

STUDENTS' ERROR ANALYSIS IN USING QUESTION TAG ON TENTH GRADE STUDENTS AT SMK YAPIM BIRU- BIRU

Oleh:

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Abstract-This study aims to inform the capability of students in using question tag on senior high school. The objective of this study are to find out types of errors that occur in using question tag, to find out the sources of errors that is made by tenth grade students at SMK Yapim Biru-Biru. This study used descriptive qualitative approach in analyzing the data. The data of this research are students answer sheet in using question tag. The result of this study, misformation occur as the highest error in using question tag, it is about 17 (56.7%) students and misordering occur as error in using question tag, it is about 8 (26.7%) students, the rest of error do not occur in this research. The source of error that is found in this research is context of learning, the rest source of error was not found in this research.

Keywords: question tag, types and sources of error.

A. INTRODUCTION

The question tag can be categorized as one of materials which is still difficult to be mastered for the students. Sometimes, the students make the errors in using question tag on the sentences. It is because the students still lack understanding the use of question tag and don't have an idea to form a question tag in the sentences. Corder in Muneera & Shameem (2013:146) has argued that errors are considered to be the features of the learner's utterances which are in one way or another different from those of the native speakers. He further states that the learners of a target language are not aware of their errors and thus are unable to correct these errors themselves.

According to Ansel (2000:29), a question tag is a question added at the end of sentence. A question tag following an affirmative statement generally has the form of a negative question, with the meaning: isn't that true? In some on languages, such tag question are variable. However, in English, question tag is depending on the verbs and subjects of the preceding statements. While Wren & Martin (2013:33)

states that question tag it is a common practice in conversation to make a statement and ask for confirm as, "It's very hot, isn't it?" The later part (isn't it?) is called a question tag.

Table 1 Pattern of question tag

No	Statement	Tag
1	Positive Example: You like coffee very much,	Negative Don't you?
2	Negative Example: My father doesn't like hot food,	Postive does he?

1. Pattern A: positive statement + negative tag

This kind of tag asks the hearer to agree that the statement in the main clause is true. It is sometimes obvious that the statement is true. For example, in the conversation both speakers know that it is colder today. The tag (isn't it) is not really a request for information but an invitation to the hearer to continue the conversation. It's difficult to

find your way around this building, isn't it? Yes, I'm always getting lost in here. That was fun, wasn't it? Yes, I really enjoyed it. When the statement is clearly true, then the speaker uses a falling intonation on the tag. It is cold, isn't it? But when the speaker is not sure if the statement is true, then the tag is more like a real question, a request for information. The speaker's voice rises on the tag. You have central heating, don't you? Yes, we do. We're going the right way, aren't we? I hope so.

2. Pattern B: negative statement + positive tag

The use is mostly the same as for Pattern A. Compare It's colder, isn't it? And It's not so warm, is it? As in Pattern A, the voice falls or rises depending on how sure the speaker is that the statement is true. We can also use Pattern B in a tentative question or request. You haven't heard the exam results, have you? No, sorry, I haven't. Some more examples:

You couldn't lend me ten pounds, could you? Yes, OK.

We can also use Pattern B to express disapproval.

You haven't broken that clock, have you? No, of course I haven't.

You aren't staying in bed all day, are you?

This means I hope you aren't staying in bed all day.

According to Azar (1989:16), there are a few special rules of question tag as presented in the following points:

1. In spoken English the question tag after "I am" is "aren't I?" or "am I not" is usual speech and "amn't I?" is extremely rare.
2. "Will you?", "won't you?", "would you?", "can you?", "could you?", are used in question tag after imperatives. These are not question, they mean something like please, but they after have a "won't" is used to invite will, would, can and can't to tell people to do something.

Examples:

- a. Do sit down, won't you?

- b. Open the window, would you?
 - c. Give me a hand, will you?
3. Not that "there" can be used as a subject in question tag Examples:
 - a. There is something wrong, isn't there?
 - b. There won't be any trouble, will there?
 4. The statement containing negative words like "nothing", "nobody", are followed by affirmative question. The pronoun "it" is used to avoid the repetition of "nothing", and the pronoun "they" is used for "nobody"

Examples:

- a. Nothing can stop us now, can it?
- b. Nobody phoned while I was out, did they?

Norrish in Somphong (2013:3) defined an error as a systematic deviation that happens when a learner has not learnt something and consistently get(s) it wrong. James in Somphong (2013:3) also identified a language error as an unsuccessful bit of language. He adds that language learners cannot correct their errors until they have additional knowledge on the topic. These errors occur in the course of the learner's study because they haven't acquired enough knowledge.

According to Dulay in Azanee & Murad (2014:348), there are four types of error that are omission, addition, misformation and misordering.

1. Omission
Errors of omission are made when compulsory elements such as tense markers are omitted.
2. Addition
Errors of addition are identified by looking at words or phrases that contained unnecessary addition such as plural -s when the noun should be singular.
3. Misformation
Misformation is usually concerned with the rules of word formation that differs from the native language.

4. Misordering
Error of misordering on the other hand is the least found errors in students' utterances. Misordering is observed when speakers wrongly sequenced the elements in the structures.

Brown (2007:263) there are four sources of error. They are:

1. Interlingual transfer
As we have already seen, interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistics system upon which the learner can draw.
2. Intralingual transfer
One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is now clean clear that intralingual transfer (within the target language itself) is a major factor in second language learning.
3. Context of learning
A third major source of error, although it overlaps both types of transfer, is the context of learning. "Context" refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Stenson in Brown (2007:264) termed "induced errors." Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a

pattern that was rotely memorized in a drill but improperly contextualized.

4. Communication strategies
Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of *error*

B. METHOD

This research's approach used descriptive qualitative. The researcher was conducted this research at SMK Yapim Biru-Biru. The sources of data were tenth grade students and the data was students' written in using question tag.

C. RESULT AND DISCUSSION

Based on analyzing the data, the researcher found 25 students had error in using question tag, and the rest of them were correctly perfect in using question tag.

Table 2 Type of Error

No	Type of error	Number	Percentage
1	Omission	0	0
2	Addition	0	0
3	Misformation	17	56.7
4	Misordering	8	26.7
Total		25	83.4

Table 3.1 explains that there are 17 students (56.7%) made error in using question tag, and the type of error that made by them are misformation. 8 students (26.7%) made error in using question tag, and the type of error made by students are misordering. The rest of student, 5 students (16.6%) are accurately correct in using question tag. Others type of errors, ommission and addition do not occur.

Example:

1. They want to come, **aren't they?**
Based on student's answer above, student put error question tag in the clause. Accurately student's answer should "They want to come, **don't they?**" The error that made by

student was misformation, it was because student put error formation in using question tag in that clause. The student did not focus in the main clause. The main clause was verbal clause, that is way the question tag should be use auxiliary do, does or did. The clause tense was in the present, it meant that it must be do or does. After knowing the tense, student accurately should look at the subject of the clause, because subject of the clause was “they”, the third plural person, the auxiliary verb must be “do”.

2. That is your umbrella, **isn't that?**

Based on student's answer above, student put error question tag in that clause. Accurately student's answer should “That is your umbrella, **isn't it?**” the error rhat made by student was misformation. The student actually should be focuse on the main clause, the word that is not the important point to be seen in the clause, the important thing shoud be focuse was the umbrella. That is way the pronoun of umbrella must be the subject of question taq, and the umbrella that was told in the main clause was singular, it meant that the pronoun “it” must be put in the subject of the question tag.

3. Mona doesn't work hard, **she does?**

Based on student's answer above, student put error question tag in the clause. Accurately student's answer should “Mona doesn't work hard, **does she?**” The error that made by student was misordering, it was because student put error in order to put subject and auxiliary in the tag of that clause. Quastion tag has its own pattern, when ordering question tag it must be follow the patter, at the first, student should put auxiliary and the next of it should the subject of the main clause.

Based on student's interview sheets, the basic source of error that occured on tenth

grade students at SMK Yapim Biru-Biru was context of learning, the rest of them, interlingual transfer, intralingual transfer and communication strategies did not.

Table 3 Source of Error

N o	Source of error	Number	Percent age
1	Interlingual Transfer	0	0
2	Intralingual Transfer	0	0
3	Context of Learning	30	100
4	Communication Strategies	0	0
Total		30	100

Table 3.2 explains that context of learning is the basic source of error that occur on tenth grade students at SMK Yapim Biru-Biru, it was know based on interview sheets of whole students (30 students/100%), having problem in context of learning. The rest sources of error such as interlingual transfer, intralingual transfer and communication strategy did not find in that case.

This research was focuse on types and sources of error in using question taq. The result of this research had two model basic knowledge that is going to add new horizon about using question tag, they are types of error that found in this rerearch, misformation and misordering, and source of error that was found, context of learning. Students should be carefully in using question tag, in this research the main error made by student were about misordering, it was about how student put the correct auxiliary and subject in the question tag based on main clauses before, and misformation, it is about how students put auxiliary and subject based on the pattern of question tag. About this research, the basic source of error was made by students were content of learning. This case was about how teacher accurately treat students in the classroom. Teacher should be careful in expaining material, it meant to make sure students were accurately known what was

the purpose of material and understood how to apply the material correctly.

CONCLUSION

Misformation and misordering are types of error that occur in tenth grade student at SMK Yapim Biru-Biru, the rest of them, omission and addition do not. Tenth grade student at SMK Yapim Biru-Biru has error in ordering and forming subject and auxiliary in question tag. Content of learning is as basic student's source of error in using question tag.

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