Question tag after "*I am*"

Question tag after "*I am*", we use "*aren't I*" in the question tag

Example: I am your friend, **aren't** I?

I am a teacher, **aren't** I?

I am the winner, **aren't** I?

- 2) Question tag after "*used to*"

Question tag after "*used to*", we use "*did*" in the question tag

Example: He used to beat his wife, **didn't** he?

Kelly used to be there, **didn't** she?

Risma used to be the beautiful one, **didn't** she?

Sinta used to be a rich girl, **didn't** she?

Ria used to study in Spanish, **didn't** she?

3) Pronoun "it"

Pronoun "it" is used to avoid repeating "*Nothing/this/that*"

Example: Nothing can stop him, **can it?**

That is your book, **isn't it?**

This isn't the right time, **is it?**

This machine was broken, **wasn't it?**

4) "they"

"they" is used to "*nobody, someone, everybody, everyone, these and those*"

Example: Somebody stole your money, **didn't they?**

Those are your pens, **arent they?**

These are mine, **aren't they?**

5) "there"

"there" can be used as a subject

Example: There won't be any trouble, **will there?**

There is something wrong, **isn't there?**

There were many problem, **weren't there?**

6) Negative adverbs.

Sentences with negative adverbs such as "*hardly, never, rarely, scarcely, seldom*" does not have a negative question tag at the end.

Example: They seldom come, **do** they?

It is hardly broken, **is** it?

She will never come, **will** she?

They never know the answer, **do** they?

They rarely make mistake, **do** they?

7) Pronouns with negative meanings.

The subject of the sentence with negative meaning such as "*none, nothing, neither, nobody, not many, few, little, hardly any, scarcely any*" does not require a negative question tag at the end.

Example: Nothing is free these days, **is** it?

Nobody are alreday, **are** they?

There is nothing to do then, **is** there?

Few people remember him, **do** they?

8) Let's and Let.

When we use the word "*let's*", the question tag at the end must be "*shall we*" and when we use the word "*let*", the question tag at the end must be "*will/won't you*"

Example: Let's visit the Archeological Museum, **shall we?**

Let's go to Malino, **shall we?**

Let's talk to our Lord, **shall we?**

Let's forget the problem, **shall we?**

Let the prisoner go, **will you?**

Let the prisoner go, **won't you?**

Let the children play, **will you?**

Let the children play, **won't you?**

2.2.4 The use of Question Tags

Swam (1995:470) says: "Question Tag are the small question that often come at the end of the sentences in speech and sometimes in informal writing"

Question tag can also be appended to imperative sentence where they invite the hearer's consent. The imperatives made the request statement into more polite request by adding a tag. They are not real questions, but they mean something like "please".

There are two kinds of imperative, e.g:

a. Positive imperative

Positive imperative are more polite request by adding a future tag. The auxiliary is usually "will/won't" and the subject is usually "you".

Example: Stop that noise, **will you?**
Stop that noise, **won't you?**
Open the door, **will you?**
Open the door, **won't you?**
Take that book, **will you?**
Take that book, **won't you?**

b. Negative Imperative

Negative imperative are less commonly followed by a tag question, the only type that seems possible is "will you"

Example: Don't throw things at me, **will you?**
Don't annoy us, **will you?**
Don't disturb them, **will you?**
Don't go out with them, **will you?**
Don't let him go, **will you?**

All the question tags above, make the imperative sentence is more polite.

From those definitions and examples above about the question tags, it is clear that we have to pay attention to the rule in forming a question tag, in order to produce the correct question tag.

After that, the writer is going to present and analyze the data which are collected through tests given to the second year students of SMPN 30 Makassar in the next chapter.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the writer presents and analyzes the data about the students' ability in using question tag. Those data are collected through written test: multiple choice and cloze tests. Multiple choice test consists of 25 items, and cloze test consists of 10 items.

3.1 Presentation and Analysis of Data I (Multiple Choice Test)

In this section the writer presents the data from multiple choice test which consist of 25 items.

Note:

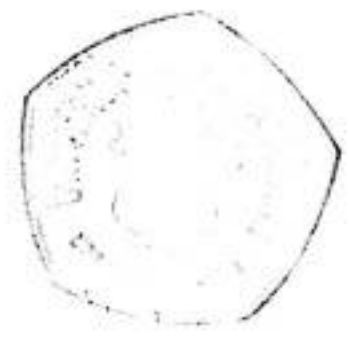
- The correct answer of each item is given in italic print.
- The number that is given behind each option indicates the number of students who choose that option.
- The analysis of data is given after its presentation.

The table of data I

The following table shows the number of students who give the correct and incorrect answer in test I (Multiple Choice Test)

Table I Students' performance in answering test I (Multiple Choice)

ITEMS	Number Of Students Who Give			
	Correct Answer	%	Wrong Answer	%
1	81	81	19	19
2	62	62	38	38
3	83	83	17	17
4	82	82	18	18
5	35	35	65	65
6	93	93	7	7
7	53	53	47	47
8	75	75	25	25
9	65	65	35	35
10	38	38	62	62
11	63	63	37	37
12	78	78	22	22
13	79	79	21	21
14	68	68	32	32
15	92	92	8	8
16	83	83	17	17
17	84	84	16	16
18	91	91	9	9
19	32	32	68	68
20	54	54	46	46
21	83	83	17	17
22	70	70	30	30
23	65	65	35	35
24	56	56	44	44
25	83	83	17	17



The presentation and analysis of data can be seen as follows:

- 1. He isn't here,...?
 - a. isn't she? -
 - b. is she? 4
 - c. isn't he? 15
 - c. d. *is he?* 81

In this item, there are 81 (81 %) students who choose the correct answer (d) *is he?*, 15 (15 %) students choose the incorrect answer (c) *isn't he?*, 4 (4 %) students choose the other incorrect answer (b) *is she?*, and there is no student who chooses option (a) *isn't she?*.

Is he? is the correct answer because the form of the statement is negative, and the subject is *he*. So, the question tag must be in positive form with subject *he*.

Isn't he? is the wrong answer because the question tag is in negative form, the negative form is used if the statement is positive, *is she?* is the wrong answer because the subject is *he* not *she*, and *isn't she?* is also the wrong answer because the subject is *he* not *she*.

- 2. I will be buying you pizza,...?
 - a. would I? 8
 - b. wouldn't I? 18
 - c. will I? 12
 - d. *won't I?* 62

For this item, there are 62 (62 %) students who choose the correct answer d. *won't I?*, 8 (8 %) students choose the incorrect answer (a). *would I?*, 18 (18 %) students choose the incorrect answer (b). *wouldn't I?*, and 12 (12 %) students choose the incorrect answer (c). *will I?*.

Won't I? is the correct answer because the form of the statement is positive, and the subject is *I*. So, the question tag must be in negative form with subject *I*.

Will I? is the wrong answer because the question tag is in positive form, the positive form is used if the statement is negative, *would I?* is the wrong answer because the sentence is in positive form, it needs the negative tag, *wouldn't I?* is also the wrong answer because the sentence is in the future tense.

3. She didn't come to your house,..?

- | | |
|----------------|----|
| a. didn't she? | 15 |
| b. did she? | 83 |
| c. didn't he? | 2 |
| d. did he? | - |

In this item, there are 83 (83 %) students who choose the correct answer (b) *did she?*, 15 (15 %) students choose the incorrect answer (a) *didn't she?*, 2 (2 %) students choose the other incorrect answer (c) *didn't he?*, and there is no student who chooses (d) *did he?*.

Did she? is the correct answer because the auxiliary verbs in the sentence is *did* in negative form, so *did* with positive form is the appropriate answer.

Didn't she? is the wrong answer because the question tag is in negative form, the negative form is used if the statement is positive, *didn't he?* is the wrong answer because the subject is *she* not *he* and also the form is negative, and *did he?* is also the wrong answer because the subject is *she* not *he*.

4. Ardy went there by motorcycle, ...?

- | | |
|----------------------|----|
| a. <i>didn't he?</i> | 82 |
| b. <i>did he?</i> | 6 |
| c. <i>do he?</i> | - |
| d. <i>don't he?</i> | 12 |

For this item, there are 82 (82 %) students who answer correctly with (a). *didn't he?*, while 6 (6 %) students choose the incorrect answer (b). *did he?*, 12 (12 %) students choose the incorrect answer (d). *don't he?*, and there is no student who chooses the other incorrect answer (c). *do he?*

Didn't he? is the correct answer because there is no auxiliary verbs in the sentence, so *did* with negative form is the appropriate answer.

Don't he? is question tag in negative form but it is not the correct answer because the sentence is in the past tense, not present tense. While *did he?* is the wrong answer because it is the positive form, and *do he?* is also the wrong answer because it is the positive tag.

5. Let's come to my house,...

- a. shall not we? 39
- b. shall we? 35
- c. won't we? 16
- d. will we? 10

For this item, there are 35 (35 %) students who answer correctly (b). *shall we?*, 39 (39 %) students choose the incorrect answer (a). *shall not we?*, 16 (16%) students choose the incorrect answer (c). *won't we?*, and 10 (10 %) students choose the other incorrect answer (d). *will we?*

Shall we? is the correct answer because the sentence is in "Let's form", so *shall we* is the appropriate answer.

Shall not we?? is the incorrect answer because the sentence is in "Let's form", the appropriate answer is *shall we?*. While *won't we?* is the incorrect answer because it is the negative form in the past tense, and *will we?* is also the incorrect answer because it is used for the future tense.

6. He was beating his friend,...

- a. wasn't he? 93
- b. was he? 4
- c. weren't he? 3
- d. were he? -

In this item, there are 93 (93 %) students who choose the correct answer (a) *wasn't he?*, 4 (4 %) students choose the incorrect answer (b) *was he?*, 3 (3 %) students choose the other incorrect answer (c) *weren't he?*, and there is no student who chooses option (d) *were he?*.

Wasn't he? is the correct answer because the form of the statement is positive, and the subject is *he*. So, the question tag must be in negative form with subject *he*.

Was he? is the wrong answer because the question tag is in positive form, the positive form is used if the statement is negative, *weren't he?* is the wrong answer because the auxiliary is *was* not *were*, and *were he?* is also the wrong answer because the form is positive.

7. We collect some flowers to plant in the garden,....?

- a. didn't we? 47
- b. did we? -
- c. don't we? 53
- d. do we? -

In this item, there are 53 (53 %) students who choose the correct answer (c) *don't we?*, 47 (47 %) students choose the incorrect answer (a) *didn't we?*, and there is no student who chooses the other incorrect answer (d) *do we?* and (b) *did we?*

Don't we? is the correct answer because there is no auxiliary verb in the sentence, so *do* with negative form is the appropriate answer.

Didn't we? is the wrong answer because it is the past tense not present tense, *did we?* is the wrong answer because it is the past tense and also the form is positive, and *do we?* is also the wrong answer because it is the positive tag.

8. Nothing can stop him,...?

- | | |
|-----------------------|----|
| a. <i>can it?</i> | 14 |
| b. <i>can't it?</i> | 75 |
| c. <i>can they?</i> | - |
| d. <i>can't they?</i> | 11 |

For this item, there are 14 (14 %) students who answer correctly with (a). *Can it?*, 75 (75 %) students choose the incorrect answer (b). *can't it?*, 11 (11 %) students choose the incorrect answer (d). *can't they?*, and there is no student who chooses the other incorrect answer (c). *can they?*

Can it? is the correct answer because the sentence is in negative form and it uses modal *can*, and pronoun "it" refers to "Nothing".

Can't it? is not the correct answer because the sentence is in negative form, the question tag must be in positive. *Can't they?* is not the correct answer because it is the negative form, and *can they?* is also not the correct answer because *they* is not refer to "Nothing".

9. This book is very expensive, ...?

- a. is it? -
- b. *isn't it?* 65
- c. is this? 7
- d. *isn't this?* 28

In this item, there are 65 (65 %) students who choose the correct answer (d) *isn't it?*, 7 (7 %) students choose the incorrect answer (c) *isn't he?*, 28 (28 %) students choose the other incorrect answer (d) *isn't this?*, and there is no student who chooses option (a) *isn't she?*.

Isn't it? is the correct answer because the form of the statement is positive, and pronoun "It" refers to "This book".

Is it? is the wrong answer because the question tag is in positive form, the positive form is used if the statement is negative, *is this?* is the wrong answer because it is the positive tag, and *isn't this?* is also the wrong answer because "This" must be replaced by pronoun "It"

10. Let's play football, ...?

- a. shall not we? 16
- b. *shall we?* 38
- c. won't we? 46
- d. will we? -

For this item, there are 38 (38 %) students who answer correctly (b). *shall we?*, 16 (16 %) students choose the incorrect answer (a). *shall not we?*, 46 (46 %)

students choose the incorrect answer (c). *won't we?*, and there is no student who chooses the other incorrect answer (d). *will we?*

Shall we? is the correct answer because the sentence is in "Let's form", so *shall we* is the appropriate answer.

Will we? is the incorrect answer because it is used for the future tense, while *shall not we?* is the incorrect answer because the sentence is in "Let's form", the appropriate answer is *shall we?*, and *won't we?* is also the incorrect answer because it is the negative form in the past tense.

11. Everyone can go to the picnic,....?

- | | |
|--------------------------|----|
| a. <i>couldn't they?</i> | 26 |
| b. <i>could they?</i> | 5 |
| c. <i>can't they?</i> | 63 |
| d. <i>can they?</i> | 6 |

For this item, there are 63 (63 %) students who answer correctly with (c). *can't they?*, 26 (26 %) students choose the incorrect answer (a). *couldn't they?*, 5 (5 %) students choose the incorrect answer (b). *could they?*, and 6 (6 %) students choose the other incorrect answer (d). *can they?*

Can't they? is the correct answer because the sentence is in positive form, it uses modal *can*, and pronoun "They" refers to "Everyone".

Couldn't they? is not the correct answer because the sentence is in negative form, the question tag must be in positive, *could they?* is not the correct answer

because the sentence uses modal *can* not *could*, and *can they?* is also not the correct answer because the question tag must be in negative form.

12. I could talk to them about my problem,...

- | | |
|------------------------|----|
| a. <i>couldn't I?</i> | 78 |
| b. <i>could I?</i> | 7 |
| c. <i>shouldn't I?</i> | 12 |
| d. <i>should I?</i> | 3 |

For this item, there are 78 (78 %) students who answer correctly with (a). *couldn't I?*, 7 (7 %) students choose the incorrect answer (b). *could I?*, 12 (12 %) students choose the incorrect answer (c). *shouldn't I?*, and 3 (3 %) students choose the other incorrect answer (d). *should I?*

Couldn't It? is the correct answer because the sentence is in positive form and it uses modal *could*.

Could I? is not the correct answer because the sentence is in positive form, the question tag must be in negative, *shouldn't I?* is not the correct answer because the sentence uses modal *could* not *should*, and *should I?* is also not the correct answer because the sentence is in positive form.

13. They were all beautiful,...

- | | |
|-------------------------|----|
| a. <i>were they?</i> | 10 |
| b. <i>weren't they?</i> | 79 |
| c. <i>was they?</i> | - |
| d. <i>wasn't they?</i> | 11 |

In this item, there are 79 (79 %) students who choose the correct answer (b) *weren't they?*, 10 (10 %) students choose the incorrect answer (a) *were they?*, 11 (11 %) students choose the other incorrect answer (d) *wasn't they?*, and there is no student who chooses (c) *was they?*.

Weren't they? is the correct answer because the form of the statement is positive, and the subject is *They*. So, the question tag must be in negative form with subject *they*.

Were they? is the wrong answer because it is the question tag in positive form, the positive form is used if the statement is negative, *wasn't they?* is the wrong answer because the auxiliary of the sentence is *were* not *was*, and *was they?* is also the wrong answer because the form is positive.

14. They will tell the truth,...

- | | |
|-----------------------|----|
| a. would they? | 8 |
| b. wouldn't they? | 24 |
| c. <i>won't they?</i> | 68 |
| d. will they? | - |

For this item, there are 68 (68 %) students who choose (c). *won't they?* as the correct answer, 8 (8 %) students choose (a). *would I?* and 24 (24 %) students choose (b). *wouldn't they?* as the wrong answer, and the other wrong answer (d) *will they?* is not chosen by any students.

Won't they? is the correct answer because the form of the statement is positive, and the subject is *they*. So, the question tag must be in negative form with subject *they*.

Will they? is the wrong answer because it is the positive tag, the positive tag is used if the statement is negative, *would they?* is the wrong answer because the sentence is in the past tense, and *wouldn't they?* is also the wrong answer because the sentence is in negative form.

15. Clara was crying,...?

- a. wasn't he? -
- b. was he? 5
- c. wasn't she? 92
- d. was she? 3

In this item, there are 92 (92 %) students who choose the correct answer (c) *wasn't she?*, 5 (5 %) students choose the incorrect answer (b) *was he?*, 3 (3 %) students choose the other incorrect answer (d) *was she?*, and there is no students who chooses option (a) *wasn't he?*.

Wasn't he? is the correct answer because the form of the statement is positive, and *she* refers to "Clara". So, the question tag must be in negative form with subject *she*..

Was he? is the wrong answer because the question tag is in positive form, the positive form is used if the statement is negative, *wasn't he?* is the wrong answer

because Clara is a girl, and *was she?* is also the wrong answer because the form is positive.

16. The bus will be coming,...?

- a. would it? -
- b. wouldn't it? 14
- c. will it? 3
- d. *won't it?* 83

For this item, there are 83 (83 %) students who choose (d). *won't it?* as the correct answer, 14 (14 %) students choose (b). *wouldn't it?* and 3 (3 %) students choose (c). *will it?* as the wrong answer, and the other wrong answer (a) *would it?* is not chosen by any students.

Won't it? is the correct answer because the form of the statement is positive, and pronoun *It* refers to "The bus". So, the question tag must be in negative form.

Will it? is the wrong answer because the question tag is in positive form, the positive form is used if the statement is negative, *would it?* is the wrong answer because the sentence is in positive form, it needs the negative tag, *wouldn't it?* is also the wrong answer because the sentence is in the future tense.

17. We should help him,...?

- a. would we? -
- b. wouldn't we? 6
- c. should we? 10
- d. *shouldn't we?* 84

For this item, there are 84 (84 %) students who answer correctly with (d). *shouldn't we?*, 6 (6 %) students choose the incorrect answer (b). *wouldn't we?*, 10 (10 %) students choose the incorrect answer (c). *should we?*, and there is no student chooses the other incorrect answer (a). *would we?*

Shouldn't we? is the correct answer because the sentence is in positive form and it uses modal *should*.

Should we? is not the correct answer because the sentence is in positive form, the question tag must be in negative, *wouldn't we?* is not the correct answer because it uses modal *should* not *would*, and *would we?* is also not the correct answer because the sentence is in positive form.

18. Erny is driving slowly,...?

- | | |
|---------------|----|
| a. is she? | 3 |
| b. isn't she? | 91 |
| c. is he? | 6 |
| d. isn't he? | - |

In this item, there are 91 (91 %) students who choose the correct answer (b) *isn't she?*, 3 (3 %) students choose the incorrect answer (a) *is she?*, 6 (6 %) students choose the other incorrect answer (c) *is he?*, and there is no student who chooses option (d) *isn't he?*.

Isn't she? is the correct answer because the form of the statement is positive, and pronoun *she* refers to "Erny"

Is she? is the wrong answer because it is the positive tag, the positive tag is used if the statement is negative, *is he?* is the wrong answer because the form is positive, and *isn't he?* is also the wrong answer because Erny is a girl.

19. Let's tell them the fact,...?

- a. will we? 6
- b. won't we? 20
- c. shall not we? 42
- d. shall we? 32

In this item, there are 32 (32 %) students who answer correctly (d). *shall we?*, 42 (42 %) student choose the incorrect answer (c). *shail noi we?*, 20 (20 %) students choose the incorrect answer (b). *won't we?*, and 6 (6 %) students choose the other incorrect answer (a). *will we?*

Shall we? is the correct answer because the sentence is in "Let's form", so *shall we* is the appropriate answer.

Won't we? is the incorrect answer because it is used for the future tense, while *shall not we?* is the incorrect answer because the sentence is in "Let's form", the appropriate answer is *shall we?* and *will we?* is also the incorrect answer because it is used for the future tense.

20. I am coming with you ,...?

- a. are I? -
- b. aren't I? 54

- c. am I? 7
- d. am not I? 39

In this item, there are 54 (54 %) students who choose the correct answer (b) *aren't I?*, 7 (7 %) students choose the incorrect answer (c) *am I?*, 39 (39 %) students choose the other incorrect answer (d) *am not I?*, and there is no student who chooses option (a) *are I?*.

Aren't I? is the correct answer because the sentence is *I am*, the question tag must be *aren't I?*

Are I? is the wrong answer because it is the positive tag, the positive tag is used if the statement is negative, *am I?* is the wrong answer because the form is positive, and *am not I?* is also the wrong answer because in the sentence with *I am*, we use *aren't I?* in the question tag.

21. I will have an English examination next Monday,...?

- a. *won't I?* 83
- b. *will I?* 6
- c. *wouldn't I?* 5
- d. *would I?* 6

For this item, there are 83 (83 %) students who choose correct answer (a). *won't I?*, 6 (6 %) students choose the incorrect answer (b). *will I?*, 5 (5 %) students choose the incorrect answer (c). *wouldn't I?*, and 6 (6 %) students choose the incorrect answer (d). *would I?*.

Won't I? is the correct answer because the form of the statement is positive, and the subject is *I*. So, the question tag must be in negative form with subject *I*.

Will I? is the wrong answer because the question tag is in positive form, the positive form is used if the statement is negative, *would I?* is the wrong answer because the sentence is in positive form, it needs the negative tag, *wouldn't I?* is also the wrong answer because the sentence is in the future tense.

22. She should sing without being shy,...?

- | | |
|--------------------------|----|
| a. would she? | 13 |
| b. wouldn't she? | - |
| c. should she? | 17 |
| d. <i>shouldn't she?</i> | 70 |

For this item, there are 70 (70 %) students who answer correctly with (d). *shouldn't she?*, 13 (13 %) students choose the incorrect answer (a). *would she*, 17 (17 %) students choose the incorrect answer (c). *should she?*, and there is no student who chooses the other incorrect answer (b). *wouldn't she?*

Shouldn't she? is the correct answer because the sentence is in positive form and it uses modal *should*.

Should she? is not the correct answer because the sentence is in positive form, the question tag must be in negative, *wouldn't she?* is not the correct answer because the sentence uses modal *should* not *would*, and *would she?* is also not the correct answer because the sentence is in positive form.

23. Let's go out to play tomorrow,....?

- a. shall not we? -
- b. *shall we?* 29
- c. won't we? 65
- d. will we? 6

For this item, there are 29 (29 %) students who answer correctly (b). *shall we?*, 65 (65%) students choose the incorrect answer (c). *won't we?*, and 6 (6 %) students choose the other incorrect answer (d). *will we?*, and there is no student who chooses the incorrect answer (a). *shall not we?*

Shall we? is the correct answer because the sentence is in "Let's form", so *shall we* is the appropriate answer.

Shall not we?? is the incorrect answer because the sentence is in "Let's form", the appropriate answer is *shall we?*. While *won't we?* is the incorrect answer because it is the negative form in the past tense, and *will we?* is also the incorrect answer because it is used for the future tense.

24. Let's beat him,....?

- a. will we? -
- b. won't we? 21
- c. *shall we?* 23
- d. shall not we? 56

For this item, there are 23 (23 %) students who answer correctly (c). *shall we?*, 56 (56 %) students choose the incorrect answer (d). *shall not we?*, 21 (21 %)

students choose the incorrect answer (b). *won't we?*, and there is no student who chooses the other incorrect answer (a). *will we?*

Shall we? is the correct answer because the sentence is in "Let's form", so *shall we* is the appropriate answer.

Will we? is the incorrect answer because it is for the future tense, while *won't we?* is also the incorrect answer because it is the negative form in past the tense, and *shall not we?* is also the incorrect answer because the sentence is in "Let's form", the appropriate answer is *shall we?*,

25. We will go to the cinema, ...?

a. *won't we?* 83

b. *will we?* 7

c. *wouldn't we?* 10

d. *would we?* -

In this item, there are 83 (83 %) students who choose the correct answer (a). *won't we?*, 7 (7 %) students choose the incorrect answer (b). *will we?*, 10 (10 %) students choose the incorrect answer (c). *wouldn't we?*, and there is no student who chooses the other incorrect answer (d) *would we?*

Won't we? is the correct answer because the form of the statement is positive, and the subject is *we*. So, the question tag must be in negative form with subject *we*.

would I? is the wrong answer because the sentence is in positive form, it needs the negative tag. *will I?* is the wrong answer because the question tag is in

positive form, the positive form is used if the statement is negative, *wouldn't I?* is also the wrong answer because the sentence is in the future tense.

3.2 Presentation and analysis of data II (Cloze Test)

In this part, the writer presents and analyzes the collected data from the test II. In the test II, the students are asked to match the statement with the correct question tags that are available. This test consists of 10 items.

Note:

- The correct answer of each item is given in italic print.
- The number that is given behind each option indicates the number of students who choose that option.
- The analysis of data is given after its presentation.

The table of data II (Cloze Test)

The following table shows the number of students who give the correct and incorrect answer.

Table II Students' performance in answering test II (Cloze Test)

ITEMS	Number Of Students Who Give			
	Correct Answer	%	Wrong Answer	%
1	90	90	10	10
2	96	96	4	4
3	95	95	5	5
4	87	87	13	13
5	72	72	28	28
6	91	91	9	9
7	67	67	33	33
8	91	91	9	9
9	95	95	5	5
10	79	79	21	21

The presentation and analysis of data can be seen as follows:

1. Nat went to Spain with his friend,...?

- | | |
|---------------------|----|
| k. <i>didn't he</i> | 90 |
| a. <i>won't it?</i> | 2 |
| f. <i>should I?</i> | 1 |
| c. <i>won't he?</i> | 1 |
| d. <i>does she?</i> | 3 |
| h. <i>shall we?</i> | 1 |
| e. <i>was he?</i> | 2 |

In this item, there are 90 (90 %) students who answer correctly with option (k). *didn't he?*, while 10 (10 %) students who answer wrongly: 3 students choose option (d). *does she?*; 2 students choose option (a). *won't it?*, 2 students choose

option (e). *was he?*, 1 student chooses option (f). *should I?*, 1 student chooses option (c). *won't he*, and 1 student chooses option (h). *shall we?*

Option (k) *didn't he?* is the correct answer because there is no auxiliary verbs in the sentence, so *did* with negative form is the appropriate answer.

Option (a) *won't it?* and (c) *won't he?* are question tag in negative form but they are not the correct answer because the sentence is in the past tense, not future tense While option (f) *should I?* and (h) *shall we?* are the wrong answer because they are modal, modal is not the appropriate answer for it.

2. Nat wasn't remembering it,...

- | | |
|---------------------|----|
| e. <i>was he?</i> | 96 |
| b. <i>isn't he?</i> | 2 |
| c. <i>won't he?</i> | 1 |
| h. <i>shall we?</i> | 1 |

In this item, there are 96 (96 %) students who answer correctly with option (e). *was he?*, and 4 (4 %) students who answer wrongly: 1 student chooses option (c). *won't he?*, 1 student chooses (h). *shall we?*, and 2 students choose option (b). *isn't he?*

Option (e) *was he?* is the correct answer because the sentence is the simple past tense. It uses the auxiliary *was* in negative form, so the appropriate question tag is *was* in positive form. And pronoun *he* refers to Nat.

Option (b) *isn't he?* is the incorrect answer because the question tag is in the present tense. While, option (c) *won't he?* is the incorrect answer because it is

appropriate for the future tense, and option (h) is also the incorrect answer because it is appropriate for the sentence in Let's form.

3. He is going outside,...?

b. *isn't he?* 95

i. aren't I? 2

f. should I? 1

g. can it? 1

c. won't he? 1

In this item, there are 95 (95 %) students who choose the correct answer (b) *isn't she?*, 1 (1 %) student chooses the incorrect answer (f) *should I?*, 1 (1 %) student chooses the incorrect answer (g) *can it?*, 1 (1 %) student chooses the incorrect answer (c) *won't he?* and 2 (2 %) students choose the other incorrect answer (i) *aren't I?*

Option (b) *Isn't he?* is the correct answer because the form of the statement is positive, and the subject is *he*.

Option (f) *should I?* is the wrong answer because it is modal, modal is not the appropriate answer for it. While (c) *won't he?* is question tag in negative form but it is not the correct answer because the sentence is in the present tense, not future tense, option (i) *aren't I?* is the wrong answer because it is for the sentence with *I am*, and option (g) *can it?* is also the wrong answer because it uses modal *can*.

4. Nothing can happen,...?

g. <i>can it?</i>	87
h. shall we?	3
a. won't it?	5
b. isn't he?	1
c. won't he?	2
d. does she?	1
e. was he?	1

In this item, there are 87 (87 %) students who choose the correct answer (g) *can it?*, 5 (5 %) students choose the incorrect answer (a) *won't it?*, 2 (2 %) students choose the incorrect answer (c) *won't he?*, 1 (1 %) student chooses the other incorrect answer (e) *was he?*, 3 (3 %) students choose the incorrect answer (h) *shall we?*, 1 (1 %) student chooses the incorrect answer (b) *isn't he?*, and 1 (1 %) student chooses the other incorrect answer (d) *docs she?*

Option (g) *can it?* is the correct answer because it uses modal *can*, and the statement is in negative.

Option (a) *won't it?* is the incorrect answer because it is in the future tense. Option (c) *won't he?* is the incorrect answer because it is the future tense. Option (e) *was he?* is the incorrect answer because there is no auxiliary *was* in the sentence. Option (h) *shall we?* is the incorrect answer because the sentence is not in "Let's" form. Option (b) *isn't he?* is the incorrect answer because it is the present tense and option (d) *docs she?* is also the incorrect answer because it is the present tense.

5. Let's go for a walk,...

h. <i>shall we?</i>	72
g. can it?	7
d. does she?	2
i. aren't I?	1
j. couldn't she?	2
k. didn't he?	1
a. won't it?	15

For this item, there are 72 (72 %) students who answer correctly (h). *shall we?*, 28 (28 %) students who answer wrongly: 1 (1 %) student chooses (i). aren't I?, 1 (1 %) student chooses (k). didn't he?, 2 (2 %) students choose (d) does she?, 7 (7 %) students choose (g) can it?, 2 (2 %) students choose (j) couldn't she?, and 15(15 %) students choose (a) won't it?

Option (h) shall we? is the correct answer because the sentence is in "Let's form", so *shall we* is the appropriate answer.

Option (i) aren't I? is the incorrect answer because the sentence is not in *I am* sentence, *option (k) didn't he?* is the incorrect answer because it is the negative form in the past tense, *option (d) does she?* is the incorrect answer because it is the present tense, *option (g) can it?* is the incorrect answer because it uses modal, *option (j) couldn't she?* is the incorrect answer because it uses modal, and *(a) won't it?* is also the incorrect answer because it is the past tense.

6. Nahdya could believes him,...?

- | | |
|-------------------------|----|
| j. <i>couldn't she?</i> | 91 |
| a. won't it? | 3 |
| d. does she? | 3 |
| g. can it? | 1 |
| h. shall we? | 1 |
| i. aren't I? | 1 |

For this item, there are 91 (91 %) students who answer correctly (j). *couldn't she?*, 9 (9 %) students who answer wrongly: 3 (3 %) students choose (d). *does she?*, 1 (1 %) student chooses (h). *shall we?*, 3 (3 %) students choose (a) *won't it?*, 1 (1 %) student chooses (g) *can it?*, and 1 (1 %) student chooses (i) *aren't I?*

Option (j) *couldn't she?* is the correct answer because the sentence is in positive form, and it uses modal *could*.

Option (d) *does she?* is the incorrect answer because it is the present tense, option (h) *shall we?* is the incorrect answer because the sentence is not in "Let's" form, option (a) *won't it?* is the incorrect answer because it is the past tense, option (g) *can it?* is the incorrect answer because it uses modal *can*, and option (i) *aren't I?* is also the incorrect answer because it is used in *I am* sentence.

7. His vessel will be arriving today,...?

- | | |
|---------------------|----|
| a. <i>won't it?</i> | 67 |
| c. <i>won't he?</i> | 7 |
| d. <i>does she?</i> | 4 |

f. should I?	1
j. couldn't she?	3
k. didn't he?	5
h. shall we?	13

In this item, there are 67 (67 %) students who answer correctly with option (a). *won't it?*, and 33 (3 %) students who answer wrongly: 4 (4 %) students choose option (d) *does she?*, 3 (3 %) students choose option (j). *couldn't she?*, 13 (13 %) students choose option (h) *shall we?*, 7 (7 %) students choose option (c) *won't he?*, 1 (1 %) student chooses option (f) *should I?*, and 5 (5 %) students choose option (k). *didn't he?*

Option (a) *won't it?* is the correct answer because the form of the statement is positive, the question tag must be in negative form. And pronoun *it* refers to "His vessel"

Option (d) *does she?* is the wrong answer because it is the present tense, option (j). *couldn't she?* is the wrong answer because it uses modal *could*, option (h) *shall we?* is the wrong answer because it is used in "Let's" form, option (c) *won't he?* is the wrong answer because the pronoun is *he* not *It*, option (f) *should I?* is the wrong answer because it uses modal *should*, and option (k). *didn't he?* is the wrong answer because it is the past tense.

8. I am a student,...?

- | | |
|---------------------|----|
| i. <i>aren't I?</i> | 91 |
| c. won't he? | 1 |
| j. couldn't she? | 1 |
| k. didn't he? | 2 |
| d. does she? | 4 |
| e. was he? | 1 |

In this item, there are 91 (91 %) students who choose the correct answer (i) *aren't I?*, 4 (4 %) students choose the incorrect answer (d) *does she?*, 1 (1 %) student chooses the incorrect answer (j) *couldn't she?*, 1 (1 %) student chooses the incorrect answer (c) *won't he?*, 1 (1 %) student chooses the incorrect answer (e) *was he?*, and 2 (2 %) students choose the other incorrect answer (k) *didn't he?*.

Option (i) *aren't I?* is the correct answer because the sentence is in *I am* sentence, the question tag must be *aren't I?*

Option (d) *does she?* is the incorrect answer because it is the present tense, option (j) *couldn't she?* is the incorrect answer because it uses modal *could*, option (c) *won't he?* is the incorrect answer because it is the future tense, option (e) *was he?*, is also the incorrect answer because it is the past tense, and option (k) *didn't he?* is also the incorrect answer because it is the past tense.

9. I shouldn't tell her, ...?

f. <i>should I?</i>	95
b. isn't he?	1
d. does she?	1
h. shall we?	2
i. aren't I?	1

For this item, there are 95 (95 %) students who answer correctly with (f). *Should I?*, 1 (1 %) student chooses the incorrect answer (d). *does she?*, 1 (1 %) student chooses the incorrect answer (i) *aren't I?*, 1 (1 %) student chooses option (b) *isn't he?*, and 2 (2 %) students choose option (h) *shall we?*

Option (f) *should I?* is the correct answer because the sentence is in negative form and it uses modal *should*.

Option (d). *does she?* is the incorrect answer because it is in the present tense, option (i) *aren't I?* is the incorrect answer because it is used in *I am* sentence, option (b) *isn't he?* is the incorrect answer because it uses auxiliary *is*, and option (h) *shall we?* is also the incorrect answer because it is used in "Let's" form.

10. He will show me how to use it, ...?

c. <i>won't he?</i>	79
i. aren't I?	1
d. does she?	11

9. I shouldn't tell her, ...?

f. <i>should I?</i>	95
b. isn't he?	1
d. does she?	1
h. shall we?	2
i. aren't I?	1

For this item, there are 95 (95 %) students who answer correctly with (f). *Should I?*, 1 (1 %) student chooses the incorrect answer (d). *does she?*, 1 (1 %) student chooses the incorrect answer (i) *aren't I?*, 1 (1 %) student chooses option (b) *isn't he?*, and 2 (2 %) students choose option (h) *shall we?*

Option (f) *should I?* is the correct answer because the sentence is in negative form and it uses modal *should*.

Option (d). *does she?* is the incorrect answer because it is in the present tense, option (i) *aren't I?* is the incorrect answer because it is used in *I am* sentence, option (b) *isn't he?* is the incorrect answer because it uses auxiliary *is*, and option (h) *shall we?* is also the incorrect answer because it is used in "Let's" form.

10. He will show me how to use it, ...?

c. <i>won't he?</i>	79
i. aren't I?	1
d. does she?	11

3.3 Table III and its description

Table III consists of the result of table I and table II. Before the writer describes it more detail, the writer presents the formula and the criteria to determine the students' achievement and their score in using question tag.

The writer uses the formula as given below:

Total score = score of test I + score of test II

In test I the students get 2 point for each the correct item.

In test II the students get 5 point for each the correct item.

Where:

- Score of test I is: number of correct answer times 2. The total score of test I is 50
- Score of test II is: number of correct answer times 5. The total score of test II is 50

Therefore, the total score for both tests are 100. Meanwhile, the formula to determine the students' mean score is:

$$M = \frac{F_x}{N}$$

(Soepono, 1997: 23)

Where: M = mean score

F_x = the sum of total

N = number of student

Besides that, the writer uses 5 criteria to determine the students' achievement, as follow:

Scores	86 - 100	is classified as 'excellent'
	76 - 85	is classified as 'good'
	66 - 75	is classified as 'fair'
	56 - 65	is classified as 'poor'
	0 - 55	is classified as 'very poor'

The criteria stated above is the assessment standard of Hasanuddin University

(In Mulyadi 2006 : 47)

Table III Students' scores in answering Test I and Test II

NUMBER	TEST I		TEST II		TOTAL SCORE	F	FX
	NCA	SCORE	NCA	SCORE			
1	24	48	10	50	98	4	392
2	23	46	10	50	96	6	576
3	21	42	10	50	92	1	92
4	20	40	10	50	90	3	270
5	19	38	10	50	88	13	1144
6	18	36	10	50	86	2	172
7	17	34	10	50	84	13	1092
8	21	42	8	40	82	2	164
9	16	32	9	45	77	2	154
10	18	36	8	40	76	2	152
11	13	26	10	50	76	2	152
12	15	30	9	45	75	5	375
13	17	34	8	40	74	6	444
14	12	24	10	50	74	3	222
15	14	28	9	45	73	5	365
16	16	32	8	40	72	6	432
17	10	20	10	50	70	4	280
18	17	34	7	35	69	3	207
19	9	18	10	50	68	1	68
20	15	30	7	35	65	3	195
21	16	32	6	30	62	1	62
22	13	26	7	35	61	1	61
23	9	18	8	40	58	1	58
24	12	24	6	30	54	1	54
25	10	20	6	30	50	1	50
26	5	10	8	40	50	3	150
27	14	28	3	15	43	1	43
28	9	18	5	25	43	1	43
29	15	30	0	0	30	2	60
30	5	10	1	5	15	2	30
The Sum of total (F) X						100	7559

Note: NCA is number of correct answer

The table above shows the highest score is 98 and the lowest score is 15. The description of the table can be seen as follow:

There are 4 students who get 24 correct answers in test I and 10 correct answers in test II and they get 98 point for 34 correct answers out of 35 items. They are classified as "excellent".

There are 6 students who have 23 correct answers out of 25 items in test I and 10 correct answers out of 10 items in test II. The score in test I is 46 and the score in test II is 50. So, their total score in the two tests are 96. They are classified as "excellent". There is 1 student who gets 21 correct answers in test I and 10 correct answers in test II and he gets 92 point for 31 correct answers out of 35 items. He is classified as "excellent".

There are 3 students who get 20 correct answers in test I and 10 correct answers in test II and they get 90 point for 30 correct answers out of 35 items. They are classified as "excellent".

There are 13 students who get 19 correct answers out of 25 items in test I which is equal to the score of 38, and 10 correct answers out of 10 items in test II which is equal to the score of 50. So, the total score in two test are 88. It is classified into "excellent".

There are 2 students who get 18 correct answers in test I and 10 correct answers in test II and they get 86 point for 28 correct answers out of 35 items. They are classified as "excellent".

There are 13 students who get 17 correct answers in test I and 10 correct answers in test II and they get 84 point for 27 correct answers out of 35 items. They are classified as “good”

There are 2 students who have 21 correct answers out of 25 items in test I and 8 correct answers out of 10 items in test II. The score in test I is 42 and the score in test II is 40. So, their total score in the two tests are 82. They are classified as “good”.

There are 2 students who have 16 correct answers out of 25 items in test I and 9 correct answers out of 10 items in test II. The score in test I is 32 and the score in test II is 45. So, their total score in the two tests are 77. They are classified as “good”.

There are 2 students who get 18 correct answers out of 25 items in test I which is equal to the score of 36, and 8 correct answers out of 10 items in test II which is equal to the score of 40. So, the total score in two test are 76. It is classified into “good”

There are 2 students who get 13 correct answers out of 25 items in test I which is equal to the score of 26, and 10 correct answers out of 10 items in test II which is equal to the score of 50. So, the total score in two tests are 76. It is classified into “good”

There are 5 students who have 15 correct answers out of 25 items in test I and 9 correct answers out of 10 items in test II. The score in test I is 30 and the score in test II is 45. So, their total score in the two tests are 75. They are classified as “fair”.

There are 6 students who get 17 correct answers out of 25 items in test I which is equal to the score of 34, and 8 correct answers out of 10 items in test II

which is equal to the score of 40. So, the total score in two tests are 74. It is classified into "fair"

There are 3 students who get 12 correct answers out of 25 items in test I which is equal to the score of 24, and 10 correct answers out of 10 items in test II which is equal to the score of 50. So, the total score in two tests are 74. It is classified into "fair"

There are 5 students who get 14 correct answers in test I and 9 correct answers in test II and they get 73 point for 23 correct answers out of 35 items. He is classified as "fair"

There are 6 students who have 16 correct answers out of 25 items in test I and 8 correct answers out of 10 items in test II. The score in test I is 32 and the score in test II is 40. So, their total score in the two tests are 72. They are classified as "fair".

There are 4 students who have 10 correct answers out of 25 items in test I and 10 correct answers out of 10 items in test II. The score in test I is 20 and the score in test II is 50. So, their total score in the two tests are 70. They are classified as "fair".

There are 3 students who get 17 correct answers out of 25 items in test I which is equal to the score of 34, and 7 correct answers out of 10 items in test II which is equal to the score of 35. So, the total score in two tests are 69. It is classified into "fair"

There is 1 student who gets 9 correct answers in test I and 10 correct answers in test II and he gets 68 point for 19 correct answers out of 35 items. He is classified as "fair".

There are 3 students who get 15 correct answers out of 25 items in test I which is equal to the score of 30, and 7 correct answers out of 10 items in test II which is equal to the score of 35. So, the total score in two tests are 65. It is classified into "poor"

There is 1 student who has 16 correct answers out of 25 items in test I and 6 correct answers out of 10 items in test II. The score in test I is 32 and the score in test II is 30. So, his total score in the two tests are 62. He is classified as "poor".

There is 1 student who has 13 correct answers out of 25 items in test I and 7 correct answers out of 10 items in test II. The score in test I is 26 and the score in test II is 35. So, his total score in the two tests is 61. He is classified as "fair".

There is 1 student who has 9 correct answers out of 25 items in test I and 8 correct answers out of 10 items in test II. The score in test I is 18 and the score in test II is 40. So, his total score in the two tests is 58. He is classified as "fair".

There is 1 student who has 12 correct answers out of 25 items in test I and 6 correct answers out of 10 items in test II. The score in test I is 24 and the score in test II is 30. So, his total score in the two tests is 54. He is classified as "very poor".

There is 1 student who has 10 correct answers out of 25 items in test I and 6 correct answers out of 10 items in test II. The score in test I is 20 and the score in test II is 30. So, his total score in the two tests is 50. He is classified as "poor".

There are 3 students who get 5 correct answers out of 25 items in test I which is equal to the score of 10, and 8 correct answers out of 10 items in test II which is

equal to the score of 40. So, the total score in two tests are 50. It is classified into "poor"

There is 1 student who gets 14 correct answers in test I and 3 correct answers in test II. His score of test I is 28, and his score of test II is 15. So, his total score is 43 which is classified into "poor"

There is 1 student who gets 9 correct answers in test I and 5 correct answers in test II. His score of test I is 18, and his score of test II is 25. So, his total score is 43 which is classified into "poor"

There are 2 students who get 15 correct answers out of 25 items in test I which is equal to the score of 30, and 0 correct answers out of 10 items in test II which is equal to the score of 0. So, the total score in two tests are 30. It is classified into "poor"

There are 2 students who have 5 correct answers out of 25 items in test I and 1 correct answer out of 10 items in test II. The score in test I is 10 and the score in test II is 5. So, their total score in the two tests are 15. They are classified as "poor".

Next, the writer determines the students' mean score in using question tag by using the formula which has mentioned above:

From the table III we can see that:

$$F_x = 7559$$

$$N = 100$$

Therefore, the mean score is $M = \frac{Fx}{N}$

$$= \frac{7559}{100}$$

$$= 75,59$$

So, the average score of the students who use question tag is 75,59. It can be concluded that the students' ability to use question tag is "good"

BAB IV

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer discusses two parts. The first deals with conclusions and the second one deals with suggestions.

4.1. Conclusions

After analyzing the data and discussing the result of data analysis, the writer can conclude that:

1. There are 29 students out of 100 students who categorize as "excellent" with the score from 98-86. There are 21 students out of 100 students who categorize as "good" with the score from 84-76. There are 33 students out of 100 students who categorize as "fair" with the score from 75-68. There are 6 students out of 100 students who categorize as "poor" with the score from 65-58. There are 11 students out of 100 students who categorize as "good" with the score from 54-15.
2. The mean score of the students is 75,59. This is classified into criteria of "good". This criterion also represents the students' ability to use question tag. The students' highest score is 98 and classified as "very good" and the lowest score is 15, and classified into "very poor"

4.2 Suggestions

Based on the result of the data analysis, the writer would like to give some suggestions. These are:

1. The students are suggested to keep learning about the question tag particularly and grammar in general to improve their English.
2. The students are suggested to read more English grammar books; so they will know many things about English grammar.
3. The English teacher of SMPN 30 Makassar is suggested to always remind the students about the important of learning English.
4. For further researchers who are interested in doing the same or similar research, the writer suggests to investigate the students' ability to use question tag more detail.

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APPENDIX

PILIHAN GANDA

Pilihlah jawaban yang tepat!

1. He isn't here,...?

- a. isn't she?
- b. is she?
- c. isn't he?
- d. is he?

2. I will be buying you pizza,...?

- a. would I?
- b. wouldn't I?
- c. . will I?
- d. won't I?

3. She didn't come to your house,..?

- a. didn't she?
- b. did she?
- c. didn't he?
- d. did he?

4. Ardy went there by motorcycle,...?

- a. didn't he?
- b. did he?
- c. do he?
- d. don't he?

5. Let's come to my house,...

- a. shall not we?
- b. shall we?
- c. won't we?
- d. will we?

6. He was beating his friend,...

- a. wasn't he?
- b. was he?
- c. weren't he?
- d. were he?

7. We collect some flowers to plant in the garden,...

- a. didn't we?
- b. did we?
- c. don't we?
- d. do we?

8. Nothing can stop him,...

- a. can it?
- b. can't it?
- c. can they?
- d. can't they?

9. This book is very expensive, ...?

- a. is it?
- b. isn't it?
- c. is this?
- d. isn't this?

10. Let's play football, ...?

- a. shall not we?
- b. shall we?
- c. won't we?
- d. will we?

11. Everyone can go to the picnic, ...?

- a. couldn't they?
- b. could they?
- c. can't they?
- d. can they?

12. I could talk to them about my problem, ...?

- a. couldn't I?
- b. could I?
- c. shouldn't I?
- d. should I?

13. They were all beautiful, ...?

- a. were they?
- b. weren't they?
- c. was they?
- d. wasn't they?

14. They will tell the truth, ...?

- a. would they?
- b. wouldn't they?
- c. won't they?
- d. will they?

15. Clara was crying, ...?

- a. wasn't he?
- b. was he?
- c. wasn't she?
- d. was she?

16. The bus will be coming, ...?

- a. would it?
- b. wouldn't it?
- c. will it?
- d. won't it?

17. We should help him, ...?

- a. would we?
- b. wouldn't we?
- c. should we?
- d. shouldn't we?

18. Erny is driving slowly, ...?

- a. is she?
- b. isn't she?
- c. is he?
- d. isn't he?

19. Let's tell them the fact, ...?

- a. will we?
- b. won't we?
- c. shall not we?
- d. shall we?

20. I am coming with you, ...?

- a. are I?
- b. aren't I?
- c. am I?
- d. am not I?

21. I will have an English examination next Monday, ...?

- a. won't I?
- b. will I?
- c. wouldn't I?
- d. would I?

22. She should sing without being shy, ...?

- a. would she?
- b. wouldn't she?
- c. should she?
- d. shouldn't she?

23. Let's go out to play tomorrow, ...?

- a. shall not we?
- b. shall we?
- c. won't we?
- d. will we?

24. Let's beat him, ...?

- a. will we?
- b. won't we?
- c. shall we?
- d. shall not we?

25. We will go to the cinema,...?

- a. won't we?
- b. will we?
- c. wouldn't we?
- d. would we?

MENJODOHKAN

Jodohkan pernyataan berikut dengan question tag yang tepat!

26. Nat went to Spain with his friend,...?

a. won't it?

27. Nat wasn't remembering it,...?

b. isn't he?

28. He is going outside,...?

c. won't he?

29. Nothing can happen,...?

d. does she?

30. Let's go for a walk,...?

e. was he?

31. Nahdya could believes him,...?

f. should I?

32. His vessel will be arriving today,...?

g. can it?

33. I am a student,...?

h. shall we?

34. I shouldn't tell her,...?

i. aren't I?

35. He will show me how to use it,...?

j. couldn't she?

k. didn't he?

SURAT TUGAS
NO. 65/J04.11.1/PP.40/2007

Sesuai dengan Peraturan Akademik Unhas Nomor 1067/J04/P/2003, tanggal 28 Juli 2003, mahasiswa **Fitriani, Nomor Pokok F21103725-1** Program Studi Bahasa Inggris, Program Reguler Sore Sastra Inggris Fakultas Sastra Universitas Hasanuddin telah memenuhi syarat untuk menulis skripsi sebagai tugas akhir penyelesaian studinya. Sehubungan dengan hal tersebut, Dekan Fakultas Sastra Universitas Hasanuddin menyetujui penulisan skripsi mahasiswa tersebut yang berjudul :

**THE USE ^{of} QUESTION TAGS BY THE STUDENTS OF SMPN 30
MAKASSAR : A CASE STUDY**

dengan menugaskan dosen berikut sebagai Konsultan.

Konsultan I : Drs. Abd.Madjid Djuraid, M.Hum Pangkat Pembina / Gol.IV/a
Konsultan II : Dra. Nasmilah Imran, M.Hum,Ph.D Pangkat Penata Tk.I / Gol.III/d

Tugas konsultasi ini berlangsung paling lama satu tahun (dua semester) terhitung mulai pada tanggal dikeluarkannya surat tugas ini.

Harap penugasan ini dilaksanakan sebaik-baiknya.

Makassar, 07 Mei 2007

a.n. Dekan
Pembantu Dekan I,

Drs. M. Amir P., M.Hum.
NIP 131 792 026



Tembusan :

1. Dekan Fakultas Sastra (sebagai laporan)
2. Ketua Program Non Reguler Sastra Inggris
3. Masing-masing yang bersangkutan