THE PROBLEMS FACED BY THE FIRST YEAR STUDENTS OF MADRASAH TSANAWIYAH DDI KANANG IN USING QUESTION TAGS

A THESIS

Submitted to Partial Fulfillment of the Requirements for the Degree of “Sarjana Pendidikan” in English Education Department of Tarbiyah and Teaching Science Faculty State Islamic University of Alauddin Makassar

By

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PERNYATAAN KEASLIAN SKRIPSI

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Makassar, Agustus 2010

Penyusun,

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ACKNOWLEDGEMENT

Alhamdulillah, a deepest gratitude should go to Allah SWT. This research would have never been completed without His Blessing and His Mercy. The writer should thank for the most valuable physical and spiritual health Allah has lent her during the process of this research. This thesis has been finished, under the assistance, direction and guidance of some people.

Therefore, the writer would like to express her greatest gratitude and appreciation, especially to:

1. The writer’s father, Mangki and her mother Dardisa who always pray, encourage, educate and provide countless material supports so that she could finish this thesis and her study at UIN Alauddin Makassar.
2. Prof. Dr. Azhar Arsyad., M.A. the Rector of State Islamic University Alauddin Makassar.
3. Prof. Dr. H. Moh. Natsir Mahmud., M.A. The Dean and all of the staff members of Tarbiyah and Teaching Sciences Faculty of Alauddin State Islamic University of Makassar.
4. The writer’s consultants, Drs. Muh. Rusdi., M.Ag and Drs. H. Abd. Muis Said., M.Ed. who have helped, guided, and supported the writer during the writing of her thesis.
5. All of the lecturers of Tarbiyah and Teaching Sciences Faculty of Alauddin State Islamic University of Makassar for their guidance during her study.

6. The students of English Education Department intake 2006 who spent their time so willingly to participate in her research.

7. Irfiani Bakri for her assistance and valuable guidance correcting and directing the researcher in finishing this thesis writing.

8. All of the writer’s friends in PBI, who accompanied the writer to study, helped her to solve her problems and gave affection during her study.

The writer,

MARDIANA
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Pages</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>COVER PAGE</td>
</tr>
<tr>
<td>ii</td>
<td>PERNYATAAN KEASLIAN SKRIPSI</td>
</tr>
<tr>
<td>iii</td>
<td>PERSETUJUAN PEMBIMBING</td>
</tr>
<tr>
<td>iv</td>
<td>PENGESAHAN SKRIPSI</td>
</tr>
<tr>
<td>v</td>
<td>ACKNOWLEDGEMENT</td>
</tr>
<tr>
<td>vii</td>
<td>TABLE OF CONTENTS</td>
</tr>
<tr>
<td>ix</td>
<td>LIST OF TABLES</td>
</tr>
<tr>
<td>xii</td>
<td>ABSTRACT</td>
</tr>
<tr>
<td>1</td>
<td>CHAPTER I INTRODUCTION</td>
</tr>
<tr>
<td>1</td>
<td>A. Background</td>
</tr>
<tr>
<td>3</td>
<td>B. Problem Statement</td>
</tr>
<tr>
<td>3</td>
<td>C. Objectives of the Research</td>
</tr>
<tr>
<td>3</td>
<td>D. Significance of the Research</td>
</tr>
<tr>
<td>4</td>
<td>E. Scope of the Research</td>
</tr>
<tr>
<td>5-14</td>
<td>CHAPTER II REVIEW OF RELATED LITERATURE</td>
</tr>
<tr>
<td>5</td>
<td>A. Previous Related Research Findings</td>
</tr>
<tr>
<td>5</td>
<td>B. Definition Question Tags</td>
</tr>
<tr>
<td>7</td>
<td>C. Form of Question Tags</td>
</tr>
<tr>
<td>10</td>
<td>D. The use of Question Tags</td>
</tr>
<tr>
<td>13</td>
<td>E. Intonation</td>
</tr>
<tr>
<td>15-20</td>
<td>CHAPTER III RESEARCH METHOD</td>
</tr>
<tr>
<td>15</td>
<td>A. Research Design</td>
</tr>
<tr>
<td>16</td>
<td>B. Population and Sample</td>
</tr>
<tr>
<td>16</td>
<td>C. Research Variables</td>
</tr>
<tr>
<td>16</td>
<td>D. Research Instruments</td>
</tr>
<tr>
<td>17</td>
<td>E. Data Collection Procedures</td>
</tr>
<tr>
<td>18</td>
<td>F. Data Analysis Techniques</td>
</tr>
</tbody>
</table>
CHAPTER IV FINDINGS AND DISCUSSION .......................................................... 21-39

A. Findings............................................................................................................ 21
   1. The analysis of data collected through the objective test .......................... 21
   2. The analysis of data collected through the Questionnaire ......................... 23

B. Discussion........................................................................................................ 38

CHAPTER V CONCLUSIONS AND SUGGESTIONS ............................................. 40-41

A. Conclusions .................................................................................................... 40
B. Suggestions ................................................................................................... 41

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE
LIST OF TABLE

Table 1. Rate Percentage of the students’ score using Question Tags.
Table 2. The students’ opinion about teaching English structure at MTs DDI Kanang.
Table 3. The students’ perception about learning English structure at MTs DDI Kanang.
Table 4. The importance of question Tag to learn.
Table 5. The most difficult to understand in learning Question Tags.
Table 6. The frequency of mistakes made by the students in using sentence Question Tags of Question Tags.
Table 7. The students Respond in learning of Question Tags.
Table 8. The students’ attitude to the lesson that they do not understand.
Table 9. The students’ way in doing task that the teacher gives.
Table 10. The tense to be difficult for the students in learning Question Tags.
Table 11. People where the students asked help when finding difficulties in doing homework of Question Tags.
Table 12. The teacher’s methods in teaching Question Tags.
Table 13. The students Frequency to ask their teacher on Question Tags.
Table 14. The amount of reference book that the students have.
Table 15. The students’ frequency to read lesson relating to Question Tags.
Table 16. The students’ score in using Question Tags.
ABSTRACT

Name : Mardiana
Reg. Number : 20401106108
The Title : “The Problems Faced by the First Year Students of Madrasah Tsanawiyah DDI Kanang in Using Question Tags”

The thesis presented research about the problems faced the students of MTs DDI Kanang in using Question Tags.

There are two problems statements of this research namely (1) to what extents can the first year students of Madrasah Tsanawiyah DDI Kanang in use Question Tag? (2) What problems faced by the students Madrasah Tsanawiyah DDI Kanang in using Question Tags?

In connection with the problems mentioned the writer designs the research to find out the problems faced by the first year students of MTs DDI Kanang in using Question Tags. The problems cover the following: (1) whether the first year students of MTs DDI Kanang can use question Tags. (2) Whether there are some factors hampering the first year students of MTs DDI Kanang in using Question tags.

To answer the problems statements which are relevant to the objective of the research, the writer applied descriptive method and basic statistical percentage analysis and collected data by using two kinds of instruments, namely objective test which were tabulated and analyzed into percentage. The population of the research was the first year students of MTs DDI Kanang, and the writer used randomly sampling.

The result of this research finally showed that (1) the students’ problems in using Question Tag is 3.73 it was classified as poor (2) The problems can hamper the students in Question Tag are lack of exercises in the use Question Tag, it is caused by the low competence of the students.
CHAPTER I
INTRODUCTION

A. Background

Grammar is one of the most important aspects that we have to know in learning English although not all people who speak and write English know about English grammar very well. If you asked they about the rules of English grammar or even they know nothing about that. The reason is people want to use their language easily and naturally. It means that they felt comfortable with their way of talking with their accents that make other laugh because the sound of their speaking is funny. Another reason is related to the effective strategy. A learner may be lazy to learn grammar because he/she does not have motivation in leaning it so when teacher grammar, a learner does not pay attention or plays truant of class. As the result she/he knows nothing about grammar at all.

Denies and Daniels (1991) stated that studying grammar help one to become a more effective reader, writer, and speaker. Brewton (1962) said that grammar can help the students to improve the use of formal English. If the students have better knowledge of grammar, they feel confident when speaking and writing.

Question tag is one of the elements of grammar that has been taught in high school. Based on 1994 curriculum, Question tag is taught as the part of language focus in the first year. It not can be denied that the form of Question tag is frequently used in speaking or writing English. Sometimes we use Question tag to make an agreement of confirmation to students. We also use Question tag to
make sure that our friends will not break his/her promise, in other word Question tag is used to strengthen our statement. Related to this statement it is clear that Question tag plays an important role in English usage.

At present, many students still find difficulties in using Question tag as Kasmudjianto (1984) describes that the students of the third year of SMA TRI DHARMA MKGR Ujung Pandang had low ability in using “Question tags’ and yes/no Question”. Their mean score is only 3.47 which are classified as “very fair”.

Indo Ako (1991) also presents the data analysis indicated that the average score of students’ ability of the SMA V11 Ujung Pandang in using Question tags can be related with the score “s” (five). In this case the average score of their ability in using Question tags in English is below the mean score. The mean score is “6” six”. It is considered that students still have low ability in using Question tags.

Students need to be aware of this, just as they need to be aware of all language possibilities. Such awareness does not mean that they have to be taught each variation and linguistic twist, however. It is just means that they have to be aware of language and how it is used. The teacher should prepare to use a variety of techniques to help the students to learn and acquire grammar (question tag) sometimes this involves teaching grammar rules, sometimes it means allowing students to discover the rules for themselves (Harmer, 1991: 23).
Considering the above statement, the researcher would like to conduct a research entitled “The problems faced by the first year students of MTs. DDI Kanang in using Question Tags.

B. Problem Statement

1. To what extent can the first year students of MTs. DDI Kanang use Question Tags?
2. What factors do the first year students of MTs. DDI Kanang face in using Question Tags?

C. The Objective of the Research

1. To find out to what the extent the first year students of MTs. DDI Kanang in using Question Tag
2. To find out factors hampering the first year students of MTs. DDI Kanang in using Question Tags

D. The Significance of the Research

The result of the research is expected to be useful information for the English teacher to find out an effective way in teaching question tags and valuable and information for people who want to make further study of the research in relation to the subject matters.
E. Scope of the Research

Question tags cannot be separated from the use of the tense. Therefore, the scope of this research is limited only to the use of question tags in simple present tense, simple past tense, present perfect, future tense, and modal auxiliaries that stated in the curriculum and some factors because the students have problems.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the previous related findings, definition of Question tags, form of question tag, the use of question tag, and intonation question tag.

A. Previous Related Research findings

The researches have reported to expose the identification of the students in using Question Tag, and ability to use Question Tags, the researches are cited briefly below:

1. Syarifah Saleh (1999) says that problems faced by the students of SMP LPP YBW-UMI Ujung Pandang are “almost moderate”.
   It is evident of the mean score of male students is 4.6 but female is 5.1

2. Rosmaniar (1998) says that the students to use Question tag of the third grade students of SLTP 2 Kajang is low, the student’s mean score is 4.75

3. Yanti B (2008) says that the students’ ability to use question tag of SMK Muhammadiyah I Bontoala Makassar is fairly good. It is analyzed by the mean score 6.80. The fairly good score was achieved by the students because their lack understanding and have low mastery on Question tags.

B. Definition of Question Tags

A question tag is another type of yes/no question which conveys positive or negative orientation and is appended to a statement. As it is stated by
Wardiman that a question tag is a rather like a replay question it is made auxiliary verb + personal, pronoun. It is used at the end of a sentence, to ask for confirmation of something, we are not sure about, or to ask agreement. (Wardiman, 1984: 31)

Question tag is expression like isn’t it? Or don’t you? (Consisting of auxiliary verb + pronoun subject) put on to the end of a sentence. (Swan, 1980)

Tags are short addition to sentence, asking for agreement or confirmation (Thompson and Martinet: 1979)

Kon (1997:193) State that Question tags are words added to a statement to confirm the statement or to attract people attention to the statement. Though Question tags require the hearer’s opinion, the speaker actually assumes that his hearer will agree about what he is talking. Question tags are used in a confirmation with friends or in correspondence with friends.

Azar (1981) state that a tag question added at the of a sentence. The speaker uses tag question tags chiefly to make sure their information is correct to seek agreement.

When we make a statement and ending with Question Tags in order that the Listener is gives us his emphasis is called tag Question. (Suryadi, 1996: 343).

All the definition above, tell use the question tag is used at the end of the Statement to indicate that the speaker is confident that the listener will agree with Her statement. The polarity of the tag is usually reverse of that found in main clause takes a positive tag.
Example:

1. She is buying a pen, isn’t she?
2. She is not buying a pen, is he?

C. Form of Question tags

In general, there are several forms of question tags:

a. If the statement part of the question is positive, the question part is negative. (Frank, 1972).

Example:

1. He is very clever, isn’t he?
2. You are a teacher, aren’t you?
3. You know the bad news, don’t you?
4. You will stay to test, won’t you?
5. They have gone, haven’t they?
6. She is beautiful, isn’t she?

b. If the statement part is negative, the question part is positive (Frank, 1972).

Example:

1. He isn’t at home, is he?
2. You aren’t angry with me, are you?
3. You don’t know the bad news, do you?

c. If the main clause has an auxiliary verb, the question tag has the same auxiliary. (Swan, 1980).

Example:
1. He can swim, can’t he?
2. You can sing well, can’t you?
3. They will come later, won’t they?
4. She could drive the car, couldn’t she?
5. She should finish our homework, should we?

d. Used to have question tag with “did”. (Allen 1974)

Example:
1. He used to live here, didn’t he?
2. They used to go to bantimurung, didn’t they?
3. You used to get up late, didn’t you?
4. She used to watch football at karebosi, didn’t she?

e. People very often ask for help or information by making a negative sentence at the beginning, for example: you couldn’t’......or you haven’t.....or don’t know.....with a question tag at the end. (Swan, 1980).

Example:
1. You couldn’t lend a pound, could you?
2. You don’t know of any flat for rent, do you?
3. You haven’t seen my watch around, have you?

f. If the main clause does not have an auxiliary verb (or be), does/do or did is used in question tag.

Example:
1. He walks school, doesn’t he?
2. They knew you before, didn’t they?
3. My father like apple, doesn’t he?

4. We study English every Sunday, don’t we?

g. Allen (1974) says that “A form of tag is frequently heard in English when one person wishes to pass a truculent, sarcastic, or incredulous comment another person’s remark. This is done by repeating the remark and adding a tag, both being positive or negative.

Example:

1. I won’t eat it!
   Oh you won’t, wont you?

2. I hate you?
   You do, do you?

3. I want to give me some more money.
   Oh you do, do you?

4. He had a better collection of stamp than yours.
   Oh he did, did he?

h. In spoken English, the Question tag of I am, in the sentence I am student, is aren’t I? (Am I not? Is unusual is speech).

Example:

1. I’m stupid, aren’t I?

2. I’m late, aren’t I?

3. I’m older than you, aren’t I?
D. The use of Question Tags

Question tag is used at the end of a sentence, to ask for confirmation of something, where are not sure about, or to ask for agreement. For clearly the writer would like to show the uses of Question tag in English.

a. Question–tag is used to ask for confirmation (swan, 1980)

Example:

1. He is here, isn’t he?
2. She isn’t here, is he?
3. You will come, won’t you?
4. You won’t come, will you?
5. He comes yesterday, didn’t he?
6. He has finished, hasn’t he?
7. They always work hard, don’t they?
8. You can help him, can’t you?

b. Question–tag is used to ask for agreement

Example:

1. You agree, don’t you?
2. We go to school together, don’t we?
3. We work our homework together, don’t we?
4. We go to school together, don’t we?

c. Imperative are made into more polite question by adding a positive future-tag (Allen, 1955)

Example:
1. Stop the noise, will you?
2. Let’s go for a walk, shall you?
3. Come in see me tomorrow, will you?
4. Let’s read aloud, shall we?
5. Come and see me tomorrow, will you?

d. Statement containing word such as none, nobody, nothing, scarcely, barely, hardly, and seldom are treated as negative statements and followed by and orderly interrogative. (Thomson and Martinet, 1979).

Example:
1. None of your friends like the film, did they?
2. Nothing was said, was it?
3. You seldom go to mallino, do you?
4. Nobody can speak English here, can’t they?
5. No one will follow him will they?
6. She hardly passed the examination, does she?

e. When the subject of the sentence is no one, no body, anyone, anybody, none neither we use the pronoun they as subject of the tag.

Example:
1. I don’t suppose anyone will be a volunteer, will they?
2. None the bottles are broken, are they?
3. Neither of them complained, did they?

f. The question tag of pronoun they is also used for the statements which the subject are such as everybody, someone.
Example:

1. Everyone want you, didn’t you?
2. Someone had recognized him, hadn’t they?
3. Somebody can join him, can’t they?
4. Everybody will be tested, won’t they?
5. Question tag is also used in English sentence that is the sentence with it’s pronoun subject left out (Swan, 1980)

Example:

1. Talking to my husband, will you?
2. Nice day, isn’t it?
3. Lost weight, haven’t you?
4. Your mother is at home, isn’t she?
5. Have a good time, didn’t you?

Ona low writers the question Tag is used:

a. Seeking confirmation of what is being said, no question mark, and a falling intonation at the end. The answer is expected to agree with suggestion in the statement.

Example:

1. You were dismissed from that job, weren’t you?
2. He wouldn’t give a definite answer, would be?

b. As a surprise question. A question mark and a rising intonation at the end.
Example:

1. The school children aren’t going on strike, are they?
2. You won’t give up your job, will you?

c. As special request.
Example:

1. You will help me? Won’t you (no question mark)

d. As challenge
Example:

1. You stole that money, didn’t you. (NP mark)

E. Intonation

When intonation Question tag is used the speaker doesn’t normally need information but merely expect agreement. These tags therefore normally said with a falling intonation, as statements, sometime the speaker does want information. He is not quite sure that the statement is true, and wants to be reassured.

Swan states that the meaning of Question tag changes with the intonation. If it is said with a falling intonation (with the voice getting lower in musical pith), it makes the sentence sound more like a statement, with rising intonation, the sentence is more like a real Question.

For Question tag with falling intonation are as follow:

1. The day is hot, isn’t it?
2. Raining, isn’t it?
3. Quite different? Isn’t it?
4. A strong woman, isn’t it?
5. How long journey, isn’t it?

Or question tags with rising intonation are as follows:

1. You don’t finish your homework, do you?
2. Your parents are still alive, aren’t you?
3. You haven’t seen Philip anywhere, have you?
4. The war between Iraq and America has been broken, hasn’t it?
5. There is no lecture, isn’t there?

The following question tags are often with the rising intonation and so they are not real question. Will you? Can’t you? And could you? These question tag are used after imperative:

1. Do sit down? Won’t you?
2. Open the window, would you?
3. Shut up, can you?
4. Don’t forget, will you?
CHAPTER III
RESEARCH METHOD

This chapter consists of the design o understand in learning question tag research, variable, population and sample, the instrument of research, the procedure of data collection, technique of data analysis.

A. The Design of the Research

This method used in this research is descriptive research. Best and Khan (1986: 12) state descriptive research sometimes know as non experimental or correlation research, deals with the relationships between variables, and the development of generalization principles, or theories that have universal validity it is concerned with functional relationships.

Therefore, this research aim is to give the description of the students’ difficulties in learning question tag at the First Year Students of Madrasah Tsanawiyah DDI Kanang. This research is done to analyze the condition or situation in the subject of the research. So, this research only tries to test about the difficulties faced by the students in learning English especially the question tags.

This research evaluative descriptive. According to Best and Khan (1986: 13), the activity of this research is to see the fact at certain time and it uses its finding to recognize the effectiveness, the use of process, product or program studied.
B. Population and Sample

1. Population

The population of this research is the first year’s students of MTs. DDI Kanang in academic year of 2010-2011. The total populations of the research consist of 120 from five classes.

2. Sample

The sampling technique used in this research is random sampling technique. The research randomly chose students from two classes, so that the total number of sample is 30 from two classes.

C. Variables of Research

This research used two variables, are independent variable and dependent variable, the problems faced by the students is independent variable and the students achievement in mastering Question tag is dependent variables.

D. Instruments of the Research

1. Test

Test is intended to find out what extent could the first year students of MTs. DDI Kanang in use Question Tags. There are two form of test used in this research. The first in the form completion test which consist of 10 items. And the second is in the form of multiple-choice which consists of 10 items. Thus, it consists of 20 items.

2. Questionnaire
The Questionnaire is used to obtain data about the problems and the special factors that cause the existence of the problem of Question tag use that are faced by the first year students MTs. DDI Kanang. The questionnaire comprises 15 items.

E. Procedure of Data Collection

The procedure of collecting data was conducted in July 2010 and attended by 30 students.

The procedures were done chronological in the following steps:

1. On 13 July 2010, the writers consulted with the headmaster of MTs DDI Kanang for getting agreement of doing her research.

2. It was held on July 14 - 20 2010 the writer did research
   a. The first day, the students asked the writer for introduce herself and the writer explained about aims of the research and how to do test and then they worked out the test.
   b. The second day, the writer distributed the questionnaire, she allocated time both for test was 45 minutes and for the questionnaire was 30 minutes. Therefore the research spent the time 75 minutes for test and questionnaire.

3. The writer collected the data after the respondent being done the test and questionnaire.
4. Finally the writer got her recommendation from the headmaster MTs DDI Kanang. As guidance that the writer had finished research.

F. Technique of Data Analysis

The data collected from the students were analyzed by using descriptive analysis. The data collected through objective test analyzed by using mean score analysis and the data collected through questionnaire were tabulated and then analyzed into percentage. In relation to this, the writers use the following formula:

a. Scoring the students’ answer by using the following formula:

\[
\text{Score} = \frac{\text{Students’ correct answer}}{\text{Total number of item}} \times 10
\]

(Depdikbud : 1996)
b. Finding out the mean score of the students’ answer by using the following formula:

\[ \bar{X} = \frac{\sum X}{N} \]

Where:

- \( \bar{X} \) = Mean score
- \( \sum X \) = Total number of score
- \( N \) = Total total number of students

(Gay, 1981: 147)

c. Classifying the students’ score into seven levels as follows:

<table>
<thead>
<tr>
<th></th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>9.6 - 10</td>
<td>Excellent</td>
</tr>
<tr>
<td>b</td>
<td>8.6 – 9.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>c</td>
<td>7.6 – 8.5</td>
<td>Good</td>
</tr>
<tr>
<td>d</td>
<td>6.6 – 7.5</td>
<td>Fairly Good</td>
</tr>
<tr>
<td>e</td>
<td>5.6 – 6.5</td>
<td>Fair</td>
</tr>
<tr>
<td>f</td>
<td>3.6 – 5.5</td>
<td>Poor</td>
</tr>
<tr>
<td>g</td>
<td>00 – 3.5</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

( DepDikBud, 1996 : 6 )
d. To analyze the questionnaire, the writer will use the percentage technique:

\[ P = \frac{F}{N} \times 100\% \]

Where:
- \( P \): Rate percentage
- \( F \): Answer Respondent
- \( N \): Total Sample

(Sudjana: 1992)
CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the findings of the research and the discussion of the research findings. The findings of this research deals with the result of the data analysis about the mastery level and problems faced by the first year students of Madrasah Tsanawiyah DDI Kanang in using Question Tags.

A. Findings

As stated in the previous chapter that the writer used two kinds of instruments in this research collecting data, namely objective test and Questionnaire. Therefore, the presentation of the data and the discussion.

Also followed the sequence presentation of the instruments.

1. The analysis of data collected through the objective test

in this section, the writer described and analyzed the data collected from the result of the test given to the MTs DDI Kanang. In this case, for the purpose of classifying and tabulating the data into percentage, for the first, the writer would like present the way to give scores to the result of the objective test. The writer uses the following interval.
TABLE I

Rate Percentage of the Students’ Score Using Question Tags

<table>
<thead>
<tr>
<th>No</th>
<th>Qualification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>9.6 – 10</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>2</td>
<td>Very Good</td>
<td>8.6 – 9.6</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>7.6 – 8.5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Fairly Good</td>
<td>6.6 – 7.6</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Fair</td>
<td>5.6 – 6.5</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>6</td>
<td>Poor</td>
<td>3.6 – 5.5</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td>Very Poor</td>
<td>0.0 – 35</td>
<td>13</td>
<td>43.3%</td>
</tr>
</tbody>
</table>

By looking the data percentage above, there were 13 (43.3%) out 30 students was “very poor” classification, there were 15 (50%) of them was “poor” classification, 2 (6%) of the students were in “fair” classification, and none of them were in fairly good, good, very good and excellent classification.

It is also necessary to find out the students’ average means score this mean is calculated by using the formula:
Calculation:

\[ \bar{X} = \frac{\sum X}{N} \]

Where: \( \bar{X} = \frac{\sum X}{N} \)

\[ = \frac{112}{30} \]

\[ = 3.73 \]

The calculation above shows that the mean score of the first year students MTs DDI Kanang. Based on the previous classification, there score above is classified as the poor. This also implies that there were some factors hamper the students in using Question tags.

2. The Analysis of the data collected through the Questionnaire

For understanding the factor that hampered the students of MTs DDI Kanang or problems Faced by the first year students MTs DDI Kanang in using Question Tag, they can be shown in the analysis Questionnaire items that consists of 15 item. From the fifteen items of the Questionnaire the writer tabulated 14 item and one item (item 15) was analysis alone.
TABLE 2

The Students’ Opinion about Teaching English Structure at MTs DDI Kanang

<table>
<thead>
<tr>
<th>No</th>
<th>Responds</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Necessary</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Necessary</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Not Necessary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Not Necessary very much</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

By looking the data above, it shows that of the 30 students = 80% (24 out of 30) stated the teaching English structure at MTs is very necessary, while the rest, 20% (6 out of 60) stated that teaching English structure at MTs is necessary.

Based on the description above we can see that the teaching English structure at MTs very needed.
### TABLE 3

**Students’ Perception about Learning English structure at MTs DDI Kanang**

<table>
<thead>
<tr>
<th>No</th>
<th>Responds</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very interesting</td>
<td>19</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>Interesting</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>Less interesting</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Not interesting</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In the table of the data above show that of the 30 students: 66 (19 out of 30) stated that they are very interested in learning English structure at MTs and 36% (11 out of 30) are interested. It is means that structure is one of the most interesting aspects in learning English.

### TABLE 4

**The Importance of Question Tag to Learn**

<table>
<thead>
<tr>
<th>No</th>
<th>Responds</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very important</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>Important</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>Classification</td>
<td>Frequency</td>
<td>Percentage %</td>
</tr>
<tr>
<td>----</td>
<td>-----------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td>Auxiliary verb</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Tag</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Verb form</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>a, b, and c</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table above indicated that of the 30 students: 33% (10 out of 30) stated that question tag was important to learn. There were 6% (2 out of 30) stated that question tag was less important to learn. It means that most of the students though that question tag important to learn.

**TABLE 5**

**The most difficult to understand in learning question tag**

Based on the table above shows that of the 30 students: 37% (11 out of 30) stated the most difficult to understand in learning question tag was auxiliary verb, 50% (15 out of 30) stated the it was its tag, 13% (4 out of 30) stated that it was verb form. This fact shows that most of the students had the most difficult in understanding verb form.
**TABLE 6**

Item 5

The Frequency of Mistakes Made by Students in Using Sentences of Question Tags

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Often</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>Seldom</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>Never</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

By looking the data above, it shows that of the 30 students 33% (10 out of 30) state that they often made mistakes in using question tags 33% (10 out 30) they sometimes made mistakes. There were 26% (8 out of 30) mentioned that they seldom made mistake and, no students stated never made mistakes in using question tags. It means that the students could not avoid themselves from making mistakes in using question tags because of their knowledge of question tags were not sufficient.
## TABLE 7

**The Students’ Respond Learning of Question Tags**

<table>
<thead>
<tr>
<th>No</th>
<th>Responds</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>difficult</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Rather difficult</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Very difficult</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Not difficult</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table above describes that of the 30 students: 37% (11 out of 3) stated that learning of question tags was difficult, 50% (15 out of 30) stated it was rather difficult, 13% (4 out of 30) stated it was rather difficult. It means that most of the students thought that question tags were rather difficult to master.

## TABLE 8

**The Students’ Attitude to the Lesson they do not Understand**

<table>
<thead>
<tr>
<th>No</th>
<th>Responds</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask to the teacher</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Find themselves</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Nothing to do</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The Students’ Attitude to the Lesson they do not Understand
The data in the table above show that of the 30 students: (17 out of 30) stated that they asked to their teacher, 73% (22 out of 30) stated that they found themselves in the book, 10% (3 out of 30) stated that they asked to their friend. This indicates that the most did not help to learn by themselves.

<table>
<thead>
<tr>
<th>No</th>
<th>Responds</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do it by themselves</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>2</td>
<td>Ask some one</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Do it together</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Do not do</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The data in the table above shows that of the 30 students: 93% (28 out of 30) stated that they did task by themselves, 7% (2 out of 30) stated that they did it together. It means that more than 50% the students did not do by themselves.
TABLE 10

The Tense to be more difficult For the Students in Learning Question tags.

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple past tense</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Simple present tense</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Present perfect</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Simple present</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data in the table above show that of the 30 students: 70% (20 out of 30) stated that the difficult tense in arranging sentences of question tags was simple past tense, 30% (10 out of 30) stated that it was present perfect while the rest 30%. It means that the students’ mastery in English tense still poor especially in simple past tense.

TABLE 11

People Where the Students Asked Help When Finding Difficulties In Doing Homework of Question Tags

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classmates</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>Other People</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>
The table above shows that of the 30 students: 17% (5 out of 30) stated that they asked help to their classmates when finding difficulties in doing homework of question tags 33% (10 out of 30) stated they asked help to their teacher, 17% (5 out of 30) stated that they found by themselves in English book. This means that the students prefer asked help to their teacher than to their classmate.

### TABLE 12

**Item 11**

**The Teacher’s Methods in Teaching Question Tags**

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very interesting</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Interesting</td>
<td>20</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>Not interesting</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Boring</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table above indicates that of 30 students 30% (9 out of 30) stated that the method was very interesting, 66% (20 out of 30) stated that the method was not was not interesting. It means that the process of teaching and learning of question tags could run enough.
TABLE 13

Item 12

The students’ Frequency to Ask Their Teacher on Question Tags

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Often</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Seldom</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Never</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data in the table above show that of the 30 students: 33% (10 out of 30) stated that often asked their teacher on question tags, 50% (15 out of 30) stated that they sometimes asked, 17% (5 out of 30) stated that they seldom asked. This indicated that the students had low motivation to study question tags in particular and English grammar in general.
TABLE 14

Item 13

The Amount of Reference Book That the Students Have

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nothing</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>One book</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Two books</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>More than two books</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table above indicates that most students did not have reference books enough as the writer found in the following data: 37% or 11 students from 30 had no one. 13% or 4 of them had only 1 reference book, 50% or of them had 2 reference books.

TABLE 15

Item 14

The Students’ Frequency to Read Lesson Relating to Question Tags

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Often</td>
<td>20</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>Always</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes</td>
<td>10</td>
<td>33</td>
</tr>
</tbody>
</table>
The table above shows that of the 30 students: 67% (20 out of 30) stated that they often read lessons relating to question tags, no body always read, 33% (10 out of 30) stated that they sometimes read, it means that the students did not use their leisure time effectively to read lesson at home.

The students’ suggestion to their teacher in order to improve in mastery of question tag lesson are as follow: 10 students (33%) suggested the teacher to give more examples, exercises, and homework, 5 students (17%) suggested the teacher to explain more details and repeat the lesson which had been tough by the repeat previously before moving to the next lesson. Even, there were 5 students (17%) that suggested the teacher to make study group and lead them in studying. It was also suggested by 6 students (20%) to increase the frequency of teaching English at school from four hours/ a week to more than four hours in a week. While 4 students (13%) suggested the teacher to explain the lesson with her louder voice.

B. Discussion

The discussion of result of data analysis is divided into two parts according to the scope of the research. The first one is the discussion of data analysis is obtained thorough the objective test which intended to describe to what extent can the first year student of MTs DDI Kanang use question tags. The second one is the discussion of data analysis obtained thorough the questionnaire
which aimed at finding out the factors hampering the students in using question tags.

1. To what extent can the first year student of Madrasah Tsanawiyah DDI Kanang use question tags.

   Based on the result of the data analysis on the test, it is shown that the first year student of have mean score only 3.73% which classified as the “poor” one. Which of the 30 students: 6.7% (12 out of 30) got “fair” score, 50% (15 out of 30) got “poor” score, 43.3% (13 out of 30) got ”very poor” score.
2. The Factor Hampering the Students in Using Question Tags

By looking on the analysis data obtained through the questionnaire, the writer found the factors that hamper students of MTs DDI Kanang in using question tag. Those factors are described as the following:

The first year students MTs DDI Kanang mean score 3.73. In Question Tags because most of them had the most difficulty in understanding verb from (item 4), their knowledge of question tags were sufficient (item 5), most the of the students though that question tags were rather difficult to master (item 6).

Furthermore, they did not like to do their task by themselves but they prefer did it together (item 8), most of the students did not mastery tenses specially simple present tense (item 9), the students had low motivation to study question tag in particular and English grammar in general (item 12), their reference books were not sufficient (item 13), beside that they did not use their leisure time effectively (item 14) and the teacher did not give enough exercises, example and home work, as homework, as well the teacher did not explain the lesson more detailed (item 15).
A. Conclusions

Based on the data analysis and the discussion on the previous chapter, the writer would like to put forward some conclusions, as follows:

1. The first year students of MTs DDI Kanang have mean score only 3.73. Which is classified as poor

2. The students’ problem in using English question tag are hampered by the following factors:
   
   a. The students have low motivation in learning English, because they thought that question tags were rather difficult to master. They do like to study by themselves. They prefer to the dependent on other people, and they were active to ask their teacher.

   b. The students don’t have sufficient knowledge of question tags particularly in the uses of tenses and verb forms.

   c. The students’ reference books were sufficient.

   d. The students do not get sufficient example, exercise, and homework.

   e. The teacher’s ways explain the lessons are not detailed.
B. Suggestions

By looking the conclusion above, the writer would like to give the following suggestions:

1. The teacher should know various method of teaching English question tags well as various techniques in order to make students interested to learn them.

2. The teacher should teach her students intensively and more detailed, because the students’ text books were not sufficient, the teacher should motivate their students to use the library facilities.

3. The teacher should give more examples, so that the students can improve their knowledge question tags and review their lesson at home.

4. The writer considers that there are still more problems which have not yet been discussed in this research. Her suggestions that further researcher should consider those problems.
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Appendix A

TES MENGENAI PENGGUNAAN QUESTION TAQS UNTUK SISWA KELAS I
MADRASAH TSANAWIYAH DDI KANANG

A. KETERANGAN


2. Hasil tes ini menjadi data penelitian thesis peneliti sekaligus sebagai data untuk perbaikan mutu pengajaran question tags di tingkat SMP/MTS terutama di Madrasah Tsanawiyah DDI Kanang

B. PETUNJUK MENJAWAB SOAL

1. Lengkapilah kalimat nomor 1 – 10 dengan memilih satu jawaban yang anda anggap benar.
   - Berilah tanda (X) diatas huruf jawaban anda
     Contoh : You want to come........you?
     Jawaban : Don’t

2. Lengkapilah kalimat nomor 11 – 20 dengan question tags yang tepat.
   Contoh : We don’t like the story ..........we?
   Jawaban : do

Class I-A

Petunjuk menjawab soal

I. Lengkapilah kalimat nomor 1 – 10 dengan memilih salah satu jawaban yang anda anggap benar.

II. Lengkapilah kalimat nomor 11 – 20 dengan question tag yang tepat.

1. She writer a letter......................... she ?
   a. aren’t  b. didn’t  c. don’t  d. doesn’t
2. I am a teacher................................. I ?
   a. aren’t     b. am not     c. didn’t   d. isn’t
3. You aren’t angry with me........................... you ?
   a. hasn’t     b. do        c. didn’t   d. are
4. He didn’t come to my house last night.................. he ?
   a. did        b. do        c. didn’t   d. don’t
5. That car moved very fast.......................... it ?
   a. don’t      b. doesn’t   c. didn’t   d. wasn’t
6. You won’t buy a new car.............................. you ?
   a. will       b. shall     c. would    d. should
7. Ani can swim................................. she ?
   a. can’t      b. doesn’t   c. isn’t    d. wasn’t
8. You may not come a little late tomorrow.................. you ?
   a. must      b. have      c. may      d. can
9. She walks school everyday............................. she ?
   a. don’t     b. doesn’t   c. didn’t   d. isn’t
10. We will go to Jakarta next week.......................... we ?
   a. won’t     b. shan’t    c. don’t    d. didn’t
11. Tina shouldn’t go here............................... she ?
12. My father will buy a new car next year.................. he ?
13. The dog didn’t bark.................................. it ?
14. They don’t come late.................................... they ?
15. The car is very expensive................................ it ?
16. Marissa hasn’t come here on time...................... she ?
17. That man was here last night....................... he ?
18. Those men spoke English very well..................... he ?
19. You can’t reach it............................... you ?
20 The boys must stay behind,........... they ?

Class I-B

Petunjuk menjawab soal

I. Lengkapilah kalimat nomor 1 – 10 dengan memilih salah satu jawaban yang anda anggap benar.

II. Lengkapilah kalimat nomor 11 – 20 dengan question tag yang tepat.

1. We should study hard,............. we ?
   a. shouldn’t  b. shan’t  c. won’t  d. wouldn’t

2. She won’t watch the film,................ she ?
   a. does  b. shall  c. will  d. was

3. All of us shall go there,............... we ?
   a. won’t  b. shan’t  c. wouldn’t  d. shouldn’t

4. Ratnah and Ana don’t like tea,............... they ?
   a. do  b. does  c. did  d. are

5. We have washed some disher,.............. we ?
   a. hasn’t  b. don’t  c. didn’t  d. haven’t

6. You haven’t knover me for ten years,............... you ?
   a. have  b. has  c. do  d. does

7. You brother have two sons,.................... he ?
   a. haven’t  b. don’t  c. doesn’t  d. isn’t

8. They went go to the movie last naight,............. they ?
   a. didn’t  b. don’t  c. isn’t  d. aren’t

9. I am teacher,....................... I ?
   a. isn’t  b. aren’t  c. doesn’t  d. didn’t

10. Your house is the red one,................... it ?
   a. isn’t  b. aren’t  c. doesn’t  d. didn’t
11. Amma has cleaned the blackboard,.......................... she ?
12. That man was here last naight,........................... he ?
13. Mariza come here on time,............................. she ?
14. The dog didn’t bark,............. it ?
15. We should study hard,.............................. we ?
16. You shall go to Jakarta,...................... you ?
17. We shan’t go there,...................... we ?
18. Tina shouldn’t go there,............. she ?
19. You can’t reach it,............... you ?
20. The boys must stay behind,........... they ?
### TABLE 16

The students’ score in using Question Tags

<table>
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<th>Number of Students</th>
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<th>Number of Correct Answer</th>
<th>Score</th>
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Appendix C

Angket penelitian untuk siswa kls 1 Madrasah Tsanawiyah DDI Kanang

Keterangan

Daftar pertanyaan ini bertujuan untuk mengungkapkan masalah – masalah yang di hadapi siswa dalam menggunakan stuktur kalimat bahasa inggris dengan Question tags. Oleh sebab itu, peneliti harapkan kepada siswa agar dapat memberikan jawaban terhadap pertanyaan – pertanyaan diberikan berdasarkan keadaan yang sebenarnya, sehingga hasilnya dapat subyektif mungkin kesunnguhan dan kejujuran jawaban anda merupakan faktor penentu keberhasilan peneliti.

Terimah kasih

Petunjuk

Jawablah pertanyaan berikut dengan cara memberi tanda silang ( X ) pada huruf yang anda anggap benar.

Pertanyaan – pertanyaan

1. Bagaimana pendapat anda tentang pengajaran tata bahasa Inggris Madrasah Tsanawiyah ?
   a. Sangat perlu
   b. Perlu
   c. Tidak perlu
   d. Sangat tidak perlu

2. Bagaimana tanggapan anda tentang pelajaran bahasa Inggris di Madrasah Tsanawiyah ?
   a. Sangat menarik
   b. Menarik
   c. Kurang menarik
   d. Tidak menarik

3. Apakah menurut anda mempelajari Question tag itu penting ?
   a. Sangat penting
   b. Penting
c. Kurang penting

d. Tidak penting

4. Dalam mempelajari question tag yang paling sulit yang paling sulit di mengerti menurut anda?
   a. Auxilary verb
   b. Tagnya
   c. Bentuk kata kerja
   d. a, b, dan c

5. Apakah anda sering membuat kesalahan dalam menggunakan kalimat question tags?
   a. Sering
   b. Kadang - kadang
   c. Jarang
   d. Tidak perlu

6. Bagaimana tanggapan anda dalam mempelajari Question tags?
   a. Sulit
   b. Agak sulit
   c. Terlalu sulit
   d. Tidak sulit
7. Kalau guru Bahasa Inggris anda sedang menerangkan Question tag kemudian anda tidak mengerti bagaimana sikap anda?
   a. Bertanya kepada guru bersangkutan
   b. Acuhkan saja
   c. Berusaha mencari sendiri
   d. Bertanya kepada teman

8. Jika anda mendapat tugas Bahasa Inggris yang menggunakan Question tags, bagaimana cara anda menyelesaikannya?
   a. Kerja sendiri
   b. Minta dikerjakan
   c. Kerjasama
   d. Tidak kerja

9. Tenses manakah yang anda anggap sulit dalam menyusun kalimat yang memakai Question tags?
   a. Simple past tense
   b. Simple future tense
   c. Present perfect
   d. Simple present

10. Bila anda mengalami kesulitan dalam mengerjakan pekerjaan rumah tentang Question tag, anda minta bantuan kepada?
    a. Teman sekelas
    b. Guru
    c. Orang lain
    d. Berusaha mencari jawaban di buku Bahasa Inggris

11. Bagaimana pendapat anda tentang metode mengajar guru dalam menjelaskan pelajaran Question tags?
    a. Sangat menarik
    b. Menarik
c. Tidak menarik

12. Apakah anda sering megajukan pertanyaan kepada guru anda tentang pelajaran Question tags?
   a. Sering
   b. Kadang-kadang
   c. Jarang
   d. Tidak pernah

13. Selain buku paket, apakah ada buku penunjang lain yang anda gunakan dalam mempelajari Question tags?
   a. Tidak ada
   b. 2 buku penunjang
   c. 1 buku penunjang
   d. Lebih dari 2 buku penunjang

14. Apakah anda sering membaca pelajaran tentang Question tags?
   a. Sering
   b. Selalu
   c. Kadang-kadang
   d. Tidak perlu

15. Untuk meningkatkan penguasaan pelajaran Question tags, apa saran-saran anda kepada guru Bahasa Inggris:
   1. .............................................................................................................
   2. .............................................................................................................
   3. .............................................................................................................
   4. .............................................................................................................
CURRICULUM VITAE

The writer, Mardiana was born on July 14, 1988 in Tandakan, Polman city, West of Sulawesi. She is two daughter from one brothers and one sisters of her parents (Mangki and Dardisa) who always educate, give motivation, support and pray for her successful. The writer got her first education at elementary school MI DDI Passembarang in 1994 and graduated in 2000. In the same year, she continued her study at Junior High School MTs DDI Kanang Kab. Polman, and finished in 2003. Then, she continued her studying at senior High School MA DDI PATOBONG Kab. Pinrang and finished 2006.

After finishing her study high school, she enrolled at the State Islamic University (UIN) Alauddin Makassar in 2006 and took English Education Islamic Department (PBI) of Tarbiyah and Teaching Faculty and finished in 2010.