

**AN ANALYSIS ON THE ELEVENTH GRADE STUDENTS' ERRORS IN
CONSTRUCTING QUESTION TAGS AT SMAN 4 SEKAYU**



UNDERGRADUATE THESIS

**This thesis was accepted as one of requirements to get the title of Sarjana
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By

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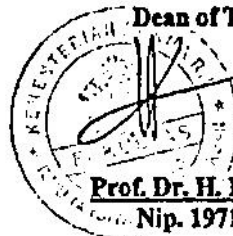
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“AN ANALYSIS ON THE ELEVENTH GRADE STUDENTS’ ERRORS IN CONSTRUCTING QUESTION TAGS”** adalah hasil saya sendiri. Apabila ternyata bukan hasil sendiri, saya bersedia dengan pasal 70 Undang-undang No. 20 Tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau avokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan di pidana dengan penjara paling lama dua tahun penjara atau denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang, Agustus 2018

Menyatakan

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DEDICATION

This thesis is dedicated to:

My God (Allah SWT) who always gives me His mercies, His bless and His answers toward my prayers.

My beloved parents Bapak Romza dan Ibu Rusmini and my great sisters Ria Anjelina, Revi Indah Sari, and Rasti Assyifah who always love, support, and pray for my success. Thanks for your struggle for me.

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MOTTO:

MORE YOU SHARE, MORE YOU GET

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ABSTRACT

The objectives of the study were (1) to identify the type of errors, (2) to find out the most frequently type of error, and (3) to figure out the factors which causes the errors in constructing question tags made by the eleventh-grade students of SMAN 4 Sekayu. The design of this research was qualitative study by using errors analysis procedure. Twenty-five students of the eleventh-grade students of SMAN 4 Sekayu were asked to fill the test in form of filling in the blank by constructing question tags and to have interview in the form of open-ended questions. The test consists of thirty items and had to be finished by the students in thirty minutes. The frequencies of errors were calculated as percentage. Error classification by Dulay, Burt, and Krashen was used in this study. This study revealed that (1) the participants contributed the four types of errors in constructing question, namely omission, addition, mis-formation, and disordering, (2) the most frequently type of errors is mis-formation, and (3) the identified sources as factors which causes the participants made the errors in constructing question tags were that they were not interested in learning English, they did not pay attention the English material explained, and they did not know the rules in forming question tags.

Key words: errors classification, question tags

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES	vi
LIST OF DOCUMENTATIONS	vii
CHAPTER I: INTRODUCTION	1
1.1. Background.....	1
1.2. Problem (s) of the Study	6
1.3. Objective (s) of the Study.....	6
1.4. Significance of the Study.....	7
CHAPTER II: LITERATURE REVIEW	8
2.1. Concepts of Errors	8
2.1.1. Definition of Error	8
2.1.2. Classification of Errors	9
2.1.3. The Differences between Error and Mistakes.....	11
2.1.4. The Causes of Errors.....	12
2.2. Concept of Error Analysis	14
2.2.1. Definition of Error Analysis	14
2.2.2. The Use of Error Analysis	15
2.2.3. Error Analysis Procedure.....	16

2.3. Concepts of Writing.....	16
2.4. Concepts of Grammar.....	18
2.4.1. Concepts of Question Tag.....	18
2.4.1.1. Definition of Questions Tag	18
2.4.1.2. Forms of Question Tag	19
2.4.1.3. The Rules of Question Tags	22
2.4.1.4. Answer to Question Tag	23
2.4.1.5. The Problems Faced by the Students in Constructing Questions Tag	24
2.5. Previous Related Study	25
CHAPTER III: METHOD AND PROCEDURES	27
3.1. Research Design	27
3.2. Data and Data Sources.....	28
3.3. Subject of the Study.....	28
3.4. Data Collection	29
3.6. Research Instrument Analysis	30
3.7. Data Analysis	32
3.7.1. Analyzing the Type of Errors in Constructing Question Tags	32
3.7.2. Analyzing the Most Frequently Type of Errors.....	32
3.7.3. Analyzing the Causes of Errors	33
CHAPTER IV: FINDINGS AND INTERPRETATION	34
1. Findings	34
1.1. The Identification and Classification of Errors	34

1.2. The Percentage of Errors	43
1.3. The Cause of Errors.....	44
2. Interpretation.....	45
CHAPTER V: CONCLUSION AND SUGGESTION	47
1. Conclusion	47
2. Suggestion	48
REFERENCE	

LIST OF TABLES

	Page
Table 1: Subject in Sentences and Question Tags	21
Table 2: Identification of Errors	32
Table 3: Frequency and Percentage of Errors	33
Table 4: Identification and Classification of Errors	34
Table 5: Classification and Percentage of Errors	43

LIST OF APPENDICES

Appendix A : Instrument of the Test

Appendix B : Interview Questions List

Appendix C : Expert Judgement of Interview Questions List

Appendix D : The Result of The Test

Appendix E : Students' Script of Interview

Appendix F : Rater Documentation

Appendix G : Reliability Test

LIST OF DOCUMENTATION

1. Consultation Card
2. Copy of Student Card
3. Copy of TOEFL Certificate
4. Copy of Transcript
5. Copy of BTA Certificate
6. Copy of KKN Certificate
7. Copy of OSPEK Certificate
8. Result of Comprehensive Exam
9. Surat Keterangan Bebas Teori
10. Surat Keputusan Penunjukan Pembimbing
11. Surat Izin Penelitian dari Fakultas
12. Surat Izin Penelitian dari DIKNAS
13. Surat Keterangan Telah Melaksanakan Peneliti

CHAPTER I

INTRODUCTION

This chapter presents: (a) background of the study, (b) problems of the study, (c) objectives of the study, and (d) significance of the study.

1.1. Background of the Study

Communication is one of the most essential needs and cannot be avoided by every people. Ferguson (2009) states that communication is a vital part of our daily routines because most of the time people are reading, writing, listening, responding or having one-to-one conversations. It shows that interacting among people is inevitable process and must be developed as far as possible in order to convey what is intended. Lunenburg (2010) defines “Communication is the process of transmitting information and common understanding from one person to another” (p. 1). In this activity, people can interact or communicate through speaking or writing.

In today’s world, most people know that speaking is not as the one and only communication form. In another field of work, as workers, people are not only demanded to have speaking skill to support their activity, meanwhile they also have to have writing skill. Wallace and Roberson (2009) confirm that written word also categorized as an aspect of communication. It reflects that writing or written form is also included as a media of interaction. In interacting process, both spoken and written require a tool to be a bridge among communicators (readers, writers, speakers, and listeners) in this case is language.

Language as a tool for communication consists of various kinds and used differently by among people from various countries. Cambridge Dictionary (2017) defines language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. One of the language which widely used is that English as a non-native language. Having good skill in English is really important as ESL learner as well as Indonesians. English is argue 1 the first-rate language because most of international communications are carried out in English and taught as a tool for international understanding (Ahmad, 2016; Herizal & Afriani, 2015). It shows how essential this language through this life and taught as one of the subjects in educational institution.

As a compulsory subject, English is learned within certain duration by students as EFL. Iftanti (2006) claims, “English has become the priority in a country where English becomes a foreign language such as in Indonesia” (p. 192). However, the fact says that the capability of Indonesians in using English is not high proficient yet. Based on EF EPI (English Proficiency Index) (2017), the Indonesians proficiency is in the 32nd rank of seventy-two countries. It has reflected that the capability in using English is not high even difficult to master it because of many obstacles including the skills.

As people know that every language is composed of skills to support communication among people as well as English. Aydogan and Akbarov (2014) express speaking, writing, listening, and reading are becoming the four basics skill in English. All of these skills have their own features and difficulties including

writing faced by learners. Luchini (2010) states, “Writing has always been considered as an important skill in the teaching and learning of English as a Foreign Language (EFL)” (p. 73). As a matter of fact, English is still coming into existence of difficulties by students. They have to be mastered it as an initial preparation to communicate among people instead speaking.

As foreign learners, students are not only demanded to construct a language in form of spoken but also the written one in English. Writing is quite different from speaking although both of them are used to express idea in interaction. Kavaliauskienė (2010) asserts that both writing and speaking are productive skill but they are different. Writing is assumed as a difficulty which often be avoided by students and it is becoming a boring activity (Iskandar, 2017). In addition, Choudhury (2013) informs that writing is the most difficult skill for ESL learner and it also is proven by Rahayu (2015) that “Indonesian misunderstanding frequently take place in written English” (p. 257). It depicts that writing is tricky and needs to be understood structured in this skill.

The demand of having good skill in writing also makes the students work hardly in understanding its requirements for instances grammar. Grammar is still being the one thing needed in constructing a language in part of writing. Bibi confirms that grammar is the first thing used in deductive method in English teaching (as cited in Astrid, 2011). Besides, Moussu (2013) emphasizes that learning English means learning its grammar. It is the reason why English must be followed by its grammar while learning English. However, Yuliana (2017) found that the students’ writing of senior high school students is not comprehensible

caused by grammar. It must be fulfilled by the students in order that they have well-structured even compose a sentence. Hardiyanti (2015) describes knowledge of grammar is a need to develop a sentence. It is a set of rules which can help students' writing to be smooth and comprehensible. However, it is considered as a matter in learning English.

One problem why English is difficult is that because of its grammar is much different from Indonesian. Babbel (2017) argues that it would be possible to imagine that there are no similarities between English and Indonesian grammar. Furthermore, Zhang (2010) states the inequivalent between L1 and L2 may cause errors by transferring an appropriate property as well as in learning English tag question. It is becoming a reason why English is troublesome for the learners. Ngangbam (2016) reveals that grammar is becoming one of difficulties faced by second language learners. Grammar is very complicated and causes errors to happen on the students although they have learned it for long period of time as in question tag.

As a part of English grammar, question tag is learned by the eleventh grade students on senior high school based on the syllabus. It is a form of question to know somebody's agreement toward a thing. In any moments, if someone wants to make sure about things, they will always use "right" to confirm something. According to Ashadi (2011), in asking confirmation people usually use common expression like "Am I right?" or "Do you agree?". The people rarely use question tags in asking agreement even confirmation from others whereas its function is the same as those statements.

In addition, before using question tags, the learners need to know how to construct it in correct form in form of writing. Different language has different expression which is added to a to invite someone's agreement (Swan & Walter, 1992). Similarly, on the study of Sattayatham and Honsa (2007), they found that one of the errors on the sentence level is that question tag. Thus, question tag is not an easy part just what can be seen, students must know to use any other grammar's component such as auxiliary and tense.

Based on preliminary research to the students in the form of grammar test which consist of seventeen grammar components, it was found that the students have difficulties in writing reported speech (see Appendix D). However, this part has been researched, so I was interested in doing a research in part of question tag because it became the second difficult part of grammar component found in preliminary study. It showed that the students faced obstacles in constructing question tags. The students could not differentiate when they had to use to be, auxiliary do, and also modals correctly in the tags. Based on Shoebottom (2017), the difficulty of the non-native speaker in question tags is that learning how to form and say them. Then, Eisa (2015) underlines that getting a response is becoming the purposes of writing question tag.

There are many studies which have been conducted focusing on question tags. First, Samrin (2011) revealed that the most frequently error happened to the students is on simple present tense which is about 50,50% and caused low motivation, limited time, intelligence, teachers' method, class condition,

environment, family, and peers. Next, a study was conducted by Oktaria, Husna, and Tavriyanti (2014) showed that the students have moderate ability in using question tags in simple past tense. In addition, a research was conducted by Ghina, Refnita, and Ernati (2016) showed that students had very good ability in writing question tags in present perfect tense.

Therefore, this study focused on analyzing the errors related to the capability of students in constructing question tag, entitled “*An Analysis on the Eleventh Grade Students’ Errors in Constructing Question Tag at SMAN 4 Sekayu*”. By finding out the errors and ability of students, it was hopeful that students made improvements to be better in writing question tag.

1.2. Problem(s) of the Study

Based on the background above, the main problems of this study are formulated in the following questions:

1. What type of errors did the eleventh-grade students at SMAN 4 Sekayu do in constructing question tags?
2. Which was the most frequently type of errors in constructing question tags made by the eleventh-grade students at SMAN 4 Sekayu?
3. What were the factors which caused the eleventh-grade students at SMAN 4 Sekayu made errors in writing question tags?

1.3. Objective(s) of the Study

Based on the background which have been explained above can be concluded that the objectives of this study are:

1. To identify the type of errors made by the eleventh-grade students at SMAN 4 Sekayu in constructing question tags.
2. To find out the most frequently type of errors in constructing question tags made by the eleventh-grade students at SMAN 4 Sekayu.
3. To figure out why the eleventh-grade students at SMAN 4 Sekayu made errors in writing question tags.

1.4. Significance of the Study

This study is expected to be useful for anyone who needs more information about question tag, especially for:

1. English Teacher

This study is expected to be beneficial for the teachers while they are teaching question tag. By knowing the errors which are made by the students and its factors, hopefully, the teacher will be more aware of students' lack in writing question tag and give them some treatments to reduce the errors.

2. Students

The study will give knowledge to the students about question tag and guide the students to the errors which are made by them. Hopefully, the student will make efforts to be better in order to write the right form of question tag.

3. Writer

This study is expected to be able to enrich the information of grammar especially in part of question tag. Also, it is hoped that through this research of question tags should be able to be used when it is needed.

4. Further Researchers

This study will be a guidance, reference, and more information for other researchers who want to conduct studies about question tag even develop it to be more interactive.

CHAPTER II

LITERATURE REVIEW

This chapter deals with: (a) concept of error, (b) concept of error analysis, (c) concept of writing, (d) concept of grammar, and (e) previous related studies.

2.1. Concepts of Errors

2.1.1. Definition of Error

Error is a trouble which unconsciously happens toward what someone does or acts. Gass and Selinker claim errors in language learning occur systematically and repeatedly without any notice by the learners (as cited in Phuket, 2015). However, making errors is normal and the errors made are still found in sentence level, in terms of grammar (Savitri & Akhriyah, 2016). Errors are made by learners happened because they have not known about how to use the wrong form in form of the correct one. Based on Dictionary.com (n.d) error is a deviation from accuracy or correctness, belief in something untrue, holding of mistaken opinions, and the condition of believing what is not true. In essence, error is an ordinary thing happen on language learner caused by his/her lack in a language.

In education area, teaching a language ask a teacher to able knowing a lot of grammar. A teacher as an educator and mentor or guidance to the students (Dahlan & Purwaningrum, 2017) has an essential role in reducing errors happen to the students' English writing learning process. Barnet (1992) emphasizes teacher is becoming a facilitator rather than a judge in improving the students or reducing the errors happen to them by checking and giving special marks of the students'

writing. It indicates that being a teacher is being a source which help the students to out of errors.

2.1.2. Classification of Errors

According to Dulay, Burt, and Krashen (1982), the types of error based on surface strategy taxonomy are:

1. Omission

It is an error which happens because a learner does not put the needed morphemes in his/her sentence (utterance). The morphemes which disappear are from the content morpheme and grammatical morpheme. For example:

Marry is the new president of the new company.

Content morpheme : *Marry, president, new, and company*

Grammatical morpheme : *is, the, of, and the.*

2. Addition

This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a well-formed utterance. This error usually appears in the later stage of L2 acquisition, when the learner has already acquired some target language rule. There are three types of addition errors have been observed in the speech of both L1 and L2: double markings, regularizations, and simple addition. Here is the example of error in double marking.

a. Double marking

Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others. Example:

He doesn't knows my name.

b. Regularization or overgeneralization

It is typically added to linguistic items, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in language. Example: the verb "eat" does not become "eated" but "ate", "sheep" for plural, not "sheeps".

c. Simple addition

If an addition error is not double marking or regularization, it is called as simple addition. There is no particular feature, which can characterize simple addition other than those not appear in a well-formed utterance.

3. Misformation

This error is characterized by the use of wrong form of the morpheme or structure. In this error, the learner supplies something although it is incorrect. There are three types of misinformation, they are: regularization errors, archi-forms, and alternating forms.

a. Regularization errors

It is characterized which learner fail to choose or to select a proper word form. Example: Singular-plural: geese (geese).

b. Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class. Archi-forms is the extent use of a form in several places of *her* for both *she* and her, as in *I see her yesterday. Her dance with my brother.*

c. Alternating forms

It is defined as fairly free alternation of various members of a class with each other. Example:

Those dog (those dogs).

This cats (this cat).

4. Misordering

The incorrect placement of a morpheme or a group of morpheme in an utterance is the character of this error, e.g. “*What Daddy is doing?*”.

2.1.3. The Differences between Error and Mistake

Error and mistake are the terms which confusedly used and differentiated by people. Imam (2016) states that, “Errors in writing come from misunderstanding in constructing the component of language” (p. 102). Error defines as belief or mental state that does not conform to objective reality where

what is correct is actually incorrect and what is incorrect is actually correct (“Business Dictionary.com”, para 1).

Brown (2000) emphasizes the following:

A mistake refers to a performance error that is either a random guess or a “slip”, in that it is failure to utilize a known system. Mistakes, when attention is called to them, can be self-corrected. Meanwhile, an error is a noticeable deviation grammar, reflects the competence and the portion of the learner’s competence in the target language. (p. 217)

Errors are becoming such habits in language foreign learners. Suhono (2016) finds that “Some errors on many graduate students from junior high school or senior high schools are still lack of understanding in writing, although they have studied for more than six years” (p. 4). In reducing the lack of language Hourani (2008) states two things need to be considered that mistakes do not require special treatment assuming they are recognized and error refers to structures only.

2.1.4. The Causes of Errors

Making errors is a reasonable thing for the ones who make it. Gustilo and Magno (2012) say that, “Error is one of the most unavoidable things in the world” (p. 98). It may happen because of factors which causes the learner make error. Hwang claimed the errors that learners of EFL are expected to make are due to several different causes such as the effect of good teaching on the teaching learning and interference from the native language and the other is caused by interference from other structures in the target language (as cited in Habash,

1982). Also, Arif (2015) found mother tongue interferences is a cause of grammatical error and Saswandi (2014) shows that the way a teacher teaches will influence the students' result.

In addition, Sychandone (2016) claims that, "The learners transferred their native language structure into target language then becoming errors" (p. 16). Beside these factors, Touchie (1986) states that there are mainly two major sources of errors which are from the native language and intralingual or developmental factors. Meanwhile, the intralingual and developmental are related with some the following terms:

1. Simplification: Learners often choose simple forms and constructions instead of more complex ones.
2. Overgeneralization: This is the use of one form or construction in one context and extending its application to other contexts where it should not apply.
3. Hypercorrection: Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms.
4. Faulty teaching: It caused by the teacher, teaching materials, or the order of presentation.
5. Fossilization: Some errors persist for long periods and become quite difficult to get rid of.
6. Avoidance: These learners avoid some difficult syntactic structures and use instead simpler structures.

7. Inadequate learning: This is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning.
8. False concepts hypothesized: These errors are developmental errors which derive from faulty comprehension of distinctions in the target language

2.2. Concept of Error Analysis

2.2.1. Definition of Error Analysis

Error analysis is a set of phases knowing the errors made by people. Richards & Schmidt (2002) defines error analysis is the study which put the priority in part of errors made by the learners. Then, Sawalmeh (2013) emphasizes that Corder and his colleagues developed it in the year 1970s. Additionally, Yang (2010) confirms that “Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language” (p. 266). Crystal confirms error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language (as cited in Amara, 2015). In the same way, Saville and Troike (2006) indicate that error analysis is an approach which focus on how a learner construct a language. After all, error analysis is a process to understand and know about errors toward language users and its causes.

2.2.2. The Use of Error Analysis

As a linguistic study, Error Analysis (EA) has essential use for people. Tizazu (2014,) says that “Error analysis is a model for the study of second language learners’ errors” (p. 71). Regarding to the use of EA, Corder (1981) expresses that the purpose of EA is that to figure out the progress even the lack of the students and the treat them by information or data of the target language. Besides, Richards & Schmidt (2002) confirms, EA is aimed to identify strategies used by learner in language learning, to know the causes of learner errors, and gain information on common difficulties in language learning.

According to Corder (1981) the use of EA is in the following:

The significant of errors analysis is in three different ways. Firstly, for teachers, it clues them on the progress of the students. Secondly, for researchers, it provides evidence as to how language is acquired or learned. Thirdly, for learners themselves, it gives them resources in order to learn. (p.11)

Khansir (2012) point out that errors analysis is not only used to know the learner errors but also to find out how the students learn and require a language. In this way, teachers have to be aware of the difficulties by the students and devote special care and emphasis to them. Then, Fang and Xue-mei (2007) states the significance of error analysis are:

Firstly, by error analysis, teachers will get an overall knowledge about the students’ errors. Secondly, errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him or her to learn. Thirdly, errors are indispensable to the learners themselves,

for we can regard the making of mistakes as a device the learner employs in order to learn. (p. 13)

As mentioned above, it can be concluded that the scope of significant of error analysis is around of the researcher, teacher, and the ones made the errors itself. It is used to figure the process of learning a language, the growth of language users (learner), and a source for students in improving their lack in using a language.

2.2.3. Error Analysis Procedure

As a method in a study, error analysis consists of some phases to be faced in using it. Rozman, Ahamad, Zoll, Yusre, Suhaimi, and Nor (2014) inform that error analysis was developed by S.P Corder back inhe year 1974 and the steps procedures consist of five stages, they are choosing the language corpus, identify the errors, classifying the errors, explaining the errors, and evaluating the errors. Ellis and Barkhuizen (2005) states the procedures and problems in errors analysis are collecting a sample of learner language, identification of errors, description of errors, and explaining the errors. Thus, the phases on error analysis procedure are related to decide the sample, find out the errors types and its classification, and figure out the factors behind such error.

2.3. Concepts of Writing

Writing is categorized as a complicated media of interaction. Also, Richardson and Morgan confirm that writing is the most complex communication (as cited in Saputra & Marzulina, 2015). In teaching writing, Raymond states as a medium of interaction, writing is used solving problems, and shaping arguments (as cited in Evayani, 2013). Besides, Melati and Hustarna (2010) confirms that people must give special attention while writing because it is related to the component and the intention of them. The components of writing are very difficult because of the composition on every single thing. Richard and Renandya point out that another difficult part of writing is presenting ideas into text (Lestari & Holandyah, 2016). In summary, writing is composed of many elements arranged in sentence till paragraph.

Because of the complicated components, writing is argued as difficult subject by some students and becoming undesirable moment. The difficulties is started from how to construct a sentence well. Astrid (2015) says that the difficulties is on composing paragraph. Nisa (2015) confirms that the reasons why writing is difficult that the writer must pay attention on grammar, vocabulary, and other things. Also, Heydari (2012) says that it will be more complicated for foreign language. Therefore, Murica expresses writing skill is perceived as the most difficult language skill because it requires a higher level of productive language control than the other skills (as cited Wijayanto, 2013). In brief, writing is a media of interactions not easily understood and used well while doing. It needs good comprehension in understanding the components for instances grammar.

2.4. Concepts of Grammar

Chowdhury (2014) states “Nearly 70% of the students can not apply the acquired grammar knowledge in free hand writing because they don’t have the conscious control over their grammar knowledge” (p. 3). Al-Mekhlafi and Nagaratnam (2011) clarify that for many L2 learners, learning grammar often means learning the rules of language and aims to have intellectual on them. Most of them cannot write grammatically correct sentences. Most of the students had a big problem in grammar or lack of grammar while writing (Habibi, Wahyuni, & Husni, 2017; Yusuf, 2015). Utami, Tavriyanti, and Tanjung (2011) grammar may guide the student to construct sentences well. According to Phuket (2015), “Most of EFL students have grammatical difficulties in writing although they have learned from primary school” (p. 104). There are a lot of components in grammar which have to master by anybody to be English users in order to well produced. One of the these is that question tag.

2.4.1. Definition of Questions Tag

Question tag is one of components in English grammar. It a question which is added at the end of a statement. Boyer (2009) states that in spoken English, “it is used at the end of the sentences to make it to be friendly and more conversational” (p. 27). Additionally, Cameron, McAlinden, & O’Leary (1988) state, “grammatical structures in which a declarative is followed by an attached interrogative clause or ‘tag’” (p. 81). Tottie & Hoffman (2006) emphasizes tag questions are composed of two components, an anchor and a tag. Avery (2015)

says an anchor is form of a declarative sentence and the tag is a short pronoun, auxiliary, modal, or be verb added to the end. Thus, question tag is a short question at the end of a statement called as tag.

2.4.2. Forms of Question Tag

ABA English (2014) explains that there are five ways in which we normally use question tags and they are easily explained here.

1. Positive/negative

If the main part of the sentence is positive, the question tag is negative.

“He’s a doctor, *isn’t he?*”

“You work in a bank, *don’t you?*”

(Note that if there is not an auxiliary use do, does, or didn’t at the end of the sentence)

If the main part of the sentence is negative, the question tag is positive.

“She isn’t coming, *is she?*”

2. With auxiliary verbs “be”

If the main part of the sentence is an auxiliary verb (be) then the question tag is made with the auxiliary verb.

For example:

“They weren’t here, *were they?*”

“This isn’t working, *is it?*”

3. Without auxiliary verbs “do”

If the main part of the sentence doesn’t have an auxiliary verb, the question tag uses an appropriate form of ‘do’.

For example:

“I said that, *didn’t I?*”

“You don’t recognize me, *do you?*”

4. With auxiliary verbs “modals”

If there is a modal verb in the main part of the sentence the question tag uses the same modal verb.

For example:

“They couldn’t hear me, *could they?*”

“You won’t tell anyone, *will you?*”

5. With ‘I am’

Be careful with question tags with sentences that start ‘I am’. The question tag for ‘I am’ is ‘aren’t I?’

“I’m the fastest, *aren’t I?*”

or in a negative form we use the same “am” form at the end as in the positive form of the sentence.

“I’m not fat, *am I?*”

Cherlents (2011) states that the following notes while forming question tag:

1. Subject in sentences and subjects in question tag.

Table 1

Subject in Sentences and Question Tag

<u>Sentences</u>	<u>Question Tag</u>
This/that	It
Those/these	They
There	There
Everyone, everybody, someone, somebody, no one, nobody	They
Nothing, something, everything	It

2. *Seldom, hardly, rarely, barely, scarcely*, have negative meaning and the question tags are positive.

You *hardly* take a bath, *do you?*

3. *Let’s* becomes *shall we* in question tag form.

Let’s go out for a walk, *shall we?*

4. Imperative sentences become *will you* in question tag.

Open the door, *will you?*

2.4.3. The Rules of Question Tags

Question tags is short statement followed by question and question mark (“Purland Training,” n.d). According to Amin, Eravelly and Ibrahim (2005), the following explanation is the rules used when writing question tags:

1. Use negative question tags with positive statements; the verb to be in the question tag must be the negative form of the verb ‘to be’ in the statement.

Example: It *is* raining, *isn’t* it?

They *are* your classmates, *aren’t* they?

2. Use short forms

Example: use *aren’t* instead of *are not*:

Those shoes *are* new, *aren’t* they?

There is no short form for *am not* so *aren’t* is used to form question tags instead.

Example: I *am* in the team, *aren’t* I?

3. Use pronouns, not nouns or noun phrases.

Example: *Sheila* is John’s sister, *isn’t she?* (correct)

Sheila is John’s sister, *isn’t Sheila?* (incorrect)

The pronoun in question tag must agree with the subject of the statement.

Example: *Your uncle* is a good singer, *isn’t he?* (correct)

Your uncle is a good singer, *isn’t it?* (incorrect)

Based on Your Online English Class (n.d) the followings are how we form question tags:

1. Auxiliaries like *be*, *modals*, etc. used in the statement are reported at the end followed by the subject (always a pronoun):

John *was* annoyed, *wasn't* he?

He *wasn't* annoyed, *was* he?

2. With all other verbs, tag questions are formed with *do/don't* and *does/doesn't* (Present Simple) and *did/didn't* (Past Simple):

You *like* fish, don't you?

They *don't like* fish, *do* they?

He *likes* fish, doesn't he?

She *liked* fish, *didn't* she?

This also applies to *have* and *do* as main verbs:

You *have* tea at 4, *don't* you?

You *did* your homework, *didn't* you?

3. Tag questions are also possible with *there*:

There will be a strike, *won't* there?

2.4.4. Answer to Question Tag

Miln (2017) claims that the answers of the question tag depend on whether the respondent is agree or disagree as the following rules:

Agree : *It's not a cold outside, is it?* *No, it's not.*

The person responding agrees that it is not cold. The statement and response are both negative.

Agree : *It's warm outside, isn't it?* Yes, it is.

The person responding agrees that it is warm. The statement and response are both positive.

Disagree : *It's not a cold outside, is it?*

Yes, it is. You should wear a coat.

The person responding disagrees with the statement it is not cold. The question tag and response are both positive. If we disagree, the response is in the same format as the question tag. When we disagree, it is common to add more information to the responses.

2.4.5. The Problems Faced by the Students in Constructing Questions Tag

As the other parts of grammar, question tag also has difficulties to be formed or constructed by its users especially students. Syamsiah (2011) explains the difficulties faced by the students while constructing question tags are the following:

- a) Usually students answer amn't I in sentence subject I am, because they don't know the rules.

Example: *I'm late, aren't I?*

- b) Many students still confuse to choose the appropriate tag in imperative sentence. *Will you?* Is used in question-tags after imperatives. Example: *Don't be late, will you?*

- c) Many students still confuse to determine the appropriate tag in request sentence.

Example: *Let's go, shall we?*

- d) Many students still confuse to determine the appropriate tag in sentence consist of the exception rules. Such as ***there*** can be used as a subject in questions-tags, sentences containing negative words like ***nothing, nobody*** is following by ***affirmative question-tags*** and ***Somebody, someone, everybody and everyone*** are also often followed by tags with ***they***.

Example: *There's something wrong, isn't there?*

In addition, Kim and Ann (2008) notice that, “English tag questions are sensitive to three main factors: the choice of auxiliary and pronoun, polarity (negation), and intonation pattern” (p. 1). Polarity refers to the grammatical systems associated with distinguishing between positive and negative clauses (“Grammar Pedia,” 2011). Equally important as the factors is that the distinction among languages of question tag make it is difficult and adequately use the highly complex tag questions in English for its users (Al-Nabtiti, 2012). In brief, the hard parts of question tags are that how to use pronoun, auxiliary, tense, and also the negation.

2.6. Previous Related Studies

There are three previous related studies regarding this study which were done by Samrin (2011), Oktaria, Husna, and Tavriyanti (2014), and Ghina, Refnita, and Ernati (2016).

First, a study which was done by Samrin (2011) whose objective was finding out the students' errors in constructing English tag question. The subject of this research was the second grade students of SMP N 3 Mandau. The researcher took 15% of the population and to collect the data needed for this research, researcher uses test, interview and questionnaire. It was found that most of students of SMP N 3 Mandau often made errors in constructing tag question using simple past tense of to be (was, were) with the percentage of 45.50%, simple present tense of verb (do, does) with the percentage of 50.50%, simple past tense of be (did) with the percentage of 45.50%, simple present tense of to be (is, are, am), its percentage is 37.50% and simple present tense of modal auxiliaries with the percentage of 30.50%. Regarding to the factors influencing the students' errors in constructing tag question were low motivation, limited time, intelligence, teachers' method, class condition, environment, family, and peers.

The second research was conducted by Oktaria, Husna, and Tavriyanti (2014) which aimed describing the second grade students' ability in using question tags in simple past tense at SMP Negeri 9 Lubuklinggau. Cluster random sampling was used to choose the sample, the sample was class VIII-A which consists of 32 students. The result showed that 25 students (78.13%) had moderate ability in using question tags in affirmative form of nominal sentence in simple

past tense, 26 students (81.25%) had moderate ability in using question tags in negative form of nominal sentence in simple past tense, 28 students (87.50%) had moderate ability in using question tags in affirmative form of verbal sentence in simple past tense, and 26 students (81.25%) had moderate ability in using question tags in negative form of verbal sentence in simple past tense.

The third study was done by Ghina, Refnita, and Ernati (2016) which focused on question tags. It aimed to find out the ability of the third-year students at the English Department of Bung Hatta University in writing question tags in present perfect tense. The design of this study was descriptive research. The total of sample is 54 students taken by total sampling. The result showed that 43 (79.63%) students had very good ability in writing question tags in affirmative form of nominal sentence, 33 (61.11%) students had very good ability in writing question tags in affirmative form of verbal sentence, 42 (77.78%) students had very good ability in writing question tags in negative form of nominal sentence, and 31 (57.41%) students had very good ability in writing question tags in negative form of verbal sentence. Thus, the lecturers are suggested to give more explanation to review the material, give more exercises in order to improve the students' ability in writing question tags in present perfect. At last, the researcher suggests the next researchers to do other researches for example in writing question tags in simple past tense.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) data and data sources, (3) population and sample, (4) data collection, and (5) data analysis.

3.1. Research Design

The design of this study was qualitative research. Kothari (2004) emphasizes “Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind” (p. 2). Related to the purposes Patton and Cochran (2002) confirms that qualitative research is to have understanding some aspects of social life by generating words rather than numbers as data for analysis. Frankel and Wallen (2009) state “The qualitative research is designed to investigate the quality of relationships, activities, situations or materials” (p. 422).

Qualitative research has variety of purposes. It aims to gain an understanding of underlying reasons and motivations, provide insights into the setting of a problem, generating ideas and/or hypotheses for later quantitative research, and uncover prevalent trends in thought and opinion (“Snap Surveys,” 2017). One of qualitative researches is descriptive study which is used to describe various aspects of the phenomenon (“Research Methodology,” 2017). Therefore, in this study, descriptive analysis method and the procedure of error analysis will be used in this study to analyze the problems and causes which happen in a particular situation.

3.2. Data and Data Sources

To get data, triangulation method was used in this study. According to Patton and Cochran (2002.), “Triangulation is one method for increasing validity of findings, through deliberately seeking evidence from a wide range of sources and comparing findings” (p. 27). The evidences of each instrument will be used to view the same information (Nayak & Singh, 2015). Triangulation is used to strengthen the trustworthiness of the data, finding, and interpretation in a study (Muazzomi, Sofwan, & Muslim, 2017).

In qualitative research, the data were presented in form words rather than numbers (Walliman, 2011). The data of the research were the students’ errors in constructing question tag. It was taken from test and interview. The data from test were used to know the kinds and the most frequently type of errors made by students in constructing question tags. Then, the data from interview were used to know why the eleventh-grade students of SMAN 4 Sekayu made errors in constructing question tags.

3.3. Subject of the Study

The study was conducted in SMAN 4 Sekayu and the convenience technique sampling was used in deciding the sample. The subject of this study was the students of XI.MIA 1 in the academic year of 2017/2018 which consisted of twenty-five students because they were available and chosen by the English teacher.

3.4. Data Collection

To collect the data, the test and interview were given to the eleventh grade students of SMAN 4 Sekayu, South Sumatera.

1. Test

Test was used to know the types and the percentages of errors made by the eleventh grade students of SMAN 4 Sekayu in constructing question tags. Riduan claims that “Test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group” (Imam, 2015). The test consists of thirty items in form of completion test. The test in form of completing question tags form.

2. Interview

Suharsimi states that interview is a dialogue between interviewer and the object or people in order to find information from them (as cited in Samrin, 2011). The interview was used to find out the factors why the eleventh grade students of SMAN 4 Sekayu made errors in constructing question tag. The interview consisted of ten questions in the form of open-ended question. In qualitative interview, Creswell (2014) confirms that the writer conducts face-to-face interviews with six to eight interviewees. Therefore, the students which became the interviewee were six students of the sample.

3.5. Research Instrument Analysis

In analyzing the instrument, validity test was used. Ghazali (2016) confirms that these tests will be done to evaluate the instruments before administering to the sample. Kimberlin and Winterstein (2008) state, "Validity is often defined as the extent to which an instrument measures what it purports to measure" (p. 2278). Meanwhile, content validity test used to analyze the grammar test, Fraenkel and Wallen (2009) states, "It refers to judgments on the content and logical structure of an instrument as it is to be used in a particular study" (p. 162).

1. Validity

To find out the validity of each question item, the tryout was conducted. The test which consisted of fifty items was given to non-sample but in the same level and characteristics, namely the eleventh grade students of SMAN 4 Sekayu.in the academic year 2017/2018. Then, the data were collected and analyzed by using SPSS 20. The valid items could be known if the validation score more than or equal 0,2 which could be seen in the table of Item-Total Statistic and the column of Corrected Item-Total Correlation (Natanael, 2014). The valid items consisted of thirty-one items. Thus, thirty items were decided as the instrument of the test (see Appendix G).

2. Reliability

To know the students' consistency of test, reliability test was formulated. Weiner (2007, p. 7) states that reliability is the degree to which a measurement technique can be depended upon to secure consistent results

upon repeated application. Finally, reliability test was calculated based on the data from the tryout by using SPSS. In the SPSS, the value on the column of Cronbach's Alpha was considered, if the score is around 0,6 to 0,8 means the test is reliable (Natanael, 2014, p. 56).

	Part 1	Value	.801
		N of Items	15 ^a
Cronbach's Alpha	Part 2	Value	.835
		N of Items	16 ^b
		Total N of Items	31
Correlation Between Forms			.887
Spearman-Brown Coefficient		Equal Length	.940
		Unequal Length	.940
Guttman Split-Half Coefficient			.939

a. The items are: VAR00001, VAR00002, VAR00003, VAR00004, VAR00005, VAR00006, VAR00007, VAR00008, VAR00009, VAR00010, VAR00011, VAR00012, VAR00013, VAR00014, VAR00015.

b. The items are: VAR00016, VAR00017, VAR00018, VAR00019, VAR00020, VAR00021, VAR00022, VAR00023, VAR00024, VAR00025, VAR00026, VAR00027, VAR00028, VAR00029, VAR00030, VAR00031.

3. Expert Judgement

To know the validity item of interview questions, the interview questions list was given to the expert in order to have their judge toward it. The instrument was given to the three experts (see Appendix C) and the result was all the items was valid.

3.6. Data Analysis

3.6.1. Analyzing Type of Errors in Constructing Question Tags

In analyzing type of errors in constructing question tags, the test distributed to the students. Then, the result of the test was checked and each of wrong answer circled. Finally, students' errors were classified based on type of errors, namely omission, addition, misformation, or disordering and the result was given to the rates in form of the following table:

Table 2

Identification of Errors

<u>Type of Errors</u>	<u>Identified Sentences</u>	<u>Correct Answer</u>
Omission		
Addition		
Mis-formation		
Disordering		

Note. Error Classification by Dulay, Burt, and Krashen (1982).

3.6.2. Analyzing the Most Frequently Type of Error

In measuring the most frequently type of error in writing question tags which consist omission, addition, mis-formation, and disordering, the frequency and the percentage of each type of errors were calculated by using the following formula:

$$P = \frac{F}{N} \times 100$$

Image Caption: Frequency Distribution by Bluman (2004)

Where P = Percentage of errors, F = Frequency of a type of error, and N = Number of all type of errors.

After counting the total of frequency and percentage of each type of errors, the writer tabulated the following table:

Table 3

Frequency and Percentage of Errors

<u>Type of Errors</u>	<u>Frequency</u>	<u>Percentage</u>
Omission		
Addition		
Mis-formation		
Disordering		

3.6.3. Analyzing the Causes of Errors

In measuring the causes of errors in question tags, the data from the interview were used. Six students of the sample became representative to do an interview and the process was recorded. The result of the interview transcribed. Then, it was analyzed and summarized to know the factors influencing the eleventh-grade students at SMAN 4 Sekayu students in making question tag errors.

BAB IV

FINDINGS AND INTERPRETATION

This chapter discusses (a) the findings of the study (b) interpretation.

1. Findings

1.1. Identification and Classification of Errors

After collecting the data from the students, the sentences which were answered and contained errors were identified, analyzed, and classified. The identified sentences were figured out in the following table:

Table 4

Identification and Classification of Errors

<u>Type of Errors</u>	<u>Number of Items</u>	<u>Identified Sentences</u>	
Omission	3	There was a lot of noise, <i>was(n't) there?</i>	
	5	I am a fast runner, <i>are(n't) you?</i>	
	7	There are my books, <i>are(n't) there?</i>	
	16		It could be done, <i>could(n't)it?</i>
			It could be done, <i>(could) not it?</i>
			It could be done, <i>couldn't (it)?</i>
	19	Tom might be at home, <i>might(n't) he?</i>	
25		There are many rabbits in the zoo, <i>are(n't) there?</i>	
		There are many rabbits in the zoo, <i>(are)not there?</i>	

<u>Type of Errors</u>	<u>Number of Items</u>	<u>Identified Sentences</u>
-----------------------	------------------------	-----------------------------

Omission	27	I might stand behind of her, <i>might(n't) I?</i>
	28	They can leave the room, <i>can(n't) they?</i>
Addition	1	You are not afraid of snakes, <i>aren't you?</i>
	4	He could not stop watching, <i>couldn't he?</i>
	6	We may not go from here, <i>may we n't?</i>
	8	I cannot come, <i>can't I?</i>
	9	Ita does not like onions, <i>doesn't she?</i>
	12	They must not park in the middle of the road, <i>mustn't they?</i>
	17	I did not wake you up, <i>didn't I?</i>
	18	Jason was not a student, <i>wasn't he?</i>
	20	Alice could not understand, <i>couldn't she?</i>
	22	They could not pay the rent, <i>couldn't they?</i>
	23	He did not remember this one, <i>didn't he?</i>
	29	Katty could need some money, <i>couldn't she?</i>
30	It was not an expensive book, <i>wasn't it?</i>	
Mis-formation	2	The teachers didn't wait in the office, <i>teachers she?</i>
		The teachers didn't wait in the office, <i>is teachers?</i>
		The teachers didn't wait in the office, <i>did the teachers?</i>
		The teachers didn't wait in the office, <i>do teacher?</i>
		The teachers didn't wait in the office, <i>did teachers?</i>
		The teachers didn't wait in the office, <i>did you?</i>
		The teachers didn't wait in the office, <i>teachers the?</i>
		The teachers didn't wait in the office, <i>didn't he?</i>
	3	There was a lot of noise, <i>was not there?</i>

<u>Type of Errors</u>	<u>Number of Items</u>	<u>Identified Sentences</u>
Mis-	4	He could not stop watching, <i>is he?</i>

formation

- 5 I am a fast runner, amn't I?
 I am a fast runner, am not I?
 I am a fast runner, aren't you?
 I am a fast runner, don't you?
 I am a fast runner, didn't you?
 I am a fast runner, isn't you?
 I am a fast runner, a you?
 I am a fast runner, am I?
 I am a fast runner, is runner?
 I am a fast runner, not I?
 I am a fast runner, are you?
- 6 We may not go from here, mayn't I?
 We may not go from here, is we?
 We may not go from here, not you?
 We may not go from here, may they?
 We may not go from here, are we?
 We may not go from here, can't?
- 7 There are my books, aren't you?
 There are my books, aren't books?
 There are my books, are not there?
- 8 I cannot come, cannot you?
 I cannot come, can me?
 I cannot come, can you?

<u>Type of Errors</u>	<u>Number of Items</u>	<u>Identified Sentences</u>
Mis-formation	8	I cannot come, <u>you can</u> ?
		I cannot come, <u>is cannot</u> ?
	9	Ita does not like onions, <u>doesn't Ita</u> ?
		Ita does not like onions, <u>does Ita</u> ?
		Ita does not like onions, <u>do she</u> ?
10	You may not go now, <u>mayn't I</u> ?	
	You may not go now, <u>is you</u> ?	
	You may not go now, <u>are you</u> ?	
	You may not go now, <u>go you</u> ?	
11	Their mothers are not designers, <u>are mothers their</u> ?	
	Their mothers are not designers, <u>mothers their</u> ?	
	Their mothers are not designers, <u>is their</u> ?	
	Their mothers are not designers, <u>are their</u> ?	
	Their mothers are not designers, <u>mothersn't their</u> ?	
	Their mothers are not designers, <u>are their mothers</u> ?	
	Their mothers are not designers, <u>are there</u> ?	
12	Their mothers are not designers, <u>are mothers</u> ?	
	They must not park in the middle of the road, <u>mustn't you</u> ?	
	They must not park in the middle of the road, <u>is they</u> ?	
13	They must not park in the middle of the road, <u>are they</u> ?	
	You don't know French, <u>is don't know you</u> ?	
	You don't know French, <u>know you</u> ?	
		You don't know French, <u>are you</u> ?

<u>Type of</u>	<u>Number of</u>	<u>Identified Sentences</u>
<u>Errors</u>	<u>Items</u>	The workers can finish it on time, <u>working the?</u>
Mis-formation	14	The workers can finish it on time, <u>workers I?</u> The workers can finish it on time, <u>workersn't they?</u> The workers can finish it on time, <u>workers the?</u> The workers can finish it on time, <u>can't workers?</u> The workers can finish it on time, <u>isn't you?</u> The workers can finish it on time, <u>can't workers the?</u> The workers can finish it on time, <u>cannot workers?</u> The workers can finish it on time, <u>can't workers?</u> The workers can finish it on time, <u>cannot the workers?</u>
	15	They were not careless just now, <u>weren't you?</u> They were not careless just now, <u>is they were?</u> They were not careless just now, <u>are day?</u> They were not careless just now, <u>are they?</u>
	16	It could be done, <u>couldn't I?</u> It could be done, <u>couldn't I?</u> It could be done, <u>could not it?</u>
	17	I did not wake you up, <u>is did?</u> I did not wake you up, <u>didn't me?</u> I did not wake you up, <u>do you?</u> I did not wake you up, <u>did you?</u>
	18	Jason was not a student, <u>wasn't Jason?</u> Jason was not a student, <u>was Jason?</u>

<u>Type of Errors</u>	<u>Number of Items</u>	<u>Identified Sentences</u>
Mis-formation	18	Jason was not a student, <i>is Jason?</i>
		Jason was not a student, <i>is doesn't?</i>
	19	Tom might be at home, <i>Tom might is be?</i>
		Tom might be at home, <i>might Tom?</i>
		Tom might be at home, <i>isn't Tom?</i>
		Tom might be at home, <i>ben't Tom?</i>
		Tom might be at home, <i>Tom might?</i>
		Tom might be at home, <i>don't Tom?</i>
		Tom might be at home, <i>might not Tom?</i>
		Tom might be at home, <i>mightn't Tom?</i>
20	Alice could not understand, <i>could Alice?</i>	
	Alice could not understand, <i>is could?</i>	
21	It was a good film, <i>wasn't I?</i>	
	It was a good film, <i>wasn't you?</i>	
	It was a good film, <i>was not it?</i>	
22	They could not pay the rent, <i>is could?</i>	
	They could not pay the rent, <i>couldn't you?</i>	
	They could not pay the rent, <i>are day?</i>	
	They could not pay the rent, <i>are they?</i>	
	They could not pay the rent, <i>could there?</i>	
23	He did not remember this one, <i>is he?</i>	
	He did not remember this one, <i>does he?</i>	

<u>Type of Errors</u>	<u>Number of Items</u>	<u>Identified Sentences</u>
Mis-formation	26	<p>You watched the World Cup final match, <u>watched I?</u></p> <p>You watched the World Cup final match, <u>watching you?</u></p> <p>You watched the World Cup final match, <u>don't watched?</u></p> <p>You watched the World Cup final match, <u>aren't you?</u></p> <p>You watched the World Cup final match, <u>are you?</u></p> <p>You watched the World Cup final match, <u>watch you?</u></p> <p>You watched the World Cup final match, <u>don't you?</u></p> <p>You watched the World Cup final match, <u>watched not you?</u></p> <p>You watched the World Cup final match, <u>watch not you?</u></p> <p>You watched the World Cup final match, <u>watched you?</u></p> <p>You watched the World Cup final match, <u>watched you?</u></p>
	27	<p>I might stand behind of her, <u>might you?</u></p> <p>I might stand behind of her, <u>I might you stand?</u></p> <p>I might stand behind of her, <u>might me?</u></p> <p>I might stand behind of her, <u>do you?</u></p> <p>I might stand behind of her, <u>standn't I?</u></p> <p>I might stand behind of her, <u>might not I?</u></p> <p>I might stand behind of her, <u>don't you?</u></p> <p>I might stand behind of her, <u>might not you?</u></p> <p>I might stand behind of her, <u>mightn't you?</u></p>
	28	<p>They can leave the room, <u>can you?</u></p> <p>They can leave the room, <u>is can they?</u></p> <p>They can leave the room, <u>cannot they?</u></p> <p>They can leave the room, <u>cannot there?</u></p>

<u>Type of Errors</u>	<u>Number of Items</u>	<u>Identified Sentences</u>
Mis-formation	29	Katty could need some money, <i>couldn't Katty?</i> Katty could need some money, <i>could not Katty?</i>
	30	It was not an expensive book, <i>isn't it?</i> It was not an expensive book, <i>was she?</i> It was not an expensive book, <i>was he?</i>
Disordering	16	It could be done, <i>could it n't?</i>

From the table above, it could be seen that in constructing question tags, the students were difficult in applying the rules. They faced difficulty in forming polarity or negation, for example: *There are my book, *are there?*. This anchor must have a tag *aren't there* by shorten the form of *are not* became *aren't* because the anchor is positive so the tag must be negative. However, if the anchor is negative, the tag will be positive for instance the error made by the students is: *You are not afraid of snakes, *aren't you?*. This anchor must have a tag *are you*.

Besides, the students were also difficult in forming question tags in part of identifying the auxiliary (*be* and *modals*) which must be put in the tags. The students were not sensitive towards *be* and *modals* used in the statement as, *be* and *modals* which used in the anchors were different from *be* and *modals* in the tags, for example: *It was not an expensive book, *isn't it?*. In this statement, *be* is “*was*” but in the tag *be* is “*is*” so the correct one is *wasn't*. Also, in auxiliary modals, the students made an error in form of *We may not go from here, *not you?* They admit the modal *might* in the tags, the right one is *We may not go*

from here, mightn't you?. The students also put *be* and *modal in* one tag, for example *I cannot come, *is *cannot?* They cannot detect whether the anchor used *be* or *modal*, add *not* that must not appear in the tag, and admit the pronoun which have to be *I cannot come, can I?*

Then, in part of pronoun the students also made errors in constructing question tags in form of mis-formation, for example *Ita does not like onions, does *Ita?*. In this part, the students had to change the definite pronoun into personal pronoun *Ita* become *she*, so *Ita does not like onions, does she?* Next, the students were wrong in using pronouns in the anchor and the tag which completely different both of them such as *It was a good film, wasn't *you?* It must be written *It was a good film, wasn't it?*. The students omit the pronoun which must be appeared in the tag as *It could be done, couldn't (it)?*

In addition, the students found it difficult when they completed question tags with “*I am*”. They made errors of mis-formation in auxiliary and pronoun. They complete the form of “*I am*” became “*am*” and “*am not* or *amn't*” in the tag, for example: *I am a fast runner, *amn't I?* or *I am a fast runner, aren't *you?* The tag of “*I am*” is “*aren't I*” so it must be constructed *I am a fast runner, aren't I?*

Then, the students made errors in type of mis-formation in using auxiliary “*did*” and “*do/does*” in the tags. They constructed “*do/does*” in the tag when the anchor was *did*, for example *The teachers didn't wait in the office, *do *teacher?* and *He did not remember this one, *does *he?* It should be formed *The teachers didn't wait in the office, did they?* and *He did not*

remember this one, did he? Then, the students could not detect the auxiliary *did* in a past tense sentence *You watched the World Cup final match, *don't you?* which had to be *You watched the World Cup final match, didn't you?* And the students put auxiliary “do” in the tag which there is no auxiliary “do/did” in the anchor as *I might stand behind of her, *don't * you?* which must be constructed *I might stand behind of her, mightn't I?*

1.2. The Percentage of Errors

Form the Table 4, it showed that the four type of errors, namely addition, omission, mis-formation, and misordering were made by the students. Also, it could be concluded that the total amount of errors in constructing question tags were 155 and they were divided into errors. The classification and the percentage of the errors in the sentences identification were figured out in the following table:

Table 5

Classification and Percentage of Errors

<u>Type of Errors</u>	<u>Frequency</u>	<u>Percentage</u>
Omission	11	7,10%
Addition	13	8,38%
Misformation	130	83,87%
Disordering	1	0,64%

From the table above, the four types of errors made by the students in different frequency conected different percentage of each of them. It can be concluded that the most frequently type of errors in constructing question tags

made by the eleventh grade students at SMAN 4 Sekayu was mis-formation in part of using polarity, short form, pronoun, and auxiliary. On the other hand, the least type of errors made by the students was misordering.

1.3. The Causes of Errors

The factors that influence the students' errors in constructing question tags was known through interviewing six of the eleventh grade students of SMAN 4 Sekayu and the process was recorded. Then, the recordings were transcribed in order to be easier in analyzing and summarizing the factors which caused the errors made by the students (see Appendix E).

From the data of the interview, it could be concluded that the students made errors because of intralingual factors which were not only came from their first language. It could be proved by the students' answer in the interview process. The first question which asking about whether or not the students' first language influences their english capability. One of male students said that "Yes, between English and Bahasa Indonesia are related each other". For the second item which asking whether or not the student make the answers of question tags simpler, most of the students said 'no'. Related of this item, one of the female students said that "No, I will not answer the question if I think that I don't know the answer". The, the third item which asking about whether or not they overgeneralize the answer, most of them said 'no' such as a female answer said that "No, because each question has different answer".

In addition, in answering the fourth item which asking about teaching method, most of the students said good such as a male student said that “Yes, the teacher explains the material clearly by giving example”. Related to the fifth item which interviewing about students’ attention while English teaching and learning process, most of the students did it when material was easy to be understood as one of male students said that “Yes, but if the materials are difficult, I will not pay attention”. Also, in asking the sixth item which was about whether or not the students ignore the difficult answers and the students answered ‘no’ such as a female student said that “No, because I will answer based on what I know”. Then, most of the students answered the seventh item which asking about whether they ask question or not when they do not understand the material by answering ‘yes’. It is proved by one of male students said that “Yes, if I do not understand, I will ask directly”.

Besides, in answering the eighth item of interview which asking about lessons review at home, most of the students said ‘no’ such as a female student’ answer said that “No, I am lazy to review the English material at home”. Related to the ninth items which asking about their difficulties in learning English grammar, most of the students said ‘yes’ since of female students said that “Yes, because English has its own formula”. And the last item of the interview which asking about question tags difficulties, most of the students said they were difficult in constructing question tags such as a male students said that “Yes, question tags is difficult I don’t know the rules in question tags”. Then the student asked about the rules in question tags which

are polarity, pronoun, auxiliary, short form, and tense, the student said “No, I do not understand about those terms which are about question tags”.

Thus, from the result of the interview, it can be concluded that the factors which caused the eleventh grade students of SMAN 4 Sekayu made errors in constructing question tags were that they were not interested in learning English although the teacher explained the material clearly. Then, they were busy to talk each other while the teaching and learning process was in progress. In addition, the participants argued that English was more difficult than Bahasa Indonesia especially the grammar. English grammar was more complex because it has formulas which had to be comprehended well by the students. Also, in the process of learning English, they could pay attention if the material was easy to be understood, and vice versa. Then, the students said that they were lazy to review the English materials at home. In another side, the students did not understand well about the rules and the composition of the tags, such as polarity, pronoun, auxiliary, and using short form in the tags.

2. Interpretation

Based on the finding of the study, it could be said that the four classification of errors occurred in participants' question tags construction which were omission, addition, mis-formation, and disordering and the result reflected to Kim and Ann (2008) claims that question tags in English is sensitive to the choice of auxiliary and pronoun, polarity, and intonation pattern. Besides, the errors which were made by the eleventh-grade students' at SMAN 4 Sekayu also

supported by the finding of Syamsiah (2011) and Samrin (2011), they said that the participants faced difficulties in writing the correct pronoun and auxiliary.

In part of omission, the students commonly omitted *not (n't)* in the *tags*. It was related to their difficulties in applying one of the rules which being obstacle in constructing question tags, namely polarity. Polarity means the was to change the positive anchors into negative tags and vice versa or negation. Nevertheless, omission was not found as the highest frequency of errors made by the students. In addition, the students also contributed errors in type of addition. In this type, they were used to add *not (n't)* when the tags were constructed. It was the same as the case in omission that the participants were hard in providing the appropriate form of the tags in term of polarity. Addition indicated that the participants could not differentiate between positive and negative sentences (negation).

Another type of errors is mis-formation where the students faced difficulties in using pronouns and differentiating *auxiliary (to be and modals)*. They got troubles when they had to change the correct personal pronouns in the tags which refers to the pronoun in the anchors. Also, the participants could not put the appropriate *auxiliary both to be and modals* in the tags. They made it interchangeable in using them which *to be* was written in the anchors became modals in the tags and vice versa.

The last type of errors which made by the participants is disordering where the percentage of its frequency is the lowest one. In this type, the students did not really deal with difficulties. The order of the

component was not very organized. Thus, this study revealed that the problems which influenced the students made errors were that they could not apply the pronoun and also auxiliary precisely. It caused them to create errors in the type of mis-formation as the highest frequency and percentage.

Regarding the cause of errors, the finding found through the interview reflected that the participants' assumption about English and Bahasa Indonesia. They argued that their first language knowledge (Bahasa Indonesia) could influence their target language (English) because these languages were related. Also, the students did not learn enough at home. They would not review the lesson except they had homework and would face the test in the school about English. In term of question tags, the students could not apply the rules in constructing question tags. Therefore, the factor which influenced the most was that the students were lack of knowledge about question tags.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, I conclude the result based on the findings and interpretation which were presented in the previous chapter. I also offer some suggestions which are hopefully useful and helpful for teachers and students in English teaching and learning.

1. Conclusions

Based on the research findings and data analyses in the previous chapter, I draw some conclusions as follows:

The first research problem by the finding showed that the type of errors in constructing question tags made by the eleventh-grade students at SMAN 4 Sekayu were omission, addition, mis-formation, and disordering. From these types of errors, the second research problem was known which the most frequently error made by the student was mis-formation which was about 83,87%. Then, it is followed by error in type of omission which was about 8,38%, addition 7,10%, and misordering 0,64%. It showed that the lowest percentage and rarely errors made by the participants in constructing question tags is misordering.

Among these types of error which were made by the students, I found that the students were difficult in using to be, auxiliary do/does, and modals in the tags. It could be detected when the students formed the tags after the anchors or statements. Also, the students got difficulties in using pronoun in the tags. They could not put the appropriate form of pronoun in the tags as written in the anchor. They precisely applied out of the right pronouns. Then, the students were also

difficult to apply the short forms in the tags, they were used to using the complete forms. Last, the students were hard in applying the polarity, they formed the same clauses forms between the anchor and the tag.

In addition, the third problem of study is finding out the factors influencing errors in constructing question tags among the eleventh-grade students. One of the factors which affected the students made the errors was they were not interested in learning English. In addition, the students were too lazy to look carefully at the material explained by the teacher, they were busy with their own businesses as talking to each other. The students looked on English as a difficult and complicated subject and its grammar was troubled because of the formulas. Also, although they have learned about question tags, they were still facing difficulties in using it while they were constructing it. They were not really getting the point about the rules in question tags such as applying polarity, short forms, and pronoun.

2. Suggestions

Based on the results of the study, I would like to offer some suggestions as follows:

1. The students are expected to be interested in learning English by actively participate in teaching and learning process.
2. The student should pay attention while the English teacher is explaining the lessons, not only about question tags but also others.
3. The students have to review the English lesson at home.

4. The eleventh-grade students of SMPN 4 Sekayu should improve and expand their comprehension about question tags by reading English grammar books a lot.
5. The English teachers should explain clearly about tag question and attract the student attention when they were busy with their work.
6. The teacher should diversify the way in explaining the English material so that the students are not bored in studying English especially for question tags.
7. The teacher should motivate to students while they are learning English.
8. The teachers should remind the students and correct the students when they make mistakes, so that they know the correct ones.

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Appendix A

INSTRUMENT OF THE TEST

1. You are not afraid of snakes, _____?
2. It never works very well, _____?
3. There was a lot of noise, _____?
4. No one is insight, _____?
5. I am a fast runner, _____?
6. That is your laptop, _____?
7. There are my books, _____?\
8. I can not come, _____?
9. Your son must come, _____?
10. Jane and John hardly ever leave the house, _____?
11. Nobody likes me, _____?
12. Ita does not like onions, _____?
13. You may not go now, _____?
14. They must not park in the middle of the road, _____?
15. You don't know French, _____?
16. The workers can finish it on time, _____?
17. They were not careless just now, _____?
18. Your grandfather was a millionaire, _____?

19. It could be done, _____?
20. The twins arrived last night, _____?
21. I did not wake you up, _____?
22. Tom might be at home, _____?
23. Alice could not understand, _____?
24. My brothers were here, _____?
25. It was a good film, _____?
26. They could not pay the rent, _____?
27. He did not remember this one, _____?
28. It could be done, _____?
29. You watched the World Cup final match, _____?
30. Rio began to play a tune, _____?

Appendix B

INTERVIEW QUESTIONS LIST

1. Do you think that your Indonesian knowledge influences your ability in learning English? If it is yes, please explain how? If it is no, please explain why?
2. Do you always answer exercises of English question tag by making it simpler? If it is yes, please explain how? If it is no, please explain why?
3. Do you always overgeneralize question tag forms in any sentences whenever you face difficulties in forming it? If it is yes, please explain how? If it is no, please explain why?
4. Do your English teacher explain the material clearly? Give your description of about it!
5. Do you pay attention while your English teacher is explaining the material? If it is yes, please explain how? If it is no, please explain why?
6. Do you ignore the difficult parts of forming question tag while learning English? If it is yes, please explain how? If it is no, please explain why?
7. Do you ask questions when you don't understand about English material? If it is yes, please explain how? If it is no, please explain why?
8. Do you repeat your English lesson at home? If it is yes, please explain how? If it is no, please explain why?
9. Do you face difficulties in differentiate grammar use while writing? If it is yes, please explain how? If it is no, please explain why?
10. Is question tag difficult to be learned? Give your response!

**LEMBAR VALIDASI INSTRUMEN PENELITIAN: OPEN-ENDED
QUESTIONNAIRE DAN INTERVIEW**

Validator :

Instansi :

Jawablah dengan memberi simbol centang (✓) pada kolom jawaban yang tersedia sesuai dengan tingkat persetujuan dan berilah saran dan kritik terkait kekurangan pada instrument penelitian berikut.

Keterangan:

SB : Sangat Baik

B : Baik

K : Kurang

SK : Sangat Kurang

No.	Item	Nilai				Saran
		SB	B	K	SK	
1.	<p>Do you think that your Indonesian knowledge influences your ability in learning English? If it is yes, please explains how? If it is no, please explains why?</p> <p>Menurut pendapat anda apakah pengetahuan Bahasa Indonesia berpengaruh terhadap kemampuan anda dalam belajar Bahasa Inggris? Jika ya jelaskan bagaimana? Jika tidak kenapa?</p>					

2.	<p>Do you always answer exercises of English question tag by making it simpler? If it is yes, please explains how? If it is no, please explains why?</p> <p>Apakah anda selalu menjawab latihan Bahasa Inggris tentang question tag dengan cara yang lebih mudah? Jika ya bagaimana? Jika tidak kenapa?</p>					
3.	<p>Do you always overgeneralize question tag forms in any sentences whenever you face difficulties in forming it? If it is yes, please explains how? If it is no, please explains why?</p> <p>Apakah anda selalu membuat bentuk question tag yang sama di bagian question tag tidak anda ketahui? Jika ya bagaimana? Jika tidak kenapa?</p>					
4.	<p>Do your English teacher explain the material clearly? Give your description of about it!</p> <p>Apakah guru Bahasa Inggris anda menjelaskan materi Bahasa Inggris dengan jelas? Berikan gambaranmu tentang hal itu!</p>					
5.	<p>Do you pay attention while your English teacher is explaining the material? If it is yes, please explains how? If it is no, please explains why?</p> <p>Apakah anda memperhatikan guru Bahasa Inggris anda ketika sedang menjelaskan materi di depan kelas? Jika ya bagaimana? Jika tidak kenapa?</p>					
6.	<p>Do you ignore the difficult parts of forming question tag while learning English? If it is yes, please explains</p>					

	<p>how? If it is no, please explains why?</p> <p>Apakah anda menghindari bagian-bagian yang sulit dalam membentuk question tags ketika anda belajar Bahasa Inggris? Jika ya bagaimana? Jika tidak kenapa?</p>					
7.	<p>Do you ask questions when you don't understand about English material? If it is yes, please explains how? If it is no, please explains why?</p> <p>Apakah anda bertanya jika anda tidak mengerti tentang materi Bahasa Inggris? Jika ya bagaimana? Jika tidak kenapa?</p>					
8.	<p>Do you repeat your English lesson at home? If it is yes, please explains how? If it is no, please explains why?</p> <p>Apakah anda selalu mengulang kembali pelajaran Bahasa Inggris dirumah? Jika ya bagaimana? Jika tidak kenapa?</p>					
9.	<p>Do you face difficulties in differentiate grammar use? If it is yes, please explains how? If it is no, please explains why?</p> <p>Apakah anda mengalami kesulitan dalam membedakan penggunaan grammar dalam Bahasa Inggris? Jika ya bagaimana? Jika tidak kenapa?</p>					

10.	<p>Is question tag difficult to be learned? Give your opinion!</p> <p>Apakah question tag sulit untuk dipelajari? Berikan pendapatmu!</p>					
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Kesimpulan:

Layak selanjutnya untuk digunakan sebagai instrumen penelitian tanpa revisi.	
Layak selanjutnya untuk digunakan sebagai instrumen penelitian dengan revisi sesuai saran.	
Tidak layak digunakan sebagai instrumen penelitian.	

Kritik dan saran mengenai instrumen:

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Palembang, Februari 2018

Penilai

Beni Wijaya, M.Pd.

Appendix E

Student 1

1. No, in my opinion, Bahasa Indonesia's skill does not influence their English skill because English is more complicated than Bahasa Indonesia.
2. No, the student did not make the question tags by making it simpler because they would not answer if they thought she did not know the answer.
3. No, the student answered based on what they knew.
4. Yes, the teacher explains the English material clearly.
5. Yes, the student paid attention while the teacher was explaining the material in front of the class, so if she did not understand, they could ask a question to the teacher.
6. No, the student did not ignore the difficult one, she will ask to the teacher if she does not know.
7. yes, student will ask question if she does not know the material which is learning.
8. No, the student did not repeat the English material at home.
9. Yes, because the student did not understand about grammar in English.
10. Yes, the student was hard in detecting the tense, pronoun, and auxiliary but she was not hard in polarity.

Students 2

1. Yes, Bahasa Indonesia skill could influence his skill in learning English.
2. No, because the students did not understand about question tags in English.
3. No, because the students did not understand about question tags in English.
4. Yes, the English teacher explained the material clearly.
5. No, because the student was busy to talk each other.
6. Yes, because the students did not understand about question tags.
7. No, because the student did not like English.
8. No, because the student was lazy to review the English material at home.
9. Yes, the student felt difficult because of his laziness.
10. Yes, the student was difficult because he did not know the rules in constructing question tags such as polarity, pronoun, auxiliary, and tense.

Student 3

1. Yes, Bahasa Indonesia skill could influence the skill in learning English.
2. Yes, the student made the answer of question tags simpler when he faced difficulties.
3. No, because each question had to be thought.
4. Yes, the teacher explained the material clearly by asking to the teacher.
5. Yes, however if the material was difficult to be understood, the student would not pay attention.
6. Yes, because if the student faced difficulties, the student would not answer the question.
7. Yes, when the student did not understand, he would ask directly.
8. No, the student could repeat the material when he faced examination.
9. Yes, because grammar in English has its own formula.
10. Yes, for answering the easy one.

Student 4

1. No, because between English and Bahasa Indonesia has their own ways to be learned.
2. Yes, because when the student faced difficulties he will make the answer simpler.
3. No, because the student did not understand.
4. Yes, the student explained the material clearly by giving examples related to daily activities.
5. Yes, because if the student did not pay attention, he would not understand.
6. No, because if he ignored the difficult part, he would not understand.
7. Yes, because the student would not understand if he did not ask to the teacher.
8. No, the student repeated the material at home when she had homework and would face the tests.
9. Yes, because the student did not comprehend grammar in English.
10. Yes, the student did not understand the rules in question tags.

Student 5

1. Yes, because between Bahasa Indonesia and English were related each other.
2. No, the student more would not answer the difficult part in question tags.
3. No, because the student was not interested to the material.
4. Yes, the teacher explained the material clearly and gave the examples related to daily activities.
5. Yes, but when the material was difficult to be understood, the student would not pay attention.
6. Yes, because the student was hard in understanding question tags.
7. No, because the student was not interested in learning English.
8. No, because the student was not interested in learning English.
9. Yes, because the student was lazy to learn grammar.
10. Yes, because the student felt that his vocabulary was not good enough.

Student 6

1. Yes, because between Bahasa Indonesia and English had some similarities.
2. No, because each question had their own answer.
3. No, because each question had different answer.
4. Yes, because the teacher explained by explaining and giving example to the students.
5. Yes, she will pay attention if the material was easy to be understood by the student.
6. No, because she will answer the question based on what she known or their skill.
7. Yes, because if she did not pay attention, she would not understand the material which was explained by the teacher.
8. No, but when I had English in my course I asked to the teacher about my obstacles.
9. Yes, because grammar in English was very much and quite difficult.
10. Yes, because she also learned about question tags in her course. She did not face difficulties in applying the rules in constructing question tags such as polarity, pronoun, short form, and auxiliaries.

Identification and Classification of Error in Constructing Question Tags

Type of Errors	Identified Sentences	Correct (✓) or Wrong (X)	Correct Answer
Omission	3. There was a lot of noise, <i>was(n't) there?</i> 5. I am a fast runner, <i>are you?</i> 7. There are my books, <i>are(n't) there?</i> 16. It could be done, <i>could(n't)it?</i> 16. It could be done, <i>(could) not it?</i> 16. It could be done, <i>couldn't (it)?</i> 19. Tom might be at home, <i>might(n't) he?</i> 25. There are many rabbits in the zoo, <i>are(n't) there?</i> 25. There are many rabbits in the zoo, <i>(are)not there?</i> 27. I might stand behind of her, <i>might(n't) I?</i> 28. They can leave the room, <i>can(n't) they?</i>		1. You are not afraid of snakes, <i>are you?</i> 2. The teachers didn't wait in the office, <i>did they?</i> 3. There was a lot of noise, <i>wasn't there?</i> 4. He could not stop watching, <i>could he?</i> 5. I am a fast runner, <i>aren't I?</i> 6. We may not go from here, <i>may we?</i> 7. There are my books, <i>aren't there?</i> 8. I cannot come, <i>can I?</i> 9. Ita does not like onions, <i>does she?</i> 10. You may not go now, <i>may you?</i> 11. Their mothers are not designers, <i>are they?</i> 12. They must not park in the middle of the road, <i>must they?</i> 13. You don't know French, <i>do you?</i> 14. The workers can finish it on time, <i>can't they?</i>

Addition	<p>1. You are not afraid of snakes, <i>aren't you?</i></p> <p>4. He could not stop watching, <i>couldn't he?</i></p> <p>6. We may not go from here, <i>may we n't?</i></p> <p>8. I cannot come, <i>can't I?</i></p> <p>9. Ita does not like onions, <i>doesn't she?</i></p> <p>12. They must not park in the middle of the road, <i>mustn't they?</i></p> <p>17. I did not wake you up, <i>didn't I?</i></p> <p>18. Jason was not a student, <i>wasn't he?</i></p> <p>20. Alice could not understand, <i>couldn't she?</i></p> <p>22. They could not pay the rent, <i>couldn't they?</i></p> <p>23. He did not remember this one, <i>didn't he?</i></p> <p>29. Katty could need some money, <i>couldn't she?</i></p> <p>30. It was not an expensive book, <i>wasn't it?</i></p>		<p>15. They were not careless just now, <i>were they?</i></p> <p>16. It could be done, <i>couldn't it?</i></p> <p>17. I did not wake you up, <i>did I?</i></p> <p>18. Jason was not a student, <i>was he?</i></p> <p>19. Tom might be at home, <i>mighn't he?</i></p> <p>20. Alice could not understand, <i>could she?</i></p> <p>21. It was a good film, <i>wasn't it?</i></p> <p>22. They could not pay the rent, <i>could they?</i></p> <p>23. He did not remember this one, <i>did he?</i></p> <p>24. It could be done, <i>couldn't it?</i></p> <p>25. There are many rabbits in the zoo, <i>aren't there?</i></p> <p>26. You watched the World Cup final match, <i>did you?</i></p> <p>27. I might stand behind of her, <i>mighn't I?</i></p> <p>28. They can leave the room, <i>can't they?</i></p> <p>29. Katty could need some money, <i>couldn't she?</i></p> <p>30. It was not an expensive book, <i>was it?</i></p>
Mis-formation	<p>2. The teachers didn't wait in the office, <i>teachers she?</i></p> <p>2. The teachers didn't wait in the office, <i>is teachers?</i></p>		

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| <p>2. The teachers didn't wait in the office, <i>did the teachers?</i></p> <p>2. The teachers didn't wait in the office, <i>do teacher?</i></p> <p>2. The teachers didn't wait in the office, <i>did teachers?</i></p> <p>2. The teachers didn't wait in the office, <i>did you?</i></p> <p>2. The teachers didn't wait in the office, <i>teachers the?</i></p> <p>2. The teachers didn't wait in the office, <i>didn't he?</i></p> <p>3. There was a lot of noise, <i>was not there?</i></p> <p>4. He could not stop watching, <i>is he?</i></p> <p>5. I am a fast runner, <i>amn't I?</i></p> <p>5. I am a fast runner, <i>am not I?</i></p> <p>5. I am a fast runner, <i>aren't you?</i></p> <p>5. I am a fast runner, <i>don't you?</i></p> <p>5. I am a fast runner, <i>didn't you?</i></p> <p>5. I am a fast runner, <i>isn't you?</i></p> <p>5. I am a fast runner, <i>a you?</i></p> <p>5. I am a fast runner, <i>am I?</i></p> <p>5. I am a fast runner, <i>is runner?</i></p> | | |
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5. I am a fast runner, not I?

5. I am a fast runner, are you?

6. We may not go from here, mayn't I?

6. We may not go from here, is we?

6. We may not go from here, not you?

6. We may not go from here, may they?

6. We may not go from here, are we?

6. We may not go from here, can't?

7. There are my books, aren't you?

7. There are my books, aren't books?

7. There are my books, are not there?

8. I cannot come, cannot you?

8. I cannot come, can me?

8. I cannot come, can you?

8. I cannot come, you can?

8. I cannot come, is cannot?

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|--|--|--|
| <p>9. Ita does not like onions, <i>doesn't Ita?</i></p> <p>9. Ita does not like onions, <i>does Ita?</i></p> <p>9. Ita does not like onions, <i>do she?</i></p>
<p>10. You may not go now, <i>mayn't I?</i></p> <p>10. You may not go now, <i>is you?</i></p> <p>10. You may not go now, <i>are you?</i></p> <p>10. You may not go now, <i>go you?</i></p>
<p>11. Their mothers are not designers, <i>are mothers their?</i></p> <p>11. Their mothers are not designers, <i>mothers their?</i></p> <p>11. Their mothers are not designers, <i>is their?</i></p> <p>11. Their mothers are not designers, <i>are their?</i></p> <p>11. Their mothers are not designers, <i>mothersn't their?</i></p> <p>11. Their mothers are not designers, <i>are their mothers?</i></p> <p>11. Their mothers are not designers, <i>are there?</i></p> <p>11. Their mothers are not designers, <i>are mothers?</i></p> | | |
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12. They must not park in the middle of the road, mustn't you?

12. They must not park in the middle of the road, is they?

12. They must not park in the middle of the road, are they?

13. You don't know French, is don't know you?

13. You don't know French, know you?

13. You don't know French, are you?

14. The workers can finish it on time, working the?

14. The workers can finish it on time, workers I?

14. The workers can finish it on time, workersn't they?

14. The workers can finish it on time, workers the?

14. The workers can finish it on time, can't workers?

14. The workers can finish it on time, isn't you?

14. The workers can finish it on time, can't workers the?

14. The workers can finish it on time, cannot workers?

14. The workers can finish it on time, can't workers?

14. The workers can finish it on time, cannot the workers?

15. They were not careless just now, weren't you?

15. They were not careless just now, is they were?

15. They were not careless just now, are day?

15. They were not careless just now, are they?

16. It could be done, couldn't I?

16. It could be done, couldn't I?

16. It could be done, could not it?

17. I did not wake you up, is did?

17. I did not wake you up, didn't me?

17. I did not wake you up, do you?

17. I did not wake you up, did you?

18. Jason was not a student, wasn't Jason?

18. Jason was not a student, was Jason?

18. Jason was not a student, is Jason?

18. Jason was not a student, is doesn't?

19. Tom might be at home, Tom might is be?

19. Tom might be at home, might Tom?

19. Tom might be at home, isn't Tom?

19. Tom might be at home, ben't Tom?

19. Tom might be at home, Tom might?

19. Tom might be at home, don't Tom?

19. Tom might be at home, might not Tom?

19. Tom might be at home, mightn't Tom?

20. Alice could not understand, could Alice?

20. Alice could not understand, is could?

21. It was a good film, wasn't I?

21. It was a good film, wasn't you?

21. It was a good film, was not it?

22. They could not pay the rent, is could?

22. They could not pay the rent, couldn't you?

22. They could not pay the rent, are day?

22. They could not pay the rent, are they?

22. They could not pay the rent, could there?

23. He did not remember this one, is he?

23. He did not remember this one, does he?

26. You watched the World Cup final match, watched I?

26. You watched the World Cup final match, watching you?

26. You watched the World Cup final match, don't watched?

26. You watched the World Cup final match, aren't you?

26. You watched the World Cup final match, are you?

26. You watched the World Cup final match, watch you?

26. You watched the World Cup final match, don't you?

26. You watched the World Cup final match, watched not you?

26. You watched the World Cup final match, watch not you?

26. You watched the World Cup final match, watched you?

26. You watched the World Cup final match, watched you?

27. I might stand behind of her, might you?

27. I might stand behind of her, I might you stand?

27. I might stand behind of her, might me?

27. I might stand behind of her, do you?

27. I might stand behind of her, standn't I?

27. I might stand behind of her, might not I?

27. I might stand behind of her, don't you?

27. I might stand behind of her, might not you?

27. I might stand behind of her, mightn't you?

28. They can leave the room, can you?

28. They can leave the room, is can they?

28. They can leave the room, cannot they?

28. They can leave the room, cannot there?

29. Katty could need some money, couldn't Katty?

29. Katty could need some money, could not Katty?

30. It was not an expensive book, isn't it?

30. It was not an expensive book, was she?

	30. It was not an expensive book, <i>was he?</i>		
Disordering	16. It could be done, <i>could it n't?</i>		

Palembang, May 2018

Coder

(.....)

NIP.

- ✓1. You are not afraid of snakes, are? was are you
- 2. The teachers didn't wait in the office, did? did teachers
- 3. There was a lot of noise, was? was not there
- ✓4. He could not stop watching, could? could he
- 5. I am a fast runner, is? is faster
- ✓6. We may not go from here, may? may we
- ✓7. There are my books, are? are not there
- 8. I cannot come, is? is cannot
- 9. Lisa does not like onions, does? does she
- 10. You may not go now, do? do you
- 11. Their mothers are not designers, are? are there
- ✓12. They must not park in the middle of the road, must? must they
- ✓13. You don't know French, do? do you
- 14. The workers can finish it on time, can? can not workers
- ✓15. They were not careless just now, were? were they
- ✓16. It could be done, could? could it
- 17. I did not wake you up, did? did you
- 18. Jason was not a student, was? was Jason
- 19. Tom might be at home, might? might not Tom

- 20. My mother was not a student, was? was she
- 21. It was a great film, was? was not it
- 22. They could not pay for rent, could? could there
- ✓23. He did not remember the car, did? did he
- ✓24. It could be done, could? could it
- 25. There are many rabbits in the zoo, are? are there
- 26. You watched the World Cup final match, watched? watched not you
- 27. I might stand behind of her, might? might not you
- ✓28. They can leave the room, can? can they
- 39. Kerry could need some money, could? could not Kerry
- ✓30. It was not an expensive book, was? was it

13

1. You are not afraid of snakes, ___? are you
2. The teachers didn't wait in the office, ___? did teachers
3. There was a lot of noise, ___? wasn't there
4. He could not stop watching, ___? could he
5. I am a fast runner, ___? a you
6. We may not go from here, ___? are we
7. There are my books, ___? aren't there
8. I cannot come, ___? you can
9. He does not like onions, ___? does he
10. You may not go now, ___? may you
11. Their mothers are not designers, ___? are their
12. They must not park in the middle of the road, ___? are they
13. You don't know French, ___? do you
14. The workers can finish it on time, ___? can't workers
15. They were not careless just now, ___? are they
16. It could be done, ___? not it
17. I did not wake you up, ___? didn't you
18. Jason was not a student, ___? is Jason
19. Tom might be at home, ___? might not Tom.

20. It was a good film, ___? was it
21. They could not pay the rent, ___? could they
22. He did not remember the date, ___? did he
23. It could be done, ___? couldn't it
24. There are many rabbits in the zoo, ___? aren't there
25. You watched the World Cup final match, ___? watched you
26. I might stand behind of her, ___? might not you
27. They can leave the room, ___? can't they
28. Katty could need some money, ___? couldn't Katty.
29. It was not an expensive book, ___? was it.

Appendix G

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	14.33	45.362	.497	.	.902
VAR00002	14.88	43.505	.630	.	.899
VAR00003	14.83	49.014	-.220	.	.915
VAR00004	14.46	44.607	.497	.	.902
VAR00006	14.71	46.303	.169	.	.908
VAR00008	14.58	43.558	.603	.	.900
VAR00009	14.46	43.563	.681	.	.899
VAR00012	14.79	43.911	.535	.	.901
VAR00013	14.92	43.558	.647	.	.899
VAR00020	14.83	45.623	.280	.	.906
VAR00021	14.33	45.014	.575	.	.901
VAR00022	15.08	45.732	.414	.	.903
VAR00023	14.42	43.819	.682	.	.899
VAR00024	14.50	45.391	.341	.	.905
VAR00025	14.96	43.781	.643	.	.899
VAR00026	14.33	44.667	.655	.	.900
VAR00028	14.92	43.384	.676	.	.898
VAR00030	14.46	43.998	.604	.	.900
VAR00031	14.88	46.027	.226	.	.907
VAR00032	14.96	44.737	.474	.	.902
VAR00033	14.96	45.520	.339	.	.904
VAR00035	14.50	44.261	.528	.	.901
VAR00036	14.50	44.261	.528	.	.901
VAR00037	14.42	44.428	.567	.	.901
VAR00038	14.92	43.819	.602	.	.900
VAR00039	14.83	45.884	.240	.	.907
VAR00040	15.17	46.841	.306	.	.905
VAR00042	14.96	43.868	.627	.	.900
VAR00046	14.88	43.245	.673	.	.898
VAR00048	15.13	46.114	.403	.	.904
VAR00049	14.38	46.505	.209	.	.906



UNIVERSITAS ISLAM NEGERI (UIN)
 RADEN FATAH PALEMBANG
 FAKULTAS TARRIBYAH DAN KEGURUAN
 ALAMAT: JL. PROF. K.H. ZUNAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 353276 PALEMBANG

SKRIPSI CONSULTATION CARD

Name : Rika Damayanti
 Students' Number : 14250087
 Faculty : Tarbiyah
 Department : English Education Study Program
 Advisor I : Dr. Anisa Astrid, M.Pd
 Thesis Title : An Analysis on the Eleventh Students' Errors in Constructing Question Tags at SMAN 4 Sekayu

No	Date	Aspect Consulted	Comment	Signature
1.	September 13 th 2017	Title	Please read a lot if you are sure about the theory, the procedure, if you are interested to do a research in English stu. I am more interested on it.	
2.	September 16 th , 2017	Title	- What is the significant? - Is question tag learned by third grade students or already learned? - Please see the syllabus and find out the indicator!	
3.	September 22 th , 2017	Syllabus	- Please do preliminary study, don't judge to the question tag directly - Make sure that question tag errors happened to the students	



4	2017	Preliminary Study	<ul style="list-style-type: none">- Don't stick to the question tag.- Please see syllabus, what grammar parts are learned by the students and you test them.	Am
5		Preliminary study	<ul style="list-style-type: none">- Change the forms of each items.- Don't translate the items.- Put an example of each parts.	Am
6	September 24 th 2017	Preliminary Study	<ul style="list-style-type: none">- Good. It is already good to be given to the sample.- All of the sample.	Am
7	December 12 th 2017.	Instruments	<ul style="list-style-type: none">- Don't make the interview questions in form of yes/no questions.- Please make three instrument in quantitative research.- Please make question-naire.	Am

No	Date	Aspect Consulted	Comment	Signature
8.	January 01, 2018	Chapter 1-3	- Revise the quotation - Use APA	<i>Am</i>
9.	January 05, 2018	Chapter 1-3	- Pay attention on the grammar - Method	<i>Am</i>
9.	January 08, 2018	Chapter 1-3	- The table must be APA	<i>Am</i>
10.	January 11, 2018	References	- Look for the first real sources. - APA style	<i>Am</i>
11.	January 19, 2018	References	OK.	<i>Am</i>
12.	April 09, 2018	- Validity Test - The sample	- One class for validity test - Add twenty items.	<i>Am</i>
13.	April 19, 2018	- How to analyze the result of validity test	- Use statistic - Choose the valid items	<i>Am</i>
14.	April 23, 2018	- Chapter 1-3 - Proposal in form of thesis	OK.	<i>Am</i>
15.	April 25, 2018	- Chapter 4	- Revise format - Write in past tense.	<i>Am</i>
16.	May 12, 2018	- Chapter 4	- Pay attention on the table	<i>Am</i>
17.	May 15, 2018	- Chapter 4	- Revise as suggested	<i>Am</i>
18.	May 16, 2018	- Chapter 4	- OK.	<i>Am</i>

No	Date	Aspect Consulted	Comment	Signature
21.	May 18 th , 2018	Chapter V	<ul style="list-style-type: none"> Explain in detail in form of paragraph. 	<i>Aij</i>
22.	May 21 st , 2018	Chapter V	Revise as suggested.	<i>Aij</i>
23.	May 22 nd , 2018	Chapter V	Pay attention in part of tenses.	<i>Aij</i>
24.	May 24 th , 2018	Chapter V and abstract.	OK - add research design/ research method, type - Grammar.	<i>Aij</i>
25.	May 25 th , 2018	Abstract.	OK.	<i>Aij</i>
26.	May 30 th , 2018	Chapter I - V and appendices	Acc for final exam	<i>Aij</i>



UIN
RADEN FATAH
PALEMBANG

ALAMAT: JL. PROF. K.H. ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 353276 PALEMBANG

UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
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THESIS CONSULTATION CARD

Name : Rika Damayanti
Students' Number : 14250087
Faculty : Tarbiyah
Department : English Education Study Program
Advisor 1 : Aisyah Syahab, M.Pd.
Thesis Title : An Analysis on the ~~Eleven~~ Students' Errors in Constructing Question Tags at SMAN 4 Sekayu

No	Date	Aspect Consulted	Comment	Signature
1.	September 6 th , 2017	Title	<ul style="list-style-type: none">- Read a lot about errors and its kinds.- Read about theories.- Read more Allan G. Bluman formula.	
2.	September 20 th , 2017	<ul style="list-style-type: none">- Kinds of Errors- Allan G. Bluman	<ul style="list-style-type: none">- Probably, there will be of these kinds of errors not found in question tag.	
3.	September 22 nd , 2017	Preliminary study	<ul style="list-style-type: none">- Make it from the syllabus- Make sure about the grammar components- The sample is some of the students.	

Date	Aspect Consulted	Comment	Signature
May 7, 2018	Ch. 1 - 3	OK.	
May 10, 2018	Ch. 4	revise the interpretation	
May 11, 2018	Ch. 4.	Revise as suggested	
May 14, 2018	Ch. 4	OK.	
May 18 th , 2018	Chapter V	Revise	
May 21 st , 2018	Chapter V	Revise as suggested.	
May 23 rd , 2018	Chapter V	Revise the items of suggestion corrected.	
May 25 nd , 2018	Chapter V	OK.	
May 28 th , 2018	Abstract.	Revise as suggested.	
May 29 th , 2018	Abstract.	OK.	
May 30 th , 2018	Chapter 1-8 and appendices	OK. Proceed to Mungerah.	

UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
Jl. Prof. ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG Telp : 0711 354668 psw 147

TOEFL PREDICTION SCORE			
SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
47	54	45	487

TOEFL PREDICTION TEST

FULL NAME
RIKA DAMAYANTI

DATE OF BIRTH 01/03/1997	TEST DATE 04/07/2015
-----------------------------	-------------------------



Drs. HERIZAL, MA
TOEFL Tester

Person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Prof. KH. Zahid Abdin Fidi KM 3,5 Tepe. (0711) 353347, Fax. (0711) 334668, Web: <http://radenfatah.ac.id>, Email: tarbiyah@keguruan_uinradenfatah.ac.id

TRANSKRIP NILAI SEMENTARA

PROGRAM STUDI : S1 Pendidikan Bahasa Inggris
NAMA : RIKA DAMAYANTI
TANGGAL LAHIR : Sukrami, 12 March 1997
NPM : 14250087

No	Kode SKS	Nama Mata Kuliah	SKS	Nilai	Bobot	Mutu
1	INS 101	PANCASILA DAN KEWARGANEGARAAN	2	A	4.00	8
2	INS 102	BAHASA INDONESIA	2	B	3.00	6
3	INS 104	BAHASA ARAB I	2	A	4.00	8
4	INS 110	METODOLOGI STUDI ISLAM	2	B	3.00	6
5	INS 204	BAHASA ARAB II	2	A	4.00	8
6	INS 208	FIQH	2	A	4.00	8
7	INS 304	BAHASA ARAB III	2	A	4.00	8
8	INS 617	PEMBEKALAN KKN	2	A	4.00	8
9	INS 801	KKN	2	A	4.00	8
10	PBI 101	LISTENING I	2	A	4.00	8
11	PBI 102	SPEAKING I	2	B	3.00	6
12	PBI 1022	STRUCTURE I	4	A	4.00	16
13	PBI 103	READING I	2	A	4.00	8
14	PBI 104	WRITING I	2	B	3.00	6
15	PBI 106	PRONUNCIATION PRATICE	2	B	3.00	6
16	PBI 107	VOCABULARY	2	B	3.00	6
17	PBI 201	LISTENING II	2	A	4.00	8
18	PBI 202	SPEAKING II	2	B	3.00	6
19	PBI 203	READING II	2	A	4.00	8
20	PBI 204	WRITING II	2	A	4.00	8
21	PBI 205	STRUCTURE II	2	A	4.00	8
22	PBI 206	INTRODUCTION TO LINGUISTICS	2	A	4.00	8
23	PBI 301	LISTENING III	2	A	4.00	8
24	PBI 302	SPEAKING III	2	A	4.00	8
25	PBI 303	READING III	2	A	4.00	8
26	PBI 304	WRITING III	2	A	4.00	8
27	PBI 305	STRUCTURE III	2	A	4.00	8
28	PBI 306	MORPHOLOGY	2	A	4.00	8
29	PBI 307	PHONOLOGY	2	A	4.00	8
30	PBI 401	LISTENING IV	2	A	4.00	8
31	PBI 402	SPEAKING IV	2	A	4.00	8
32	PBI 403	READING IV	2	A	4.00	8
33	PBI 404	WRITING IV	2	A	4.00	8
34	PBI 405	STRUCTURE IV	2	A	4.00	8
35	PBI 406	SOCIO-LINGUISTICS	2	A	4.00	8
36	PBI 407	CROSS CULTURAL UNDERSTANDING	2	A	4.00	8
37	PBI 408	ENGLISH FOR SPECIFIC PURPOSE	2	A	4.00	8
38	PBI 409	PRAGMATICS	2	A	4.00	8
39	PBI 410	SEMANTICS	2	A	4.00	8
40	PBI 501	SPEECH	2	A	4.00	8
41	PBI 502	EXTENSIVE READING	2	A	4.00	8
42	PBI 503	SYNTAX	2	A	4.00	8
43	PBI 504	INSTRUCTIONAL DESIGN	2	A	4.00	8



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Fakultas Ilmu Tarbiyah dan Keguruan

Ka. Prodi. KH Zuhri ABidin Firdi KM 3,5 Telp. (0711) 353347, Fax. (0711) 354668, Website <http://radenfatah.ac.id>, Email tarbiyahdankeguruan_uin@radenfatah.ac.id

PSI 509	TEFL METHODOLOGY	2	A	4.00	8
PSI 507	CURRICULUM DEVELOPMENT	2	A	4.00	8
PSI 508	MATERIAL DEVELOPMENT	2	A	4.00	8
PSI 509	TEACHING ENGLISH TO YOUNG LEARNERS	2	A	4.00	8
PSI 511	APPLIED LINGUISTICS	2	A	4.00	8
PSI 512	INTRODUCTION TO LITERATURE	2	A	4.00	8
PSI 513	RESEARCH IN TEFL I	2	A	4.00	8
PSI 514	LANGUAGE EVALUATION	2	A	4.00	8
PSI 601	STATISTICS	2	A	4.00	8
PSI 602	TRANSLATION	2	A	4.00	8
PSI 603	PSYCHOLINGUISTICS	2	B	3.00	6
PSI 604	RESEARCH IN TEFL II	2	A	4.00	8
PSI 606	DISCOURSE ANALYSIS	2	A	4.00	8
PSI 607	SEMINAR ON RESEARCH PROPOSAL	2	A	4.00	8
TAR 101	ILMU PENDIDIKAN	2	A	4.00	8
TAR 201	PSIKOLOGI PENDIDIKAN	2	A	4.00	8
TAR 301	ADMINISTRASI PENDIDIKAN	2	A	4.00	8
TAR 302	HADIST TARBAWI	2	A	4.00	8
TAR 303	TAFSIR TARBAWI	2	A	4.00	8
TAR 405	SAINS DAN ISLAM	2	A	4.00	8
TAR 504	KEWIRAUSAHAAN	2	A	4.00	8
TAR 613	PPL I	2	A	4.00	8
TAR 702	FILSAFAT PENDIDIKAN ISLAM	4	A	4.00	16
TAR 713	PPLK II				
		JUMLAH:	138		534

Prestasi Kumulatif (IPK) : 3.87
 Status Kelulusan : Cumlaude/Dengan Pujian

Palembang, 15 May 2018
 Ka. Prodi

Hic v/ Kompro & Muroqobah.

Hj. Lengy Marzulina, M.Pd
 NIP. 197101312011012001

17/2018
 165

**UNIVERSITAS TARBIYAH DAN KEGURUAN
FAKULTAS TARBIYAH DAN KEGURUAN**
Jl. Prof. KH. Zainal Abidin Fikri KM 3,5 30126 Palembang
Telp : (0711)354668

**RADEN FATAH
PALEMBANG**

SERTIFIKAT


Nomor : In.03/8.0/PP.00 / 2325 / 2015
Diberikan Kepada

Rika damavanti
14250087

Diucapkan lulus Ujian Program Intensif Pembinaan dan Pengembangan Kemampuan Baca Tulis Al-Quran yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan UIN Raden Fatma Palembang
Sertifikat ini menjadi salah satu syarat untuk mengikuti Kurikulum Kejuruan (KKJ) dan Ulangan Akhir Berdasarkan SK Rektor No : IN.03/11/Kb.076/265/2014

Palembang, 27 Juli 2015
Ketua Program B.A

H. Mukmin, S.Pd
NIP. 1978062320031

Menggetahui
Dekan,

Drs. Kasinjo Harto, M.Ag
NIP : 197109111997031004

PENGETES AMAN
No. 10-11-2015/11/2015
Telah diperiksa keabsahannya
dan sesuai dengan Akademi
Palembang.
Kedung

Dengan Nama Allah SWT

Sertifikat

Nomor: B-0160Un.09/PP.06/04/2018

Diberikan kepada:

Rika Damayanti

Tempat/Tgl Lahir : Sukarame, 12 Maret 1997

NIM : 14250087

Fakultas/Prodi : Ilmu Tarbiyah & Keguruan/Pendidikan Bahasa Inggris

Telah Melaksanakan Program Kuliah Kerja Nyala (KKN) Angkatan 68 Tahun 2018

Tema "KKN Berbasis Riset dan Pengembangan Potensi Lokal Berkarakter"

Dari Tanggal 20 Februari 2018 s/d 5 April 2018 di Kabupaten Muara Enim dan Prabumulih

dan 21 Februari 2018 s/d 6 April 2018 di Kabupaten Banyuwangi.

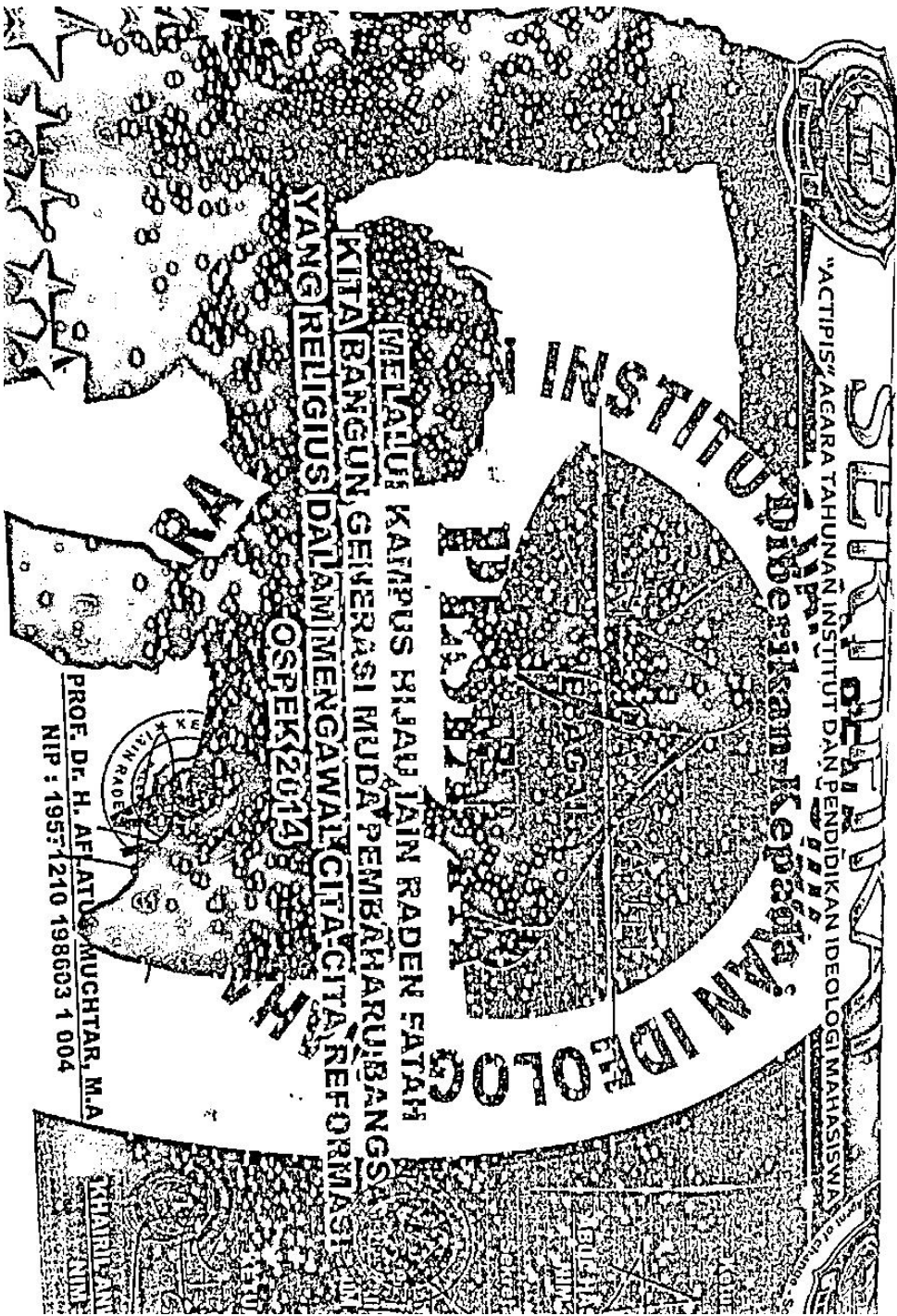
Lulus dengan Nilai :A

Kepadanya Diberikan Hak Sesuai dengan Peraturan yang Berlaku.

Palembang, 23 April 2018

Ketua,


Dr. Syarifiyeni, M.Ag.



"ACTIPIS" AGAR TAHUNAN INSTITUT DAN PENDIDIKAN IDEOLOGI MAHASISWA

SERI BUKU

INSTITUT

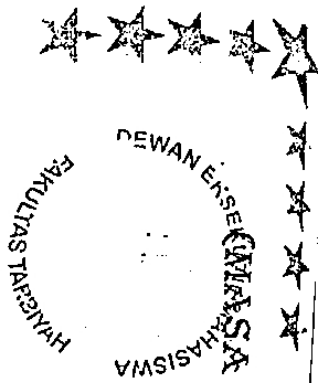
PROF. DR. H. AFATUN MUCHTAR, M.A.

MEMBUKUKAN IDEOLOGI

MELEBIHI KAMPUS RIJAU LAIN RADEN FATMA
KITA BANGUN GENERASI MUDA PEMBAHARU BANGSA
YANG RELIGIUS DALAM MENGAWAL CITACITA REFORMASI
OSPEK 2014

PROF. DR. H. AFATUN MUCHTAR, M.A.
NIP : 1957-12-10 198603 1 004

TAHUNAN INSTITUT



DEWAN ERSE
MAHASISWA
FAKULTAS TARBIYAH

MERDEKA
PERKIN ALAN KADENIK FAKULTAS TARBIYAH
SERTIFIKAT

No: 020/Jan-P/DENAF TARBIYAH/AIN REN/II/2014

Diberikan kepada :

RIKA DAMAYANTI

SEBAGAI PESERTA DALAM KEGIATAN PERKENALAN AKADEMIK

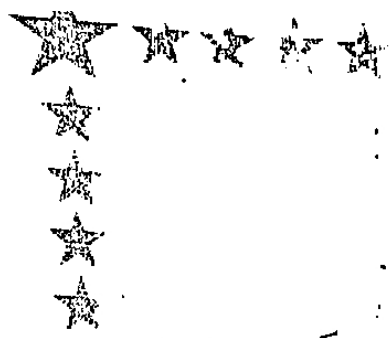
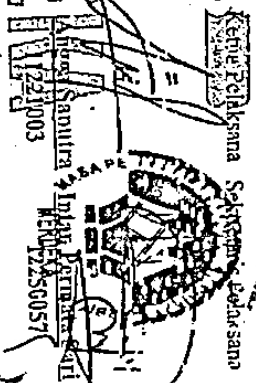
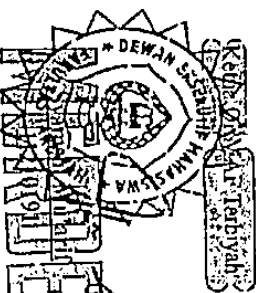
FAKULTAS TARBIYAH DAN KEGURUAN (PALEDEKA 2014)

INSTITUT ALAMIA SINI NEGERI RADEN KATYAH PALEMBANG

-MERDEKA dalam meneriakkan semangat dan semangat yang kREN (Yas, Religius, Energi, dan Nasionalisme)

Wakil Dekan II Fakultas

Wakil Dekan II Fakultas





UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN
PEKUL
PROGRAM STUDI

: Senin / 4 Juni 2018
: 08.00 - selesai
: Pendidikan Bahasa Inggris

No.	NTM	Nama	Nilai					Huruf
			I	II	III	IV	Angka	
1	12250119	Rizki Ameklia Novi T.	73	78	80	70	75.25	B
2	12250111	Reni Oktafia	70	66	75	60	66.25	C
3	11250004	Arie Wijaya Putra	70	60	60	60	62.5	C
4	11250024	Fitriya	70	60	70	75	68.75	C
5	11250041	Novelia Permony S.	78	60	75	75	72	B
6	13250093	Zahra Kamila	75	63	75	70	70.75	B
7	14250087	Rika Damgyanti	85	78	83	78	81.5	A
8	11250034	Mentari Rizky N.	70	60	65	65	65	C
9	14250032	Elsa Irma Rani	85	80	83	78	82	A
10	13250036	Intan Fitriana Dewi	70	75	70	78	73.25	B
11	11250051	Kholil Abdullah	68	60	60	60	62	C

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development

Interval Nilai

- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 50 - 59 = D
- ≤ 55 = E

Ketua,

Hj. Lenny Marzulina, M.Pd
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Dosen Penguji

- Dr. Annisa Astrid, S.T., M.Pd
- M. Holandiyah, M.Pd
- Dr. Dian Erlina, M.Hum
- Hj. Lenny Marzulina, M.Pd

Palembang, 05 Juni 2018
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Fakultas Ilmu Tarbiyah dan Keguruan
Sekrs/Opis

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UNIVERSITAS ISLAM NEGERI (UIN)
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

SURAT KETERANGAN BEFRAS TEORI

Nomor : B- 2770 /Un.09/II.1/PP.00.9/ 05 /2018

Berdasarkan Penelitian yang Kami lakukan terhadap Mahasiswa/i :

Nama : Rika Damayanti
NIM : 19250087
Semester / Jurusan : VIII / Pendidikan Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris

Kami berpendapat bahwa Mahasiswa/i yang tersebut di atas (Sudah / Belum)
Bebas Mata Kuliah (Teori, praktek dan Mata Kuliah Non Kredit) dengan IPK : 3.287
(Tiga Kompa Delapan Terah :)

Demikian Syrat ini dibuat dengan sesungguhnya untuk digunakan seperlunya.

Palembang, 22 Mei2018

Kasubbag Akademik Kemahasiswaan dan

Alumni,

YUNI MELATI, MH

NIP : 19690607 200312 2 016



KEMENTERIAN AGAMA
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Jl. Prof. Dr. Zainal Abidin Fikry Palembang
Telp. 0711-354668

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Nama : Rika Damayanti
NIM : 14250087
Judul Skripsi : An Analysis on the Third Grade Students' Errors in Constructing
Question Tags at SMAN 4 Sekayu

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Pembimbing II : Aisyah Syahab, M.Pd.

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Ketua Prodi Pendidikan Bahasa Inggris

Hj. Lenny Marzulina, M.Pd.
NIP. 19710131 201101 2 001



Jl. Prof. K. H. Zainal Abidin

KEMENTERIAN AGAMA RI
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Fakultas No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 553276 website : www.radenfatah.ac.id

Nomor : E-1011/Un.09/11.1/PP.00 9/3/2018
Lampiran :
Perihal : Palembang, 15 Februari 2018

Mohon Izin Penelitian Mahasiswa/i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Kepala Kesbangpol & Linmas Prov Sumsel
Palembang

Assalamu'alaikum Wr Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu
Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin
untuk melaksanakan penelitian dan sek. tugas mengharapkan bantuan
Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i
kami :

- Nama : Rika Damayanti
- NIM : 14250087
- Prodi : Pendidikan Bahasa Inggris
- Alamat : Dusun III Desa Sukarani Kec. Sekayu Kab. Musi Banyuasin
- Judul Skripsi : *An Analysis on the Third Grade Students' Errors in Constructing Question Tags at SMAN 4 Sekayu*

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i
dibucapkan terima kasih.

Wassalamu'alaikum W. Wb



Devaria

Prof. H. Kusnyo Harto, M. Ag. &
NIP. 197109111997031004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. SMAN 4 Sekayu
3. Mahasiswa yang bersangkutan
4. Arsip





PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN

Jalan Kapten A. Rival Nomor 47 Palembang, Sumatera Selatan
Telpon 0711-357897 Fax 0711-357897 Kode Pos 30129
Email : dikmenisumsel@yahoo.com Website : www.dikmenisumsel.go.id

Palembang, 9 Maret 2018

Nomor : 420/240 /SMA.1.Disdik.SS/2018
Lamp : -
Prihal : Izin Penelitian
a.n. RIKA DAMAYANTI

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri (UIN) Palembang
di
Palembang

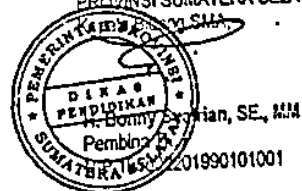
Menindaklanjuti Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Palembang Nomor : 070/284/Ban.KBP/2018 tanggal 07 Maret 2018 perihal Izin Penelitian. Sehubungan dengan hal tersebut, kami memberikan izin kepada :

Nama : RIKA DAMAYANTI
Bidang Penelitian : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis On The Third Grade Students Errors In Constructing Question Tags At SMAN 4 Sekayu .

Untuk melakukan penelitian di SMA N 4 Sekayu, tanggal 9 Maret s.d. 9 Mei 2018 dan untuk selanjutnya dapat langsung berkoordinasi dengan Kepala SMA N 4 Sekayu.

Demikian atas perhatian Saudara, terima kasih

a.n. KEPALA DINAS PENDIDIKAN
PROVINSI SUMATERA SELATAN



Tembusan Yth:
1. Kepala SMA N 4 Sekayu
2. Yang bersangkutan.



PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA N 4 SEKAYU
TERAKREDITASI "A"



Alamat : Sekayu - Sofaral No. 026 Rt 018 Rw 005 Kot. Balai Agung Sekayu Musi Banyuwasin 30711
NSS : 301110148166 Email : sman4sekayu.muba@gmail.com NPSN : 10648166

Nomor : 420/547SMAN_4/SKY/V/2018
Lampiran : -
Perihal : Pemberian Izin


Sekayu, 31 Mei 2018
Kepada
Rektor Universitas Islam Negeri
(UIN) Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan
Keguruan
Di -
Palembang

Berdasarkan surat dari Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan Nomor : B-2108/Un.09/11.1/PP.09/4/2018
tentang Perubahan Judul Skripsi Yang Dibuat Oleh;

Nama : Rika Damayanti
NIM : 14250087
Judul Lama : *An Analysis on the Thrid Grade Students Errors In
Constructing Question Tags SMN Sekayu*
Judul Baru : *An Analysis on the Eleventh Grade Students' Error in
Contracting Question Tags at SMA N 4 Sekayu*

Dengan mempertimbangkan surat yang disampaikan kepada kami
sehubungan dengan pelaksanaan kegiatan mahasiswi tersebut maka SMA Negeri 4
Sekayu memberikan izin dan menerima untuk melaksanakan kegiatan tersebut.

Demikianlah surat ini kami sampaikan atas kerja samanya kami ucapkan
terima kasih.

Sekayu, 31 Mei 2018
An. Kepala Sekolah
W. Kasek. Urusan Kurikulum

NIP. 19601223 200012 1 001