

**AN ERROR ANALYSIS IN QUESTION TAG CONSTRUCTION BASED ON  
SURFACE STRATEGY TAXONOMY AT THE FIRST SEMESTER OF THE  
TENTH GRADE OF SMA MATHLA'UL ANWAR SINDANGSARI SOUTH  
LAMUNG IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

**By**

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## ABSTRACT

### AN ERROR ANALYSIS OF QUESTION TAG CONSTRUCTION BASED ON SURFACE STRATEGY TAXONOMY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MATHLA'UL ANWAR SINDANGSARI SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

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Error analysis referred to a process investigate the students' error in learning second language. The objectives of this research were. (1) to find out types of errors made by the students in constructing question tags based on surface strategy taxonomy. (2) to find out the percentage of each kind of errors made by students in constructing question tags based on surface strategy taxonomy.

The subject of the research was the first semester of students of the tenth grade of SMA MA Sindangsari South Lampung. This class was taken based on purposive sampling technique, which had low score because the students still have difficulties in constructing question tag especially in simple sentence. The instrument was documentation, in which the students should construct question tag. The collected data related to the students' errors were analyzed by using surface strategy taxonomy that has four errors classifications; they were omission, addition, misformation and misordering. The data was calculated percentage statically by way of each frequency data of omission errors, addition errors, misformation errors and misordering errors divided by the total of data, then researcher got presentation of data.

After analyzing the data, the conclusion was found that there were 164 incorrect items of 250 sentences. The proportions (frequency and percentage) of the students errors in constructing question tags were omission errors with 30 items or 18,29%, addition errors with 44 or 26,82%, misformation errors with 88 items or 53,65% and the last was misordering errors with 2 items or 1,21%. Therefore, the result of the research showed that misformation errors were the highest error made by the students.

***Keyword: Error Analysis, Error and Mistake, Question Tag.***



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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

*“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease”.*  
(QS. Ar-Ra'd/94:5-6)<sup>1</sup>



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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Inshirah: 94.

## DECLARATION

I hereby declared that this thesis entitled “An Error Analysis of Question Tag Construction Based on Surface Strategy Taxonomy at the First Semester of the Tenth Grade of SMA Mathla’ul Anwar Sindangsari South Lampung in the Academic Year of 2017/2018” is completely my own work. I’m fully aware that I have quoted some statements and ideas from books sources and they are properly acknowledged in this thesis.



## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

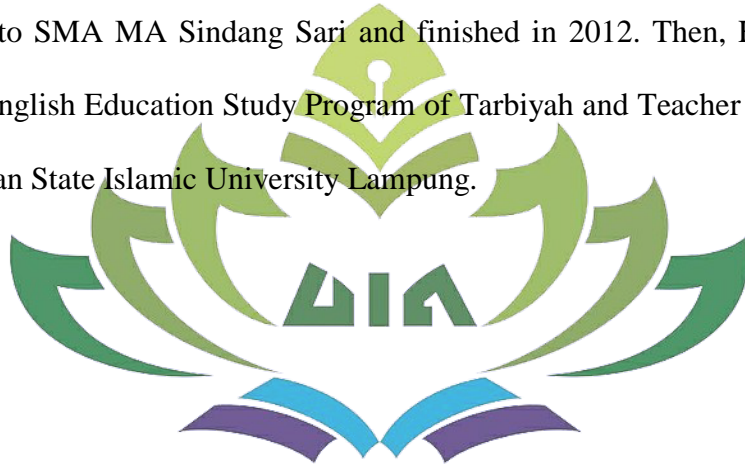
1. My beloved parents, Mr. Mu Amin and Ms. Sugiyem who always pray, support for my success and advice me wisely.
2. My beloved brothers, Ahmad Subari and Adi Mustofa who have motivated and always prayed for me.
3. My almamater, UIN Raden Intan Bandar Lampung.



## **CURRICULUM VITAE**

Hendriyono was born in Sindang Sari, on June 23, 1993. He is the first child from Mr. Muamin and Ms. Sugiyem. He has two brothers; Ahmad Subari and Adi Mustofa.

He started his formal study in elementary school of MI MA Sindang Sari, and graduated in 2006. After finishing his study at elementary school, the researcher continued to MTS MA Sindang Sari and graduated in 2009. After that, He continued his study to SMA MA Sindang Sari and finished in 2012. Then, He continued his study in English Education Study Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.





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When finishing this thesis, Hendriyono has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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10. All of people who have completed the researcher's life.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,  
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**Hendriyono**  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is a means of communication used by people to interact each others. With language they are able to express their feelings, thoughts, opinions, and ideas. Setiyadi stated that language is a group of sounds with specific meaning and organized by grammatical rules.<sup>1</sup>

One of the language that is widely used by most people all over the world is English. The Government of Indonesia has decided that English becomes a compulsory subject that must be learned by the students from elementary school up to university. Therefore, by after learning English for some years the students are expected to understand English and be able to use it in their daily communication either in spoken or in written form.

In learning English, there are four English skills namely: listening, speaking, reading, and writing and also its components are grammar, pronunciation and vocabulary. The four English skills are the basic of learning English and the English components are taught to support the four English skills. The grammar is

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<sup>1</sup>Ag,Bambang Setiyadi, *Teaching English as a Foreign Language*.(Yogyakarta: Graha Ilmu, 2006.) p.10

the one of the English components that must be mastered by the students who learn English because grammar is valuable and important in using English.

Grammar is one of the basic component in English that has to develop to make a good English comprehensive. According to Valeika and Buitkiene grammar is a systematic description of the structure of language.<sup>2</sup> It means that grammar is of system of rules that defines the grammatical structure of a language.

Harmer says that the grammar of language is the description of the way in which words can change their forms and can be combined into sentence in that language.<sup>3</sup> The statement shows us that grammar is the system of language which can help one to learn a language more quickly and efficiently. Furthermore, Cunningsworth says grammar is immensely important, being the system of rules for the formation of correct sentence and it is essential that learners are able to both understand and use the rules of grammar.<sup>4</sup> Based on the statements, it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms. Many kind of grammatical rules that students must use when they want to make a sentence. One of the rule is

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<sup>2</sup> Laimutis Valeika and Janina Buitkiene, *An Introductory Course in Theoretical English Grammar*. (Lithuania: Vilnius Pedagogic al University, 2003.) p.7

<sup>3</sup> Jermy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> ed.* (Malaysia: Person Education Limited.2001.) p. 12

<sup>4</sup> Allan Cunningsworth, *Evaluating and Selecting EFL Teaching Material*. (London: Heinemann Educational Books, L.td.1984.) p.18



to make question tags. In a fact, some students still find difficulties when they construct question tags even they also make errors.

Analyzing students' error in constructing question tag is important in learning English. After analyzing them, the teacher can select the best method and technique of teaching and plan the teaching program to improve the errors on the next time. In short, by analyzing the students' errors, the teacher can improve the effectiveness of learning process. In this case the writer pays attention very much in English, especially in constructing question tag. Many students have problem when they make question tag. According to Lester, question tags are short phrases added to the end of sentences by speakers to get confirmation that their audience is following/agreeing with what the speaker is saying.<sup>5</sup>

In preliminary research at SMA Matla'ul Anwar Sindangsari, interviewing was done to the English teacher of SMA Matla'ul Anwar Sindangsari (Dayu Fitriana, S.Pd), the researcher asked about the students' mastery in constructing question tag. She said that many students still got difficulties and confused in making question tags. Some students make mistakes on how to put question tag at end of sentences and there are also some students do not know how to construct question tag because they forgot the formula how to make question tag. She also said that their achievement in learning question tag was low since they got the score below the minimum learning mastery (KBM) at the school which is 70. It

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<sup>5</sup> Mark Lester, *English Grammar Drill*, (USA: The Mc graw Hills Companies, 2009), p.224

means that the tenth grade students of SMA Mathla'ul Anwar Sindangsari still have difficulties in constructing question tags.

There are some previous researches about question tag as follows: The first study conducted by Adi Samrin entitled: *An Analysis on The Second Year Student's Errors in Constructing Tag Questions at Smpn 3 Mandau*. It was found that students did not master in using to "be" in constructing question tag. Then the students errors in constructing question tag are: simple past tense of to "be" (was, were) with the percentage of 45,50%, simple present tense of "be" (do, does) with the percentage of 50,50%, simple past tense of "be" (did), with the percentage of 45,50%, and simple past tense of modal auxiliaries the percentages of 50,50%. If percentage of mistake is less 40% it means that students seldom make mistakes and if the percentage of error is more than 40%. It means students often make mistakes.<sup>6</sup>

Secondly a research conducted by Ernah Syamsiah, entitled *Analysis on the Difficulties faced by Students in Learning Question tags (A Case Study at Second Grade Students of SMPN Tangerang Selatan)*. In this research, it was found that most of second year students of Smpn 4 kota Tangerang Selatan made error in

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<sup>6</sup>Adi Samrin, *An Analysis on The Second Year Student's Errors in Constructing Tag Questions at Smpn 3 Mandau*. S1 Thesis, IAIN Sultan Syarif Kasim Riau Pekanbaru, 2011

making the forms of question-tags in imperative sentence with frequency of error 19,5%.<sup>7</sup>

In contrast to previous studies, there were similarities in topic about question tag. It can be concluded that are significant differences of previous studies to this research. The researcher only focused the type of error in constructing question tag based on surface strategy taxonomy because based on preliminary research English teacher said that students have difficulty in constructing question tag.

Based on the background above, the researcher is interested in conducting a research to find out the errors that students made in constructing question tags. Therefore the researcher conducted a research entitles: *An Error Analysis in Question Tags Construction at the first Semester at the Tenth Grade of SMA Matla'ul Anwar Sindang Sari Academic Years 2017/2018*. In this case, the writer would like to find out the kind of errors and the factors that may trigger the errors.

## **B. Identification of the Problem**

Based on the background of the problem above, the writer identified some problems as follows:

1. The students' ability in mastering grammar especially in constructing question tags is low.

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<sup>7</sup> Erna Syamsiah, *An Analysis on The Second Year Student's Errors in Constructing Tag Questions at Smpn 3 Mandau*. S1 Thesis, Jakarta: UIN Syarif Hidayatullah, 2011.

2. The students still feel difficulties in constructing question tags form.

### **C. Limitation of the Problem**

In this research, the researcher focuses on analysis of students errors in constructing question tags and the writer limited the problem based on the kind of errors and the percentage of errors that made by students at the first semester at the tenth grade of SMA Mathla'ul Anwar Sindangsari. In constructing question tags, the researcher limited based on simple present tense, past tense, and future tense.

### **D. Formulation of the Problem**

Based on the limitation of the problem, the researcher formulated the problem as follows:

1. What kinds of error are made by students in constructing question tags based on surface strategy taxonomy?
2. What is the percentage of each kind of errors made by students in constructing question tags?

### **E. Objective of the Research**

The objectives of this research are as follows:

1. To find out types of errors made by the students in constructing question tags.
2. To find out the percentage of each kind of errors made by students in constructing question tags.

## F. Use of Research

The uses of research are:

1. Theoretically: the result of this research can give contributions for the previous theories and also can be used to verify them.
2. Practically: the result of this study is expected to be able to enrich the teachers and students knowledge and to improve their understanding in making question tag by expectation that it will give positive effect on their English achievement.

## G. Scope of the Research

The scope of the research is as follows:

1. The subject of the research

The subject of this research was the students at the tenth grade of SMA Matla'ul Anwar Sindangsari

2. The objective of the research

The object of the research was the error analysis in constructing question tag.

3. The place of the research

The researcher conducted this research at SMA Matla'ul Anwar Sindangsari.

4. The time of the research

The researcher conducted this research at first semester of 2017/2018 academic year.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Error and Mistake

We often use the terms of 'error' and 'mistake' both in written form and in spoken one. They are commonly used interchangeably, but they are actually different. Naturally, students make error in learning a foreign language in term of grammar, vocabulary, and pronunciation.

According to Dulay, Burt and Krashen states that: Errors are the flawed sie of learner's speech or writing. They are those parts of conervation or composition that deviate from some selected norm of nature language performance. Teacher and mother who have waged long and patient battles against their students or children's language errors have come to realize that making errors is an inevitable part of learning.<sup>1</sup>

Another concept of error and mistake is taken from Brown: error is a noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner. While mistake refers to performance factors such as memory limitation, spelling, fatigue, and emotional strain.<sup>2</sup> Frothe

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<sup>1</sup> Dulay, Burt and Stephen krashen, *Language Two*, (Oxford university press, 1982), P. 139

<sup>2</sup> Douglas Brown H, *Principles of Language Learning and Teaching-4<sup>th</sup> ed.*, (Inx: Addoisson Wesley Longman, 2000), P. 217

statement above, the difference between error and mistake is that error is ungrammatical utterance which refers to the language performance. Shortly, when the students produce sentence in correctly but they know and correct them, it means that they make mistake. If they cannot correct them, it means that they make error.

Dulay said that, “the distinction performance error (mistake) and competence of error (error) is extremely important but it is often difficult to determine the nature of deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence error, we do not restrict the term “error” to competence based deviations. We use error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. In this research practically the researcher uses the idea proposed by Dulay, as the basis of determining the deviation made by the students, any deviations would be conceded as an error. In this research, the error that analyzed by researcher is the students error in construction question tag.

## **B. Concept of Error Analysis**

Error analysis is the study of kind and quantity of error that occurs, particularly in the field of applied mathematics numeral analysis, applied linguistic and statistic.<sup>3</sup>

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<sup>3</sup>Corder, *op,cit*, 1960, p. 93-106

Error analysis emphasizes the significance of errors interlanguage.<sup>4</sup>

Ellis in Tarigan states that language error analysis is a procedure used by researchers and teachers, which includes sample collection language learners, the introduction of errors contained in the sample, the description of errors, the classification based on the causes that have been hypothesized, as well as evaluating its seriousness.<sup>5</sup> Brown states, “the concept of error analysis is the fact that the learners do make errors and these errors can be observed, analyze, and classified to reveal something of the system operating.”<sup>6</sup>

As the researcher mentioned in process of learning English the students usually make errors. Therefore, it becomes a very good input and will be useful for the writer who will be an English teacher tries to solve the problems which will be faced by senior school students in construction question tags before discussing about the students errors, the researcher would like to describe concept of error analysis first. Error analysis is a study of identifying, describing and classifying the noticeable errors that is made by the students in learning process:

According to Corder error analysis has two function, they are:<sup>7</sup>

1. To investigate the language learning process.

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<sup>4</sup>Brown, *op,cit*, 2000, p. 217

<sup>5</sup>Henry Guntur Taringan and Djogo Taringan, *Pengajaran Analisis Kesalahan Berbahasa*. (Bandung: Angkasa, 2011) p. 205

<sup>6</sup>Brown, *op, cit*, 2000, p. 217

<sup>7</sup>Corder, S.P, *Error Analysis and Inter Language*. (London: Oxford Unifersity, 1981), P. 45



2. Whether it is necessary or not for teacher to have remedial teaching.

In this case the students' error give some benefits, Corder as follows:

1. Error tell the teacher how far their students have progressed to reach the goals.
2. Error provide evidance of how language is learnt and what strategis the learners are developing.
3. Error can be used by students to learn, it can be through information from the teachers to students about errors have been made by the students in their works.

Based on the statement above, it can be stated the error analysis is the technique for identifying and describing errors systematically made by students. The technique for identifying means to check just how many students actually makes a particular error and how many used that language item correctly. The procedures of error checking are: firstly, underlining the error item. Secondly, signifying the error items. Then try to assess the students' error.

### **C. Classification of error**

In analysing the students' errors in constructing question tag, the writer used errors classification proposed by Dulay as the way for describing the errors in

constructing question tag. Dulay stated that there are four types of descriptive taxonomies which concern with the errors.<sup>8</sup> They are :

a. Linguistic category taxonomy

Linguistic category taxonomy classified errors according to either or both the language components the errors aspects. Here language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary).

b. Surface Strategy Taxonomy

This taxonomy shows the cognitive process that underlies the students' reconstruction of the new language learned. This taxonomy divides into four types, those are omissions, additions, misformation, and misordering.

c. Comparative taxonomy

The classification of errors in a comparative taxonomy is based on comparison the structure of second language errors and certain other types of constructions. These comparisons have yielded two major errors categories in this taxonomy; they are developmental errors and intralingual errors.

d. Communicative effect taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on

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<sup>8</sup> Dulay, et. al, *op. cit*, p. 146

distinguishing between errors that seem to cause miscommunication and those that do not. This taxonomy classifies error in two types, global and local errors.

This idea means that error analysis is the way to know about the students' error that is to collect, identify and classify the kind of error. In this classification, there are four kinds of errors they are Omission, Misformation, Addition, and Misordering.

Error is ungrammatical utterance, which refers to the language's performances. On the rather global level, error can be described as addition, omission and substitution, misordering, following, standard, mathematical, categories to be clearer.<sup>9</sup>

Based on the theory above, to analyze the students' errors the researcher only focus on the surface strategy taxonomy that consist of addition, omission, misformation, and misordering errors.

#### **D. Surface Strategy Taxonomy**

This taxonomy highlights the way surface structures are altered : students may omit necessary items or add necessary ones, they may misform items or misordering items.<sup>10</sup>

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<sup>9</sup>Corder, *op. cit.*, 1981, p. 10

<sup>10</sup>*Ibid.*, p. 150

In other words, this descriptive classification of errors observes the surface element of the language being used by the students.

Dulay categories this taxonomy in four types of error as follows :

### 1. Omission

Omission errors are characterized by the absence of a morpheme or group of a morpheme that must appear in a well-formed utterance.<sup>11</sup> Content morphemes carry the bulk of the referential meaning of the sentence: nouns, verbs, adjectives, adverbs.

For example, in the sentence:

Incorrect: *Mary president new company.*

Correct: *Mary is the president of the new company*



### 2. Addition error

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance.<sup>12</sup> There are three kinds of addition error, they are: double markings, regularization, and simple addition.

Addition errors usually occur in the late stages of L2 acquisition, when the learner has already acquired some target language. In fact, addition errors result from all-

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<sup>11</sup>*Ibid*, p. 154

<sup>12</sup>*Ibid*, p. 156

too-faithful use of certain rules. There are three types of addition errors, namely double marking, regularizations, and simple addition.<sup>13</sup>

a) Double markings

Double markings are two items rather than one are marked for the same feature.<sup>14</sup>

For example:

Incorrect: *He doesn't knows my name.*

Correct: *He doesn't know my name.*

b) Regularizations

Regularizations is a marker that is typically applies to a linguistic items, such as the class main verbs or the class of nouns.<sup>15</sup> The example of this error can be seen in the term of regular, an irregular forms and construction in language. The learner often applies the rules to produce the regular one to those that are irregular. For example, the verb *eat* does not become *eated*, but *ate*.

c) Simple addition

Simple addition is the use of an item which should not appear in well-formed utterance.<sup>16</sup> For example:

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<sup>13</sup>*Ibid.*

<sup>14</sup>*Ibid.*

<sup>15</sup>*Ibid*, p. 157

<sup>16</sup>*Ibid*, p. 158

*The fishes doesn't live in the water.*

### 3. Misformation error

Misformation error is characterized by incorrect form of morpheme or structure.<sup>17</sup> In misformation errors, learner supplies an item although it is still incorrect. There are three kinds of misformation errors, they are; regulation errors, archi-forms, and alternating forms.<sup>18</sup> In this research alternating form is possibly make by the studens, because the students only construct question tags based on the sentence provided.

#### a) Regularization errors

Errors that belong to this category are in which regular marker is used in place of an iregular one and commonly in comprehension of grammar.<sup>19</sup> As in *runned* for *run* or *gooses* for *geese*.

#### b) Archi-forms

The selection of a member of a class of formto represent others in the class is common characteristic of all stages of second language acquisition.<sup>20</sup> The form selected by the learner called an “archi-form”. For example, a learner may

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<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid.*, pp. 158-161

<sup>19</sup> *Ibid.*, p. 159

<sup>20</sup> *Ibid.*, p. 160

temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*, to do the work for several of them:

That dog

That dogs

c) Alternating forms

Alternating forms are caused by the use of archi-forms that often gives way to the apparently fairly free alternation of various member of class with each other.<sup>21</sup>

Thus, we see for demonstratives:

Those dog

This cats

In the production of verbs when participle form (-en as in taken ) is being acquired, it may be alternated with the past irregular, as in:

I *seen* her yesterday.

#### 4. Misordering Error

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.<sup>22</sup> For example, in the utterance

He is all the time late.

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<sup>21</sup>*Ibid*, p. 161

<sup>22</sup>*Ibid*, p. 162

Referring to the explanation above, the researcher analyze the research based on surface strategy taxonomy according to Dulay et. al.

### **E. Grammar of Language**

Grammar is very important in learning english because grammar is one of components in learning English. Grammar is also system of language and it has great role to be able to use English well and if the grammar is bad the students cannot arrange the sentence well. By mastering the grammar, students know good rules in making composition as make a good sentence and understand what people spoken and written from because without mastering grammar the students will get difficulties in understanding the language. We know that every language has its own structure. According to Finnochiaro and Bonomo structure as the recurring pattern of language element as they accur in front of words and in arrangement of word in utterance.<sup>23</sup> Hanny and Clarke state that learning language is learning structure.<sup>24</sup> It means that in teaching learning English, the students are supported to use English. However, to be able to use English properly the students should master the grammar in order to make whatever they said can be understood easily.

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<sup>23</sup> Mary Finnochiaro, and Michael Bonomo, *The Foreign Language Learner*, (USA: Printed, 1974), p. 38

<sup>24</sup> Hanny and Clarke, *Practical English Grammar in Use: Intermediate Level*. (Chichago: The university of chicago press, 1985), p. 235



As Brown's statement that grammar tells us how to construct a sentence (word, order, verbal noun, system, modifier, phrases, clause, etc).<sup>25</sup> and discourse rules tell us how to string those sentences together. It has same perception with Menser states that Grammar is rules for forming word or sentences.<sup>26</sup>

Based on the explanation above, we can conclude that English grammar plays important thing to construct sentences and last becomes a sentence and it is very important for those who want to learn it especially for students. It is the way for them to understand and develop their ability such as in speaking and writing. By that their knowledge of structure will be control. In this research, the writer only focuses in his study in analyzing students' errors in constructing question tag.

#### F. Concept of Sentence

Sentence is a group of word that is formed by gramatical unit that consists of subject and predicate. Sentence is used to express an ideas or opinions to other person. According to Hornby sentence is the largest grammatical unit. it consists of phrases and clauses, used to express a statement, question and command.<sup>27</sup> Mainwhile according to Marcella Frank a sentence is a complate thought. A sentence is a full predication containing a subject plus a predicate with a finite

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<sup>25</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy (scnd edition)* Practice Hall Regents, New Jersey, 2001, p.19

<sup>26</sup> Martin H. Manser, *Succeed in English*, (Boston: Acturus Publishing Ltd, 1997), p. 182

<sup>27</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p.331

verb.<sup>28</sup> From those statements, it can be concluded that sentence is a group of words that we use to communicate in writing or in speech and expresses a complete thought. Sentences are generally classified in two ways, by types and by the number of formal predications.<sup>29</sup>

## 1. Classification of Sentences by Types

### a. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.

Examples: The child ate his dinner.

The rain has just stopped.

### b. Interrogative sentences (Questions)

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or, interrogation point) in writing.

Examples: Did the child eat his dinner?

Are you a teacher?

### c. Imperative sentences (commands, requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a

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<sup>28</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (Prentice-Hall, Inc, New Jersey, 1972), p.220

<sup>29</sup> *Ibid*, p. 220

period in writing and a drop in pitch in speech. There are two kinds of imperative, *do* and *don't*.

Examples: Go straight ahead and then turn left

Do open the door.

Don't eat my dinner.

#### **d. Exclamatory sentence (exclamation)**

As a sentence begin with an exclamatory phrase consisting of *what* or *how* plus a part of the predicate. In writing, the exclamatory sentence end with an exclamation mark (or, exclamation point).

Example: What a good day!

How cute the cat is!

## **2. Classification of Sentences by Number of Full Predications**

This classification is based on the number and kind of clauses within a sentence. Marcella Frank states that there are four kind of sentence in English. (a) simple, (b) compound (c) complex, (d) compound-complex.<sup>30</sup> To know what actually each kind of sentence are, some example are given as follows:

### **a. Simple sentence**

Simple sentence is sentence which has only one full predication (one subject and one predicate) in the form of an independent clause.

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<sup>30</sup> *Ibid*, p. 223

For example:

- a. My sister reads the magazine.
- b. The manager comes late today.

### **b. Compound Sentences**

Compound sentences are such sentences which have two or more full predication in the form of independent clauses. Compound sentences can be joined in three ways. (a) by coordinating conjunction, such as and, or, nor, but, for, so, and yet. (b) by sentence connector such as furthermore, however, otherwise, and therefore, and (c) by punctuation alone (semicolon, colon, and comma)

For example:

- a. He enjoyed the film, but he did not like the actor.
- b. She was sick, therefore she did not go to school.
- c. Andre speaks english; He doesnot speak spanish.

### **c. Complex sentence**

Complex sentence is type of sentence that consist of one independent clause and two or more dependent clause.

For examples:

- a. He doesnot pass the exam, eventhough he has studied well.

- b. We cannot see the house anymore after tornado damaged it

#### **d. Compound-Complex sentence**

Compound-complex sentences is type of sentence that contains two or more independent clauses and one or more dependent clauses.

For examples:

- a. The man bought a guitar and he gave it to his son although he knew his son couldnot play it.
- b. While I was playing guitar last night, Rina came to my house and she brought me food for dinner.

#### **G. Concept of Question Sentence (Interrogative Sentences)**

Sentences that ask a question are called interrogative sentences. Generally there are four types of interrogative sentences.(a) Yes/No interrogatives, (b) Alternative interrogatives, (c) Wh-interrogatives, (d) Tag questions. To know what actually each kind of interrogative sentences are, some example are given as follows:

##### **a. Yes/no interrogatives**

Yes/no interrogatives are questions that can be answered with a yes or a no response.

Example: Are you ready to go?

Did you go to the game Friday night?

### **b. Alternative interrogatives**

Alternative interrogatives are questions that provide for two or more alternative answers. In other words, you're providing a choice.

Example: Would you prefer chocolate or vanilla ice cream?

Should I call or email you?

### **c. Wh-interrogative Sentence**

Wh-interrogative sentence is a question that begins with a Wh-word and call for an open-ended answer.

Example: What are you doing?

Where do you live?

### **d. Tag Questions**

Tag questions are questions attached or tagged onto the ending of a declarative statement. They transform a declarative sentence into an interrogative sentence.

Examples: You live in the city, don't you?

You're coming to the party, aren't you?

In this research, the writer will focus in analysis students' errors in constructing question tag.

## H. Concept of Question Tag

Question tag is part of sentence that the uses of question tag is for giving the tension or request and it usually adds at the end of sentence. Question tag is the question sentence that it is unnecessary to give the answer. If a person can use question tag in appropriate content it means how fluent they are. Lester states that a tag is a word or phrase and into an otherwise already complete sentence.<sup>31</sup>

He also added that question tag is short phrases added to the end of sentences by speakers to get confirmation that their audience is following/ agreeing with what the speaker is saying.<sup>32</sup> It means that a tag also can be functioned as a complement in complete sentence for requesting some kind of confirmation of the speaker. Swan said that question tags are the small questions that often come at the ends of sentences in speech and sometimes in informal writing.<sup>33</sup> Question tag is a question word that in the end of a sentence which has a function as a stress. It shows as that question tag is a constituent that is added after a statement in order to

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<sup>31</sup> Mark Lester, *English Grammar Drill*, (USA: The Mc graw Hills Companies, 2009), p.224

<sup>32</sup> Mark Lester, *op cit*, p.224

<sup>33</sup> Michael Swan, *Practical English Usage*, (Hongkong: Oxford University Press, 1995),

confirmation or disconfirmation of the statement from the addressee. It often expresses the bias of the speaker toward one answer. Betty, Matthies and Hartle support that it is important for students to understand that a question with a tag indicates the speaker's belief about the validity of the idea being expressed.<sup>34</sup> Based on several references the writer points out that a question tag is a question added at the end of a sentence to check whether something is true or to ask for agreement that often come at the end of a sentence in speech and sometime in informal writing.

Lester categorizes the form of the question tag is determined by the grammar of the main sentence in four different ways.<sup>35</sup>

1. Most obviously, there is a positive-negative reversal between the main sentence and the question tag. If the main sentence is positive, then the question tag must be negative. If the main sentence is negative, then the question tag must be positive.

- If the statement is a positive form, then question tag is negative.

Example: Candra understood, didn't he?

- If the statement is negative form, then question tag is positive.

Example: Faisal doesn't come from India, does he?

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<sup>34</sup> Betty Schramfer Azhar, Barbara F. Matties and Shelley Hartle. *Foundamentals of English Grammar*, (USA: Third Edition Teacher's Guide. Longman, 2003), p.71

<sup>35</sup> Mark Lester, *Loc cit*, p.224



- If the sentence use little, hardly, scarcely, few, rarely, never, seldom, no, none, those words stated negative sentence. so if those words be a statement, the question tag must be positive. <sup>36</sup>

Example: Candra never goes to Singapore, does he?

- If the subject is like something, nothing, everything, so it should use pronoun it.

Example: nothing is impossible, isn't?

- If the subject like someone, no one, everyone, somebody, nobody, everybody. So the question tag uses pronoun *they*.

Example: everyone has good idea, don't they?

- If the subject is I am in question tag, it should use aren't I? <sup>37</sup>

Example: I'm better, aren't I?

2. The verb in the question tag is determined by the verb in the main sentence. if the verb in the main sentence is a modal auxiliary or helping verb , then the tag must be same modal auxiliary or helping verb.

For example:

### **Modal**

They should go, shouldn't they?

We will be ready, won't we?

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<sup>36</sup>M. Solahudin, *4 Minggu Jago Cas Cis Cus Bahasa Inggris*, (Jogjakarta: DIVA Press, 2001), p. 188

<sup>37</sup>*Ibid*, p. 189

Hendri can play football, can't he?

### **Be**

We are going soon, aren't we?

The boss wasn't upset, was he?

### **Have**

Johan has finished the job, hasn't he?

The officer hadn't closed early, had it?

If the verb in the main sentence is be used as a main verb, then be is repeated in the question tag.

For example : They were happy with our work, weren't they?

It is not a good time to meet, is it?

If the main sentence does not use a modal auxiliary, helping verb or be as a main verb ,then the question tag must use do.

For example: Rogger missed the bus again, didn't he?

Hendri speaks after dinner, doesn't he?

If do (usually in the negative) is used in the main sentence, then do must be repeated in the question tag.

For example: He didn't mean it, did he?

I don't know, do I?

3. The tenses of the tag question must be the same as the tense in the main sentence. if the tense in the main sentence is past, then the tag must also

be past. If the tense in the main is present, then the tag must also be present. For example, as the following sentence:

Hendri and Toni are good boys, aren't they?

The question tag in the present tense because the verb in the in the main sentence is in the present tense.

If the tag were in a different tense, the sentence would be ungrammatical:

For example : Hendri and Toni are good boys, weren't they?

4. The noun phrase in the question tag is based on the subject noun phrase in the main sentence. if the subject noun phrase is a pronoun, then that pronoun must be repeated in the question tag.

For example: They are going to rewrite the letter, aren't they?

However, if the subject noun phrase in the main sentence is not a pronoun, the noun phrase in the question tag must be a pronoun that replaces the subject noun phrase in the main sentence.

## **I. Concept of Error Analysis in Question Tag Based on Surface Strategy Taxonomy**

As the researcher has mentioned, in learning English the students usually make errors. Therefore, it becomes a very good input and will be useful for the researcher who will be an English teacher. He tries to know the problems which

will be faced students of senior high school in constructing question tag. Before discussing about the students errors, the researcher will describe the concept of error analysis first. Error analysis is a study of identifying, describing and classifying the noticeable errors that made by the students in learning process. In this research, the researcher will analyze errors of construction question tag. Brown states, “the fact that learner make error errors and these errors can be observed, analyzed and classified to several things to the system operating”.<sup>38</sup>

In general, there are four most useful and common used bases to descriptively classify the errors, namely Linguistic Category, Surface Strategy Taxonomy, Comperative Analysis and Communicative Effect. Each taxonomy has its own unique feature and way classification. In this reseach, the researcher will analyze the errors in construction question tag only based on Surface Strategy Taxonomy.

In surface strategy taxonomy it self has four types of errors they are; Omission error, Addition error, Misformation error and Misordering error. Some examples of each kind of Taxonomy are given as follows:

#### 1. Omission error

Omission error is characterized by the absence of a morpheme or group of a morpheme that must appear in a well-formed utterance.

For example : She is a smart girl? Is she? (incorrect)

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<sup>38</sup>Brown, *op, cit*, p. 217

She is a smart girl? Isn't he? (correct)

Your father can speak English, can he? (incorrect)

Your father can speak English, can't he? (correct)

## 2. Addition error

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. There are three kinds of addition error, they are: double markings, regularization, and simple addition. For example :

She is not from Malaysia, isn't she? (incorrect)

She is not from Malaysia, is she? (correct)

### a) Double markings

Double markings are two items rather than one are marked for the same feature. For example :

Rian doesn't speak English fluently, doesn't he? (incorrect)

Rian doesn't speak English fluently, does he? (correct)

### b) Regularizations

Regularizations is a marker that is typically applies to a linguistic items, such as the class main verbs or the class of nouns. The example of this error can be seen in the term of regular, an irregular forms and construction in language.

For example : she eated noodle, didn't she? (incorrect)

she ate noodle, didn't she? (correct)

c) Simple addition

Simple addition is the use of an item which should not appear in well-formed utterance. For example:

she never makes nice cake, doesn't she? (incorrect)

she never makes nice cake, does she? (correct)

3. Misformation error

Misformation error is characterized by the use of the wrong form of the morpheme or structure. There are three kinds of misformation errors, they are; regulation errors, archi-forms, and alternating forms. In this research alternating form is possibly make by the studens, because the students only construct question tags based on the sentence provided.

a) Alternating forms

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various member of class with each other.

For example : I am attractive, am I? (incorrect)

I am attractive, aren't I? (correct)

#### 4. Misordering Error

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. For examples:

She was happy yesterday, she was? (incorrect)

She was happy yesterday, wasn't she? (correct)

I can do this faster, I can? (incorrect)

I can do this faster, can't I?? (correct)



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

This research used descriptive qualitative research and the goal of this research wanted to know student's errors in constructing question tags. According to Bodgan and Taylor in Setiyadi stated that "qualitative research is a research that procedure descriptive data in form of written words or oral, from the subject and its behavior that can be observed. Therefore, the goal is an individual understanding and its background completely."<sup>1</sup> In this research the researcher used qualitative research to gain description of status of phenomena that appear in the current situation. This research was an attempt to describe the types of errors in constructing question tag made by the students of the tenth grade at SMA Mathla'ul Anwar Sindannasari in the academic year of 2017/2018.

According to Furchan the selection or development of data collection instruments in the descriptive method can be questioner, interviews, tests and a variety of other scales.<sup>2</sup> In this research, the data which were gathered from the students in constructing question tag.

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006) p. 219

<sup>2</sup> Arief Furchan, *Pengantar Penelitian dalam Pendidikan*, (Surabaya: Usaha Nasional, 1982) p.219.



## B. Research Subject

The subject of this research was the students at the first semester of the tenth class of Sma Matla'ul Anwar Sindangsari in 2017/2018 which consist one class with the total member are 25 students. It can be seen in the following table:

**Table 1.**  
**The Total of the Students of the Tenth Grade of Sma Ma Sindangsari in 2017/2018 Academic Year**

Class	Gender		Total
	Male	Female	
X	10	15	25

*Source: The document of the tenth grade of SMA MA sindangsari in 2017/2018*

In this research, the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is a sampling technique which is done because some causes, such as the writer has particular purpose towards the sample, limited time and funding.<sup>3</sup> In this research the researcher took all students in class X as a population of the research which consists of 25 students. Meanwhile, the research sample chosen based on students' question tag sentences that contain error.

According to Sugiyono, sample is part of the population.<sup>4</sup> The sample of this research will be taken based on students' question tags sentence that contain error

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<sup>3</sup> Suharsini Arikunto, *Procedure Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006) , p. 183

<sup>4</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2015), p. 81

in class X since this class has a problem with their grammar especially in constructing question tag based on the interviewed with the teacher: Miss Dayu S. Pd. In this research, the researcher chosen class X as the sample of the research.

### **C. Data Collecting Technique**

Data collecting technique is the first step in the research, because the main purpose of the research is to get the data.<sup>5</sup> In the research process, there was no scoring in their test because the researcher only analyzed the students' sentences. The researcher used documentation of students' task then analyzed from their sentences in constructing question tag. First time, the teacher refreshed their subject about question tag and then the teacher asked the students to make question tag. After get the data, the researcher analyzed and classified the error by using Surface Strategy Taxonomy.

### **D. Research Instrument**

In order to collect the data, the researcher used documentation. According Miles and Huberman, document consists of public private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meeting, personal journals, and letters.<sup>6</sup> It means the documents data can be found in the written record of subject. Furthermore,

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<sup>5</sup> Sugiyono, *op, cit*, p. 224

<sup>6</sup> Metthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage, 1994), p.280

Setiyadi states that there are many variations of documents, from the personal document can be a photograph, diary, personal letter and story told by someone, and formal one can be mark of certain lesson, report book, final exam score, semester score and official letter.<sup>7</sup>

In this research, the researcher used one of formal document. It is students' daily task in KD (Kompetensi Dasar) question tag that was given by their English teacher as the instrument to get the data of errors.

#### **E. Research Procedure**

In doing the research, the researcher took the data in the form of documentation. The procedures of the research as follow:

1. The researcher consulted to the English teacher at the tenth grade of SMA MA Sindangsari about students' mastery in constructing question tags.
2. The subject of the research took from the tenth grade of SMA MA Sindangsari.
3. The researcher took the data in the form of documentation. In taking the data, the researcher took data of students' score in SMA MA Sindangsari.

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<sup>7</sup> Ag Bambang Setiyadi, *op.it*, p. 249

4. The researcher processed the data from the data taken, the researcher processed the result of formal document to know students errors in constructing question tag.
5. The researcher analyzed the data by identifying, classifying and calculating the data in determined the type of error based on Surface Strategy Taxonomy.
6. Result of the research. The researcher made a report of the result from the research in the form of a script.

#### **F. Credibility and Transferability of the Research**

Criteria for evaluating qualitative research focus o how well the researchers have provided evidence and how well the researchers describe and analyze the evidence that they have got.<sup>8</sup> Transferability refers to how well the study will be worked in their own communities with similar process also how well the riders in the researchers site.<sup>9</sup> Credibility refers to whether the participants' perceptions of setting or events match up with the researcher report. There are some strategies that used to improve the credibility and transferability in qualitative research:

1. Prolonged and meaningful participation in setting

The researcher spends enough time in the setting and takes part in meaningful interactions with the participants.

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<sup>8</sup> Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Method In Educational Research*, San Fransisco: Jossey-Bass, 2006), p 273

<sup>9</sup> *Ibid*, p. 275

## 2. Triangulation of multiple data sources

The researcher collects multiple sources of data to ensure that they have a broad representation of the places and persons studied. The information provided by these different sources should be compared through triangulation to corroborate the researcher's conclusions.

## 3. Negative case analysis

When negative instances are identified, the writer should revise the hypothesis or provide an explanation of why the case does not fit.

## 4. Participants review of interview transcripts

All participants will not share the same perspectives, so transcribed interviews or summaries of the writer's conclusions are sent to participants for review.

## 5. Member checks

The researcher uses member checks for transcribed interview.

## 6. Peer debriefed

A colleague who examines the field note

## 7. Attention to voice

Researcher takes an emancipator-liberatory framework.

## 8. External Audit

The researcher need an expert to examine all of the data collected in a study with the following questions in mind:

- a. Are the findings grounded in data? Is there a clear connection between each finding and some parts of the data?

- b. Are the themes appropriate to the data? Are all interpretations and conclusions supported by the data?
- c. Have the researcher biases been well controlled?

There are four steps in the external audit:

- a. Pre-entry

In this step the researcher will choose the expert to audit the data.

- b. Determining an Audit

In this step the researcher need to consult with the expert.

- c. Formal agreement

In this step the researcher and the expert organize the formal agreement; the agreement included time implementation, the purpose of audits' implementation, etc.

- d. Trustworthiness

It is the important step to determine whether the research data credible and transferable or not.<sup>10</sup>

Based on the statement above, the researcher used triangulation of multiple sources. It means aspect of credibility involves checking on whether the researcher's interpretation of the process in the setting is valid. In this case, there were examiner, advisors and co-advisor who have checked the result of the researcher's data.

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<sup>10</sup> Moleong J lexy, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaa Rosda Karya, 1991) p. 184-186

## G. Data Analysis

Ellis in Tarigan states that there are five steps to analyze the data which consist students' errors. It consists of: collecting the data, identifying the errors, classifying, explaining and evaluating.<sup>11</sup> After collecting the students' documentation, the researcher will use following steps as part of data analysis, they are:

1. The researcher collects the data from the students work.
2. The researcher identifies the students' errors by underlining the errors items.
3. The researcher classifies the students' errors based on surface strategy taxonomy.
4. The researcher calculates the percentage of each error.

To count the percentage, the researcher will use the following formula:

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

Explanation:

P = the percentage of errors

F = the total number of errors

N = the total number of students sentence.<sup>12</sup>

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<sup>11</sup> Hendri Guntur Tarigan and Djogo Taringan. *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung: Angkasa, 2011)

<sup>12</sup> Anas Sudijono, 2008. *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005) p. 43

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result of The Research

The main instrument of this research was documentation. The data gained from the students in constructing question tag. In collecting the data, the researcher identified 250 sentences from twenty five students who come from one class at the tenth grade of SMA mathla'ul anwar sindangsari to complete the data. After checking the students' sentences, researcher found that 164 error items.

#### B. Types of Students Errors in Constructing Question Tag

The followings were the several samples of students errors in constructing question tags based on surface strategy taxonomy.

##### a. The Data of Students' Omission Errors

Omission error is characterized by the absence of the morpheme or a group of a morpheme that must be appear in a well-formed utterance. In this research, reseacher found 30 items of omission errors. The following data are presented the samples of errors commited by students.



**Table 1****The clasification of omission errors commited by each students**

No	The student's error	Explanation	Correction
1.	They work in book store, do they?	Omission negative form in the end of tag.	They work in book store, don't they?
2.	She bought a new bicycle, did you?	"not" should be added after "did"	She bought a new bicycle, didn't she?
3.	You will come to my party, will you?	Omission negative form in the end of tag.	You will buy medicine, won't you?
4.	He can play football, can he?	Omission negatve form in the end of tag.	He can play football, can't he?

**b. The Data of Students' Additional Error**

Additional Error is characterized by the presence of item, which must not appear in well-formed utterance. In this research, the students added unnecessary items in the form of the documentation and there were 44 items of errors. The following data were the sample of errors when the students constructing question tag.

**Table 2****The clasification of Additional errors commited by each students**

No	The student's error	Explanation	Correction
1	It isn't very hot, isn't it?	Addtion negative form in the end of tag. it should be ommited	It isn't very hot, is it?
2.	They were not wrong, weren't they?	Addtion negative form in the end of tag. it	They were not wrong, were they?

		should be omitted	
3.	My dog can not run fastly, can't it?	Addition negative form in the end of tag. it should be omitted	My dog can not run fastly, can it?
4.	You did not come home early, didn't you?	Addition negative form in the end of tag. it should be omitted	You did not come home early, did you?
5.	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?

### c. The Data of Students' Misformation error

Misformation error is characterized by the use of the wrong form of the morpheme or structure. It had found there were 88 items misformation errors made by the students. The following data are the sample of errors when the students making question tag.

**Table 3**

#### The clasification of misformation errors committed by each students

No	The student's error	Explanation	Correction
1	It isn't very hot, was it?	Use wrong to be (was) in the tag. it should be replaced by "is"	It isn't very hot, is it?
2.	He never comes late, is he?	Use wrong to be (is) in the tag. It should be replaced by "does"	He never comes late, does he?
3.	I am late, am I?	Use wrong tag, it should be "aren't I"	I am late, aren't I?
4.	They work in book store, are they?	Use wrong to be (are) in the tag, it should be used	They work in book store, don't they?

		<i>“don’t they”</i>	
5.	They were not wrong, are they?	Use wrong to be (are) in the tag, it should be used <i>“were ”</i>	They were not wrong, were they?
6.	You did not come home early, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary <i>“did”</i>	You did not come home early, did you?
7.	She bought a new bicycle, doesn’t she?	To be auxiliary in the tag <i>“doesn’t”</i> should be replaced by <i>“didn’t”</i>	She bought a new bicycle, didn’t she?
8.	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative <i>“won’t”</i>	You will come to my party, won’t you?
9.	He can play football, can’t it?	The word <i>“it”</i> in the end of tag should be replaced by <i>“he”</i>	He can play football, can’t he?
10.	My dog can not run fastly, can my?	The word <i>“my”</i> in the end of tag should be replaced by <i>“it”</i>	My dog can not run fastly, can it?

#### d. The Data of Students’ Misordering error

Misordering is characterized by incorrect placement of morphemes or group of morphemes or words in utterance. In this research, the writer found 2 misordering errors. The following data were the sample of errors when the students constructing question tag.

**Table 4**

**The classification of misordering errors committed by each students**

No	The student’s error	Explanation	Correction
1	He never comes late, he	Incorrect placement of tag,	he never comes

	does?	it should be "does he"	late, does he?
2.	He can play football, he can't?	Incorrect placement of tag, it should be "can't he"	He can play football, can't he?

**Table 5**

**The clasification of errors committed by each students**

No	Sample	Kind of Errors				Total of Error
		Om	Ad	Mf	Mo	
1	S1	-	1	6	-	7
2	S2	3	2	2	-	7
3	S3	3	4	3	-	10
4	S4	1	2	1	-	4
5	S5	1	3	2	-	7
6	S6	-	2	4	1	6
7	S7	3	4	1	-	8
8	S8	2	1	2	1	6
9	S9	1	-	3	-	4
10	S10	3	3	3	-	9
11	S11	-	1	8	-	9
12	S12	-	2	3	-	5
13	S13	-	1	-	-	1
14	S14	-	-	4	-	4
15	S15	2	1	1	-	4
16	S16	-	1	8	-	9
17	S17	2	1	4	-	7
18	S18	-	1	6	-	7
19	S19	-	1	8	-	9
20	S20	2	3	1	-	6
21	S21	1	4	3	-	8
22	S22	1	-	5	-	4
23	S23	-	1	3	-	6
24	S24	1	-	6	-	7
25	S25	4	5	1	-	10
<b>∑ Errors</b>		<b>30</b>	<b>44</b>	<b>88</b>	<b>2</b>	<b>164</b>

Explanation:

- Om : Omission errors
- Ad : Addition errors
- Mf : Misformation errors
- Mo : Misordering errors
- $\Sigma$ Error : The total number of students errors

### C. The Percentage of Students' Errors in Constructing Question Tag

After collecting the data of students in constructing question tag. The researcher analyzed 10 sentences from each students by using surface strategy taxonomy. They are: omission, addition, misformation, and misorderng. Then the researcher classified the types of errors, the researcher used the following formula.

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

Explanation:

P = the percentage of errors

F = frequency of error's occurence

N = the total number of total errors.<sup>1</sup>

Based on the analysis, the total number of errors is 164 items. They were 30 items of omission errors, 44 items of addition errors, 88 items of misformation errors, and 2 items of misordering errors. After getting the data, the researcher made the percentage of the result of analysis. The result of the analysis showed

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<sup>1</sup> Anas Sudijono, 2008. *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005) p. 43

that the highest percentage of error was misformation (53,65%). The lowest one was misordering (1,21%), while the other types of errors were omission (18,29%), and addition (26,82%). To be clear see the table below:

**Table 6**  
**The percentage of students' errors**

Kind of Error	Frequency	Percentage
Omission	30	18,29%
Addition	44	26,82%
Misformation	88	53,65%
Misorderng	2	1,21%
<b>Total</b>	<b>164</b>	<b>100%</b>

Source: data analysis

#### D. Discussion

After collecting the data from the students, the researcher got the types of errors from their sentences based on surface strategy taxonomy, they are omission, addition, misformation, and misordering.

Omission errors are characterized by omittig items that must appear in a well-formed utterance. <sup>2</sup> In this case, there were some students constructed question tags with no negative form. For examples: *They work in book store, do they?*. in this sentence, they left out negative form '*not*'. Therefore, It is incorrect and It should be *They work in book store, don't they*.

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<sup>2</sup> Dulay, Burt and Stephen krashen, *Language Two*, (Oxford university press, 1982), P. 154

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance.<sup>3</sup> There were some students committed as negative form added at negative sentence in question tag. For example: *It isn't very hot, isn't it?*. The occurrence of negative form in the tag was wrong. it should be omitted to made correct tag and the sentence became; *It isn't very hot, is it?*.

Misformation error is characterized by incorrect form of morpheme or structure.<sup>4</sup> In misformation errors, learner supplies an item although it is still incorrect. The most case done by the students were misselection of to 'be' in the end of tag. For example: *I am late, am I?* In this sentence, the students misselected of to 'be' in the end of tag. In order to made corect tag, it should be replaced by *aren't*. It became: *I am late, aren't I?*.

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.<sup>5</sup> Another case done by the students was incorrect placement of to 'be' in the tag. Following example; *He never comes late, he does?*. In this sentence is incorrect placement of to 'be' (does) in the tag. It should be placed before subject 'he'. The sentence became; *He never comes late, does he?*.

After identfyng and classifying the types of errors, the researcher calculated the proportions (frequency and percentage) of errors. The researcher found that the

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<sup>3</sup>*Ibid*, p. 156

<sup>4</sup>*Ibid*.

<sup>5</sup>*Ibid*, p. 162

highest frequency of errors made by students in constructing question tag based on surface strategy taxonomy was misformation with 53,65%, meanwhile the lowest one was misordering with 1,21%.

It is in line with Adi Samrin who analyzed “An Analysis on The Second Year Student’s Errors in Constructing Tag Questions at Smpn 3 Mandau. It was found that students did not master in using to “be” in constructing question tag. Then the students errors in constructing question tag are: simple past tense of to “be” (was, were) with the percentage of 45,50%, simple present tense of “be” (do, does) with the percentage of 50,50%, simple past tense of “be” (did), with the percentage of 45,50%, and simple past tense of modal auxiliaries the percentages of 50,50%.<sup>6</sup> It means that the most errors happened because the students were misselection of ‘to be’ in the end of tag. It also supported by Ernah Syamsiah’s finding her research entitled “Analysis on the Difficulties faced by Students in Learning Question tags (A Case Study at Second Grade Students of SMPN Tangerang Selatan)”. She said that most of second year students of Smpn 4 kota Tangerang Selatan made error in making the forms of question-tags in imperative sentence with frequency of error 19,5%.<sup>7</sup> Thus it can be said that all students still make errors in constructing question tags.

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<sup>6</sup>Adi Samrin, *An Analysis on The Second Year Student’s Errors in Constructing Tag Questions at Smpn 3 Mandau*. S1 Thesis, IAIN Sultan Syarif Kasim Riau Pekanbaru, 2011

<sup>7</sup>Ernah Syamsiah, *An Analysis on The Second Year Student’s Errors in Constructing Tag Questions at Smpn 3 Mandau*. S1 Thesis, Jakarta: UIN Syarif Hidayatullah, 2011.



Based on discussion above, the result of this research showed that misinformation errors were the highest error made by students. If this research is compared with two previous researches, they have something in common namely all students still make errors in constructing question tags.

Based on the phenomena, it was indicated that the students still need more understanding about question tags because most of them still made errors especially in using 'to be' in the question tags. Thus, the phenomena must be remedied and they may not done again.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The objectives of this research were to find out the kinds of errors, frequency and percentage of errors made by students in constructing question tag based on Surface Strategy Taxonomy at the first semester of the tenth grade of SMA mathla'ul Anwar Sindangssari South Lampung in the academic year of 2017/2018.

Based on the analysis of the data, the researcher concluded that there were types of errors made the students in constructing question tags based on Surface Strategy Taxonomy. They are in form of: omission, addition, misformation and misordering. Then, the total number of errors committed by 25 students are 164 items.

from 164 items of errors the proportions (frequency and percentage) of the students' error in constructing question tags are omission errors with 30 items or 18,29% addition errors with 44 items or 26,82% misformation errors 88 items or 53,65%, and the last is misordering errors with 2 items or 1,21%. Therefore, the result of the research shows that misformation errors are the highest error that made by the students.

## **B. Suggestion**

Based on the conclusion above, the researcher tries to give suggestions as follow:

### **1. For the english teacher**

The teacher should explain as clear as possible about question tag and making a tag at the end of sentences. Not only the meaning and formula but also the usages of each to be. So the students will not misunderstand and do some errors in constructing question tag. In addition, the students should pay attention to students errors to minimize those errors with find the appropriate techniques in teaching question tag to make the students interest and easy to comprehend the material.

### **2. For the students**

The students should more active and pay attention in every particular material in learning english espically about question tag. Then, at the end of the lesson they may be able to increase their understanding in constructing question tag especially in making question tag sentences.

### **3. For other researcher**

It is necessary to be other researcher to conduct futher research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar.

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## Appendix 1

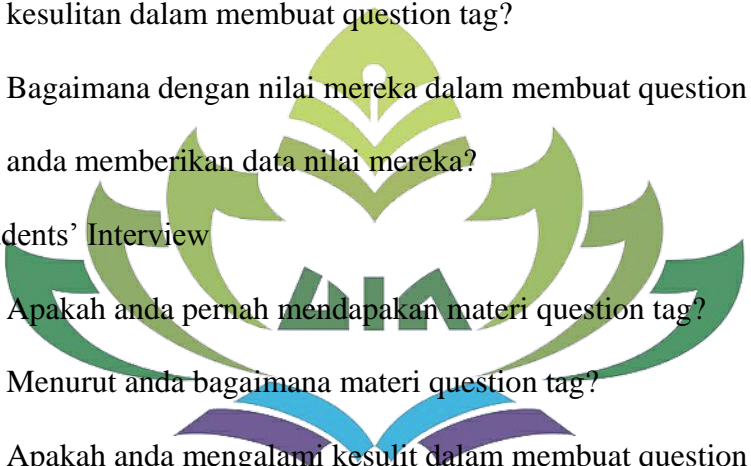
### Sample of the Research

#### Data of sample CLASS: X

No	Code	Students' Name	Male/Female
1	S1	Ahmad Akif Arofi	M
2	S2	Andi Juniantara	M
3	S3	Ayu Rakhmawati	F
4	S4	Azis	M
5	S5	Dewi Safitri	F
6	S6	Devi Lusiana	F
7	S7	Dina Lusiana	F
8	S8	Eka Rahmawati	F
9	S9	Endang Sugiarti	F
10	S10	Eviati Nalia	F
11	S11	Fiky Ari Wijaya	M
12	S12	Halimatul Liwai	F
13	S13	Khoirul Anwar	M
14	S14	Mei Kumalasari	F
15	S15	Miftahudin Salim	M
16	S16	Mufid Asrori	M
17	S17	Nur Syafa'at	M
18	S18	Putika	F
19	S19	Retno Putri	F
20	S20	Rifa'ul Mahmudah	F
21	S21	Rizky Wahyu Diono	M
22	S22	Solehah	F
23	S23	Solehan	M
24	S24	Srihartati	F
25	S25	Srilestari	F

## Appendix 3

### Guideline of Interviews in Preliminary Research

1. Teacher's interview
    - a. Menurut anda bagaimana kemampuan siswa/siswi dalam penguasaan grammar?
    - b. Bagaimana dengan question tag? Apakah para siswa/siswi mengalami kesulitan dalam membuat question tag?
    - c. Bagaimana dengan nilai mereka dalam membuat question tag? Maukah anda memberikan data nilai mereka?
  2. Students' Interview
    - a. Apakah anda pernah mendapatkan materi question tag?
    - b. Menurut anda bagaimana materi question tag?
    - c. Apakah anda mengalami kesulitan dalam membuat question tag?
- 

### Appendix 3

#### Interviews Script of Teacher in the Preliminary Research

Day/date/year : Tuesday, 05<sup>th</sup> September 2017

Interviewer : Hendriyono

Respondent : Dayu Fitriana, S.Pd

Place : Teacher Room

- a. Menurut anda bagaimana kemampuan siswa/siswi dalam penguasaan grammar?

Jawab:

Beberapa dari mereka cukup bagus dalam belajar grammar, tapi yang lain juga masih mengalami kesulitan dan bingung dalam belajar grammar.

- b. Bagaimana dengan question tag? Apakah para siswa/siswi mengalami kesulitan dalam membuat question tag?

Jawab:

Ya, tentu, banyak dari murid-murid saya mengalami kesulitan dan bingung dalam membuat question tag. Karena question tag merupakan kalimat yang didalamnya banyak aturan-aturan grammar yang harus diperhatikan saat mereka membuatnya. Terutama kesesuaian antara kalimat dengan question tagnya.



### Appendix 3

#### Interviews Script of Students in the Preliminary Research

Day/date/year : Tuesday, 05<sup>th</sup> September 2017

Interviewer : Hendriyono

Respondent : Aziz, Dewi, Salim, Sri Hartati

Place : Classroom

a. Apakah anda pernah mendapatkan materi question tag?

Aziz : Ya, saya sudah pernah mendapatkan materi question tag.

Dewi : Ya, guru saya sudah pernah mengajarkanya.

b. Menurut anda bagaimana materi question tag?

Aziz : Bingung, susah buatnya.

Salim : Sulit, karena banyak aturan untuk membuat question tag.

c. Masalah apa yang kamu alami saat membuat question tag?

Sri Hartati : Saya merasa bingung membuat question tag pada akhir kalimat.

Azis : Saya merasa susah buat kalimat dan question tagnya

d. Kenapa kamu mengalami kesulitan dalm membuat question tag?

Sri Hartati : Karena sulit untuk dipahami.

Dewi : Saya bingung membuat question tagnya

**Appendix 4****TASK**

Subject : English Language

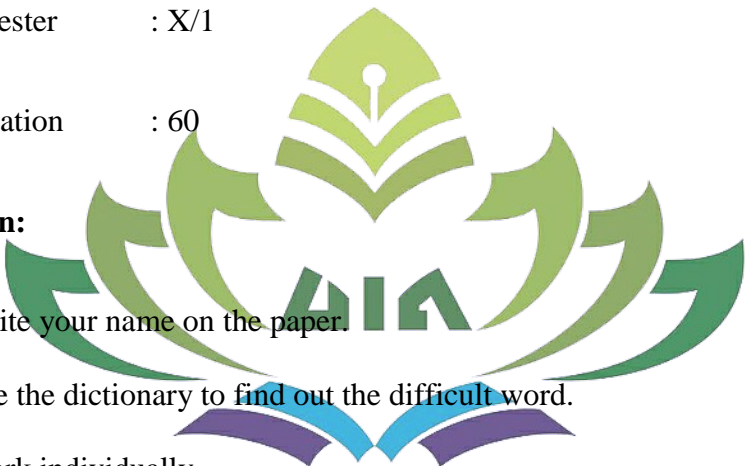
Skill : Writing

Topic : Question Tag

Class/Semester : X/1

Time Allocation : 60

**Instruction:**

- 
1. Write your name on the paper.
  2. Use the dictionary to find out the difficult word.
  3. Work individually.

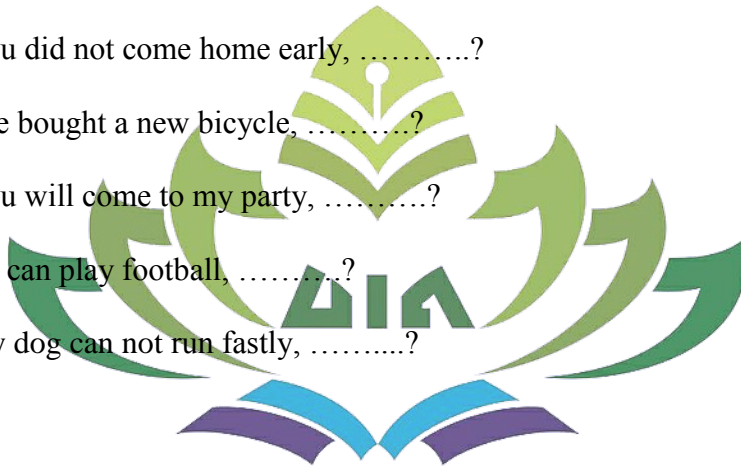
**Direction:**

1. Complete the following sentences below with the question tag.

Name: .....

Date: .....

1. It isn't very hot, .....
2. He never comes late, .....
3. I am late, .....
4. They work in book store, .....
5. They were not wrong, .....
6. You did not come home early, .....
7. She bought a new bicycle, .....
8. You will come to my party, .....
9. He can play football, .....
10. My dog can not run fastly, .....

**GOOD LUCK..!!!**

**THE ANSWER KEYS**

1. Is it?
2. Does he?
3. Aren't I?
4. Don't they?
5. Were they?
6. Did you?
7. Didn't she?
8. Won't you?
9. Can't he?
10. Can it?



## Appendix 5

### The types of Students' Errors

#### Sample No. 1

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, doesn't he?	MF
3	I am late, was I?	I am late, aren't i?	MF
4	They work in book store, did they?	They work in book store, don't they?	MF
5	She bought a new bicycle, was she?	She bought a new bicycle, didn't she?	MF
6	You will come to my party, do you?	You will come to my party, won't you?	MF
7	He can play football, he can?	He can play football,	MF

#### Sample No. 2

No	Student's Errors	Corrections	Types of Errors
1	He never comes late, doesn't he?	He never comes late, doesn't he?	ADD
2	I am late, does I?	I am late, aren't i?	MF
3	They work in book store, do they?	They work in book store, don't they?	OM
4	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
5	You will come to my party, will you?	You will come to my party, won't you?	OM
6	He can play football, can he?	He can play football, can't he?	OM
7	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

#### Sample No. 3

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD

2	He never comes late, is he?	He never comes late, doesn't he?	MF
3	I am late, am I?	I am late, aren't i?	MF
4	They work in book, store, do they?	They work in book store, don't they?	OM
5	They were not wrong, weren't they?	They were not wrong, were they?	ADD
6	You did not come home early, didn't you?	You did not come home early, did you?	ADD
7	She bought a new bicycle, did she?	She bought a new bicycle, didn't she?	OM
8	You will come to my party, will you?	You will come to my party, won't you?	OM
9	He can play football, can't it?	He can play football,	MF
10	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

#### Sample No. 4

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, doesn't he?	He never comes late, does he?	ADD
3	I am late, am I?	I am late, aren't i?	MF
4	He can play football, can he?	He can play football, can't he?	OM

#### Sample No. 5

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, does't he?	He never comes late, doesn't he?	ADD
3	They work in book store, did they?	They work in book store, don't they?	MF
4	You did not come home early, were they?	You did not come home early, did she?	MF
5	She bought a new bicycle, does he?	She bought a new bicycle, didn't she?	MF

6	You will come to my party, do you?	You will come to my party, won't you?	MF
7	He can play football, he can't?	He can play football, can't he?	MO

### Sample No. 6

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, doesn't he?	He never comes late, doesn't he?	ADD
3	I am late, does I ?	I am late, aren't i?	MF
4	She bought a new bicycle, do you?	She bought a new bicycle, didn't she?	MF
5	You will come to my party, will you?	You will come to my party, won't you?	OM
6	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

### Sample No. 7

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, doesn't he?	He never comes late, doesn't he?	ADD
3	I am late, was I?	I am late, aren't i?	MF
4	They work in book store, do they?	They work in book store, don't they?	OM
5	They were not wrong, weren't you?	They were not wrong, were they?	ADD
6	You did not come home early, didn't you?	You did not come home early, did she?	ADD
7	She bought a new bicycle, did she?	She bought a new bicycle, didn't she?	OM
8	You will come to my party, will you?	You will come to my party, won't you?	OM

**Sample No. 8**

No	Student's Errors	Corrections	Types of Errors
1	He never comes late, he does?	He never comes late, doesn't he?	MO
2	I am late, was I?	I am late, aren't i?	MF
3	They work in book store, do they?	They work in book store, don't they?	OM
4	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
5	You will come to my party, will you?	You will come to my party, won't you?	OM
6	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

**Sample No. 9**

No	Student's Errors	Corrections	Types of Errors
1	I am late, was I?	I am late, aren't i?	MF
2	They work in book store, work they?	They work in book store, don't they?	MF
3	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
4	You will come to my party, will you?	You will come to my party, won't you?	OM

**Sample No. 10**

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, doesn't he?	MF
3	I am late, am I?	I am late, aren't i?	MF
4	They work in book store, do they?	They work in book store, don't they?	OM
5	They were not wrong, weren't they?	They were not wrong, were they?	ADD
6	She bought a new bicycle, did she?	She bought a new bicycle, didn't she?	OM
7	You will come to my	You will come to my party,	OM



	party, will you?	won't you?	
8	He can play football, can it?	He can play football, can't he?	MF
9	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

### Sample No. 11

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, doesn't he?	MF
3	I am late, am I?	I am late, aren't i?	MF
4	They work in book store, did they?	They work in book store, don't they?	MF
5	They were not wrong, are they?	They were not wrong, were they?	MF
6	You did not come home early, was you?	You did not come home early, did she?	MF
7	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
8	You will come to my party, do you?	You will come to my party, won't you?	MF
9	He can play football, he can?	He can play football, can't he?	MF

### Sample No. 12

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, doesn't he?	MF
3	I am late, does I?	I am late, aren't i?	MF
4	She bought a new bicycle, don't she?	She bought a new bicycle, didn't she?	MF
5	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

**Sample No. 13**

No	Student's Errors	Corrections	Types of Errors
1	He never comes late, doesn't he?	He never comes late, does he?	ADD

**Sample No. 14**

No	Student's Errors	Corrections	Types of Errors
1	I am late, was I?	I am late, aren't i?	MF
2	They work in book store, are they?	They work in book store, don't they?	MF
3	She bought a new bicycle, doesn't she?	She bought a new bicycle, didn't she?	MF
4	You will come to my party, do you?	You will come to my party, won't you?	MF

**Sample No. 15**

No	Student's Errors	Corrections	Types of Errors
1	He never comes late, doesn't he?	He never comes late, does he?	ADD
2	They work in book store, aren't they?	They work in book store, don't they?	MF
3	She bought a new bicycle, did she?	She bought a new bicycle, didn't she?	OM
4	He can play football, can he?	He can play football, can't he?	OM

**Sample No. 16**

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, does he?	MF
3	I am late, am I?	I am late, aren't i?	MF
4	They work in book store, did they?	They work in book store, don't they?	MF
5	They were not wrong, are they?	They were not wrong, were they?	MF

6	You did not come home early, was you?	You did not come home early, did she?	MF
7	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
8	You will come to my party, do you?	You will come to my party, won't you?	MF
9	He can play football, he can?	He can play football, can't he?	MF

### Sample No. 17

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, does he?	MF
3	I am late, was I?	I am late, aren't i?	MF
4	They work in book store, are they?	They work in book store, don't they?	MF
5	She bought a new bicycle, is he?	She bought a new bicycle, didn't she?	MF
6	You will come to my party, will you?	You will come to my party, won't you?	OM
7	He can play football, can he?	He can play football,	OM

### Sample No. 18

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, doesn't he?	MF
3	They work in book store, did they?	They work in book store, don't they?	MF
4	You did not come home early, was you?	You did not come home early, did she?	MF
5	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
6	You will come to my party, do you?	You will come to my party, won't you?	MF
7	He can play football, he	He can play football, can't	MF

can?	he?	
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**Sample No. 19**

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, is he?	He never comes late, does he?	MF
3	I am late, was I?	I am late, aren't i?	MF
4	They work in book store, did they?	They work in book store, don't they?	MF
5	They were not wrong, are they?	They were not wrong, were they?	MF
6	You did not come home early, was you?	You did not come home early, did she?	MF
7	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
8	You will come to my party, do you?	You will come to my party, won't you?	MF
9	He can play football, he can?	He can play football,	MF

**Sample No. 20**

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, doesn't he?	He never comes late, does he?	ADD
3	I am late, am I?	I am late, aren't i?	MF
4	They were not wrong, weren't they?	They were not wrong, were they?	ADD
5	She bought a new bicycle, did she?	She bought a new bicycle, didn't she?	OM
6	You will come to my party, will you?	You will come to my party, won't you?	OM
7	My dog can not run fastly, can my?	My dog can not run fastly, can it?	MF

**Sample No. 21**

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, doesn't he?	He never comes late, does he?	ADD
3	I am late, am I?	I am late, aren't i?	MF
4	They were not wrong, weren't they?	They were not wrong, were they?	ADD
5	You did not come home early, didn't she?	You did not come home early, did she?	ADD
6	She bought a new bicycle, doesn't she?	She bought a new bicycle, didn't she?	MF
7	You will come to my party, will you?	You will come to my party, won't you?	OM
8	My dog can not run fastly, can my?	My dog can not run fastly, can it?	MF

**Sample No. 22**

No	Student's Errors	Corrections	Types of Errors
1	He never comes late, is he?	He never comes late, does he?	MF
2	I am late, am I?	I am late, aren't i?	MF
3	They work in book store, are they?	They work in book store, don't they?	MF
4	She bought a new bicycle, is she?	She bought a new bicycle, didn't she?	MF
5	You will come to my party, will you?	You will come to my party, won't you?	OM
6	My dog can not run fastly, can't my?	My dog can not run fastly, can it?	MF

**Sample No. 23**

No	Student's Errors	Corrections	Types of Errors
1	I am late, was I?	I am late, aren't i?	MF
2	They work in book store, work they?	They work in book store, don't they?	MF
3	She bought a new	She bought a new bicycle,	MF

	bicycle, do she?	didn't she?	
4	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

**Sample No. 24**

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, was it?	It isn't very hot, is it?	MF
2	I am late, was I?	I am late, aren't i?	MF
3	They work in book store, they are?	They work in book store, don't they?	MF
4	You did not come home early, do you?	You did not come home early, did she?	MF
5	She bought a new bicycle, do she?	She bought a new bicycle, didn't she?	MF
6	You will come to my party, are you?	You will come to my party, won't you?	MF
7	He can play football, can he?	He can play football, can't he?	OM

**Sample No. 25**

No	Student's Errors	Corrections	Types of Errors
1	It isn't very hot, isn't it?	It isn't very hot, is it?	ADD
2	He never comes late, doesn't he?	He never comes late, does he?	ADD
3	I am late, was I?	I am late, aren't i?	MF
4	They work in book store, do they?	They work in book store, don't they?	OM
5	They were not wrong, weren't they?	They were not wrong, were they?	ADD
6	You did not come home early, didn't you?	You did not come home early, did she?	ADD
7	She bought a new bicycle, did she?	She bought a new bicycle, didn't she?	OM
8	You will come to my party, will you?	You will come to my party, won't you?	OM
9	He can play football, can he?	He can play football, can't he?	OM
10	My dog can not run fastly, can't it?	My dog can not run fastly, can it?	ADD

## Appendix 6

### The Data of Errors

#### 1. Omission Errors

##### The Data of the Students' Omission Errors

No	Student's Errors	Explanation	Corrections
1	They work in book store, do they?	Omission negative form in the end of tag.	They work in book store, don't they?
2	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
3	He can play football, can he?	Omission negative form in the end of tag.	He can play football, can't he?
4	They work in book, store, do they?	Omission negative form in the end of tag.	They work in book, store, don't they?
5	She bought a new bicycle, did she?	Omission negative form in the end of tag.	She bought a new bicycle, didn't she?
6	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
7	He can play football, can he?	Omission negative form in the end of tag.	He can play football, can't he?
8	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
9	They work in book store, do they?	Omission negative form in the end of tag.	They work in book store, don't they?
10	She bought a new bicycle, did she?	Omission negative form in the end of tag.	She bought a new bicycle, didn't she?
11	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
12	They work in book store, do they?	Omission negative form in the end of tag.	They work in book store, don't they?
13	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
14	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?

15	They work in book store, do they?	Omission negative form in the end of tag.	They work in book store, don't they?
16	She bought a new bicycle, did she?	Omission negative form in the end of tag.	She bought a new bicycle, didn't she?
17	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
18	She bought a new bicycle, did she?	Omission negative form in the end of tag.	She bought a new bicycle, didn't she?
19	He can play football, can he?	Omission negative form in the end of tag.	He can play football, can't he?
20	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
21	He can play football, can he?	Omission negative form in the end of tag.	He can play football, can't he?
22	She bought a new bicycle, did she?	Omission negative form in the end of tag.	She bought a new bicycle, didn't she?
23	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
24	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
25	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
26	He can play football, can he?	Omission negative form in the end of tag.	He can play football, can't he?
27	They work in book store, do they?	Omission negative form in the end of tag.	They work in book store, don't they?
28	She bought a new bicycle, did she?	Omission negative form in the end of tag.	She bought a new bicycle, didn't she?
29	You will come to my party, will you?	Omission negative form in the end of tag.	You will come to my party, won't you?
30	He can play football, can he?	Omission negative form in the end of tag.	He can play football, can't he?

## 2. Addition Errors



### The Data of the Students' Addition Errors

No	Student's Errors	Explanation	Corrections
1	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
2	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
3	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
4	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
5	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
6	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
7	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
8	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
9	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
10	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
11	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
12	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?
13	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be ommited	It isn't very hot, is it?

14	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be omitted	It isn't very hot, is it?
15	It isn't very hot, isn't it?	Addition negative form in the end of tag. it should be omitted	It isn't very hot, is it?
16	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
17	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
18	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
19	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
20	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
21	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
22	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
23	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
24	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
25	He never comes late, doesn't he?	Addition negative form in the end of tag. it should be omitted	He never comes late, does he?
26	They were not wrong, weren't you?	Addition negative form in the end of tag. it should be omitted	They were not wrong, were you?
27	They were not wrong, weren't you?	Addition negative form in the end of tag. it should be omitted	They were not wrong, were you?

28	They were not wrong, weren't you?	Addition negative form in the end of tag. it should be omitted	They were not wrong, were you?
29	They were not wrong, weren't you?	Addition negative form in the end of tag. it should be omitted	They were not wrong, were you?
30	They were not wrong, weren't you?	Addition negative form in the end of tag. it should be omitted	They were not wrong, were you?
31	They were not wrong, weren't you?	Addition negative form in the end of tag. it should be omitted	They were not wrong, were you?
32	You did not come home early, didn't you?	Addition negative form in the end of tag. it should be omitted	You did not come home early, did you?
33	You did not come home early, didn't you?	Addition negative form in the end of tag. it should be omitted	You did not come home early, did you?
34	You did not come home early, didn't you?	Addition negative form in the end of tag. it should be omitted	You did not come home early, did you?
35	You did not come home early, didn't you?	Addition negative form in the end of tag. it should be omitted	You did not come home early, did you?
36	My dog can not run fastly, can't it?	Addition negative form in the end of tag. it should be omitted	My dog can not run fastly, can it?
37	My dog can not run fastly, can't it?	Addition negative form in the end of tag. it should be omitted	My dog can not run fastly, can it?
38	My dog can not run fastly, can't it?	Addition negative form in the end of tag. it should be omitted	My dog can not run fastly, can it?
39	My dog can not run fastly, can't it?	Addition negative form in the end of tag. it should be omitted	My dog can not run fastly, can it?
40	My dog can not run fastly, can't it?	Addition negative form in the end of tag. it should be omitted	My dog can not run fastly, can it?
41	My dog can not run fastly, can't it?	Addition negative form in the end of tag. it should be omitted	My dog can not run fastly, can it?

42	My dog can not run fastly, can't it?	Addion negative form in the end of tag. it should be ommitted	My dog can not run fastly, can it?
43	My dog can not run fastly, can't it?	Addion negative form in the end of tag. it should be ommitted	My dog can not run fastly, can it?
44	My dog can not run fastly, can't it?	Addion negative form in the end of tag. it should be ommitted	My dog can not run fastly, can it?

### 3. Misformation Errors

#### The Data of the Students' Misformation Errors

No	Student's Errors	Explanation	Corrections
1	It isn't very hot, was it?	To be "was" should be replaced by "is"	It isn't very hot, is it?
2	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
3	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
4	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
5	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
6	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
7	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
8	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
9	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
10	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
11	He never comes late, is he?	To be "is" should be replaced by "does"	He never comes late, does he?
12	I am late, was I?	Use wrong tag, it should be "aren't I"	I am late, aren't I?
13	I am late, was I?	Use wrong tag, it should be "aren't I"	I am late, aren't I?

14	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
15	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
16	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
17	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
18	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
19	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
20	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
21	I am late, was I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
22	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
23	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
24	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
25	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
26	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
27	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
28	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
29	I am late, am I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
30	I am late, does I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
31	I am late, does I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
32	I am late, does I?	Use wrong tag, it should be " <i>aren't I</i> "	I am late, aren't I?
33	They work in book store, did they?	Use wrong auxiliary (did) in the tag, it should be used " <i>don't</i> "	They work in book store, don't they?
34	They work in book	Use wrong auxiliary (did) in	They work in book

	store, did they?	the tag, it should be used " <i>don't</i> "	store, don't they?
35	They work in book store, did they?	Use wrong auxiliary (did) in the tag, it should be used " <i>don't</i> "	They work in book store, don't they?
36	They work in book store, did they?	Use wrong auxiliary (did) in the tag, it should be used " <i>don't</i> "	They work in book store, don't they?
37	They work in book store, did they?	Use wrong auxiliary (did) in the tag, it should be used " <i>don't</i> "	They work in book store, don't they?
38	They work in book store, did they?	Use wrong auxiliary (did) in the tag, it should be used " <i>don't</i> "	They work in book store, don't they?
39	They work in book store, work they?	Use wrong tag, it should be used " <i>don't they</i> "	They work in book store, don't they?
40	They work in book store, work they?	Use wrong tag, it should be used " <i>don't they</i> "	They work in book store, don't they?
41	They work in book store, are they?	Use wrong to be (are) in the tag, it should be used to be auxiliary " <i>don't</i> "	They work in book store, don't they?
42	They work in book store, are they?	Use wrong to be (are) in the tag, it should be used to be auxiliary " <i>don't</i> "	They work in book store, don't they?
43	They work in book store, are they?	Use wrong to be (are) in the tag, it should be used to be auxiliary " <i>don't</i> "	They work in book store, don't they?
44	They work in book store, aren't they?	Use wrong to be (aren't) in the tag, it should be used to be auxiliary " <i>don't</i> "	They work in book store, don't they?
45	They work in book store, they are?	Use wrong tag, it should be used " <i>don't they</i> "	They work in book store, don't they?
46	They were not wrong, are they?	Use wrong to be (are) in the tag, it should be used to be " <i>were</i> "	They were not wrong, were they?
47	They were not wrong, are they?	Use wrong to be (are) in the tag, it should be used to be " <i>were</i> "	They were not wrong, were they?
48	They were not wrong, are they?	Use wrong to be (are) in the tag, it should be used to be " <i>were</i> "	They were not wrong, were they?
49	You did not come home	Use wrong to be (were) in	You did not come

	early, were they?	the tag, it should be used to be auxiliary “ <i>did</i> ”	home early, did you?
50	You did not come home early, was you?	Use wrong to be (was) in the tag, it should be used to be auxiliary “ <i>did</i> ”	You did not come home early, did you?
51	You did not come home early, was you?	Use wrong to be (was) in the tag, it should be used to be auxiliary “ <i>did</i> ”	You did not come home early, did you?
52	You did not come home early, was you?	Use wrong to be (was) in the tag, it should be used to be auxiliary “ <i>did</i> ”	You did not come home early, did you?
53	You did not come home early, was you?	Use wrong to be (was) in the tag, it should be used to be auxiliary “ <i>did</i> ”	You did not come home early, did you?
54	You did not come home early, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary “ <i>did</i> ”	You did not come home early, did you?
55	She bought a new bicycle, was she?	Use wrong to be (was) in the tag, it should be used to be auxiliary in form of negative “ <i>didn’t</i> ”	She bought a new bicycle, didn’t she?
56	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “ <i>didn’t</i> ”	She bought a new bicycle, didn’t she?
57	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “ <i>didn’t</i> ”	She bought a new bicycle, didn’t she?
58	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “ <i>didn’t</i> ”	She bought a new bicycle, didn’t she?
59	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “ <i>didn’t</i> ”	She bought a new bicycle, didn’t she?
60	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “ <i>didn’t</i> ”	She bought a new bicycle, didn’t she?
61	She bought a new	Use wrong to be auxiliary	She bought a new

	bicycle, do she?	(do) in the tag, it should be used to be auxiliary in form of negative " <i>didn't</i> "	bicycle, didn't she?
62	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative " <i>didn't</i> "	She bought a new bicycle, didn't she?
63	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative " <i>didn't</i> "	She bought a new bicycle, didn't she?
64	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative " <i>didn't</i> "	She bought a new bicycle, didn't she?
65	She bought a new bicycle, do she?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative " <i>didn't</i> "	She bought a new bicycle, didn't she?
66	She bought a new bicycle, does she?	Use wrong to be auxiliary (does) in the tag, it should be used to be auxiliary in form of negative " <i>didn't</i> "	She bought a new bicycle, didn't she?
67	She bought a new bicycle, don't she?	Use wrong negative to be auxiliary (don't) in the tag, it should be used " <i>didn't</i> "	She bought a new bicycle, didn't she?
68	She bought a new bicycle, doesn't she?	Use wrong negative to be auxiliary (doesn't) in the tag, it should be used " <i>didn't</i> "	She bought a new bicycle, didn't she?
69	She bought a new bicycle, is she?	Use wrong to be (is) in the tag, it should be used " <i>didn't</i> "	She bought a new bicycle, didn't she?
70	She bought a new bicycle, doesn't she?	Use wrong negative to be auxiliary (doesn't) in the tag, it should be used " <i>didn't</i> "	She bought a new bicycle, didn't she?
71	She bought a new bicycle, is she?	Use wrong to be (is) in the tag, it should be used " <i>didn't</i> "	She bought a new bicycle, didn't she?
72	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be	You will come to my party, won't



		used to be auxiliary in form of negative “won’t”	you?
73	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “won’t”	You will come to my party, won’t you?
74	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “won’t”	You will come to my party, won’t you?
75	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “won’t”	You will come to my party, won’t you?
76	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “won’t”	You will come to my party, won’t you?
77	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “won’t”	You will come to my party, won’t you?
78	You will come to my party, do you?	Use wrong to be auxiliary (do) in the tag, it should be used to be auxiliary in form of negative “won’t”	You will come to my party, won’t you?
79	You will come to my party, are you?	Use wrong to be (are) in the tag, it should be used to be auxiliary in form of negative “won’t”	You will come to my party, won’t you?
80	He can play football, he can?	Use wrong tag, it should be “can’t he”	He can play football, can’t he?
81	He can play football, he can?	Use wrong tag, it should be “can’t he”	He can play football, can’t he?
82	He can play football, he can?	Use wrong tag, it should be “can’t he”	He can play football, can’t he?
83	He can play football, he can?	Use wrong tag, it should be “can’t he”	He can play football, can’t he?
84	He can play football, can it?	Use wrong tag, it should be “can’t he”	He can play football, can’t he?
85	He can play football, can it?	Use wrong tag, it should be “can’t he”	He can play football, can’t he?

86	My dog can not run fastly, can my?	Use wrong tag, it should be "can it"	My dog can not run fastly, can it?
87	My dog can not run fastly, can my?	Use wrong tag, it should be "can it"	My dog can not run fastly, can it?
88	My dog can not run fastly, can't my?	Use wrong tag, it should be "can it"	My dog can not run fastly, can it?

#### 4. Misordering Errors

##### The Data of the Students' Misordering Errors

No	Student's Errors	Explanation	Corrections
1.	He can play football, he can't?	Incorrect placement of tag, it should be "does he"	He can play football, can't he?
2.	He never comes late, he does?	Incorrect placement of tag, it should be "can't he"	He never comes late, does he?



## Appendix 7

### The Calculation Percentage of Errors Types

#### 1. Omission errors

$$P = \frac{30}{164} \times 100 = 0,1829 \times 100 = 18,29$$

The percentage of omission errors are 18,29

#### 2. Addition Errors

$$P = \frac{44}{164} \times 100 = 0,2682 \times 100 = 26,82$$

The percentage of addition errors are 26,82

#### 3. Misformation Errors

$$P = \frac{88}{164} \times 100 = 0,5365 \times 100 = 53,65$$

The percentage of misformation errors are 53,04

#### 4. Misordering Errors

$$P = \frac{2}{164} \times 100 = 0,0121 \times 100 = 1,21$$

The percentage of misordering errors are 1,21

