

**AN ANALYSIS OF STUDENTS' ERROR IN USING
QUESTION TAGS IN ARRANGING DIALOGUE
AT THE SIXTH SEMESTER OF STAI
HUBBULWATHAN DURI**

Deny Silvia

STAI Hubbulwathan Duri
Email: deny_silvia@yahoo.com

Patria

STAI Hubbulwathan Duri
Email: patria_patria@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan siswa dalam menggunakan Question Tags dalam menyusun dialog. Desain penelitian ini adalah deskriptif kuantitatif. Subjeknya adalah mahasiswa semester enam STAI Hubbulwathan Duri. Populasi adalah 19 siswa sebagai sampel serta mahasiswa semester enam STAI Hubbulwathan Duri. Objeknya adalah kesalahan siswa dalam menggunakan Question Tags dalam menyusun dialog. Peneliti mendapatkan data dengan memberikan tes tertulis dengan melengkapi dialog yang menggunakan Question Tags. Setelah mengumpulkan data, peneliti menganalisis data dengan menggunakan langkah-langkah yaitu: a) identifikasi kesalahan, b) klasifikasi kesalahan, c) penjelasan kesalahan. Berdasarkan hasil pengumpulan data dan analisis data, peneliti menyimpulkan bahwa: kesalahan siswa dalam menggunakan negatif setelah afirmatif dan sebaliknya adalah 34%, menggunakan auxiliaries adalah 52% dan menggunakan request adalah 14%. Jadi, sebagian besar kesalahan yang dilakukan siswa dalam menggunakan auxiliaries yaitu 52%.

The aim of this research is to know the students' errors in using question tags in arranging dialogue. The design of this research was descriptive quantitative. The subject is the sixth semester students of STAI Hubbulwathan Duri. The population is 19 students as sample as well of the sixth semester students of STAI Hubbulwathan Duri. The object is the students' errors in using question tags in arranging dialogue. The researcher got the data by giving written test which is completing the dialogue by using question tags. After collecting the data, researcher analyzed the data by using steps that are: a) identifications of errors,

b) classification of errors, c) explanation of errors. Based on the result of data collecting and data analysis, researcher concluded that the students' errors in using negative after affirmative and vice versa is 34%, using auxiliaries is 52% and using request is 14%. So, most of the students made errors in using auxiliaries.

Key Words: Errors Analysis, Using Question Tags in Arranging Dialogue

INTRODUCTION

Language as a mean of communication is used by human being to establish social relation. By using a language, people are able to convey their messages and to express their idea in oral or written language so that they can communicate each other.

English has accordingly been chosen as the first foreign language to be taught in some schools in Indonesia. The learners feel that learning English is difficult. It is not surprising since every language has its own system of rules. The system of rules in English is different from that in Indonesia, and the distinction usually leads problem to the Indonesian learners. In learning the language, certainly make error and will cause trouble, if the local language and Indonesian that studied there is a difference. So, the learners in Indonesia still make the error in studying English.

Theoretically, there are four skills must be mastered in English; they are listening, speaking, reading and writing. Writing is one of skill in English that must be mastered by the students to express their idea in written form. The skill can be defined as possessing a good command in written English. So, unmetered structure automatically cannot write in correct form.

Tag Questions is a grammar type that is familiar to people. People often use, read and see it in daily life even though they do not realize it. A question tag is we put question – tags at the end statement to turn them into question. The function of tag question in English is to show that the speaker is not sure about his or her statements. There are many kinds of question tag such as negative and positive tags. Negative tags are use with positive statement and positive tags with negative statement (T.S. Kon, 1991: 227).

In writing by using tag question, the students faced many problems, they are difficult to arrange a dialogue, unable to use tag question in arranging a dialogue, did not understand the use of auxiliaries in tag question and difficult to put tag question in many kinds of sentences (affirmative and negative).

Error Analysis

Gass and Selinger (2008: 102) stated that error analysis is a type of linguistics analysis that focuses on the learners make. Unlike contrastive analysis (in either weak or strong form), the comparison made is between the errors a learners make in producing the Teaching Language (TL) and the Teaching Language (TL) form itself. It is similar to the weak version of contrastive analysis in that both start from learner production data; however, in contrastive analysis the comparison is made with the native language, whereas in error analysis it is made with the teaching (TL). Whereas James (1998: 1) defines error analysis as “the process of determining the incidence, nature, causes and consequences of unsuccessful language.”

Based on the explanation above, it can be seen that error analysis is very important because learners will make errors in teaching learning process. It helps the teachers in understanding the new ways of teaching by giving the feedback of the errors made by the learners. It is certain and understood that the learners makes mistake. These mistakes provide new insight and technique to the language teachers and linguists in sorting out the problems related to language learning. Error analysis is also closely related to the study of error treatment in language teaching.

In teaching learning process, students sometimes made errors. Various classifications of errors have been proposed. James (1998: 104-113) classified errors into two types;

1. Linguistics category classification

This type of taxonomy specifies errors in terms of linguistic categories and in terms of where the error is located in the overall system of the target language. First, it indicates at what level of language the error is located: in phonology, grammar, lexis, text or discourse and if it is at grammar level, what particular grammatical construction does it involve? Some possibilities they list are the auxiliary system and passive sentence complements. Having established the level of the error, one next asks about its class. Given that it is a grammar error, does it involve the class of a noun, verb, adjective, adverb, preposition, conjunction, or determiner. Finally, we need to specify the grammatical system that the error affects such as tense, number, voice, count ability, transitivity.

2. The surface structure taxonomy

This is the second type of descriptive taxonomy first proposed by Dulay, Burt and Krashen (1982). Many researchers (e.g., Dulay et al., 1982; Ellis & Barkhuizen, 2005; James, 1998; Kaeoluan, 2009) describe this taxonomy as being based on how learners alter surface structures of the language when they use it incorrectly. Errors can occur because of

change in surface structure in specific and systematic ways (Dulay et al., 1982: p150). Based on this taxonomy, there are four ways in which learners “modify” target forms in specific and systematic ways:

a. Omission

Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one, they resort to compensatory strategies to express their idea (Kasper and Kellerman, 1997). For example, “be” is left out in the sentence “My sisters very pretty.”

b. Addition

This manifestation of error, according to Dulay, Burt and Krashen, is the ‘result of all-too-faithful use of certain rules’ (1982: p.156) and they suggest there are subtypes.

- 1) Regularization, which involves overlooking exceptions and spreading rules to domains where they do not apply, for example producing the incorrect “buy” for “bought” or “eaten” for “ate.
- 2) Double marking, defined as ‘failure to delete certain items which are required in some linguistic constructions but not in others’. Here is an example: “He doesn’t know me.” or “He didn’t come.”
- 3) Simple additions, additions not recognized as regularization or double marking, “I do see you,” which could be a non-native error or a native speaker use of emphasis, depending on the context.

Beside the classification of errors, there are four sources of errors in second language learner. The first is “interlinguas transfer”, the second is “intralinguas transfer”, the third is “context of learning”, and the forth is “communication strategies”. (Brown, 2000: 223-227)

a. The Interlinguas Transfer

Error analysis involves a set of procedures for identifying, describing and explaining error by learner’s language. As we have already seen, interlingual transfer is a significant source of error for all learners. Errors caused by interlingual transfer occur because the system of mother tongue influence the second language learned. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference. In these early stages before the system of the second language is familiar, the native language is the only previous linguistic system upon which the

learner can draw. In this paper, the writer finds that the interlanguage errors in using tag question only fall at under differentiation. In this case, the students often fail to use or supply the required structural item at the level of the concord between verb in the statement and auxiliary in tag question. As we know, if the main clause is negative, the tag is affirmative, and if the main clause is affirmative, the tag is negative. The tag must always contain the subject form at the pronoun. If they are not, they follow the order (auxiliary + subject + not), for example: She came lately yesterday, did she not? The errors occur due to the fact the native languages have negative forms are usually contracted (n't) which they fail to supply the required in using tag question of (auxiliary + not + subject) as result, it will produce a sentence like: she came lately yesterday, didn't she?

b. The Intralingual Transfer

Intralingual transfer occurs because learners do not master second language learned. When the language learner made several errors in studying foreign language as second language especially English, it can be involved into intralanguage error. One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is now clear that intralingual transfer is a major factor in second language learning that occurred within the target language.

c. Context of Learning

“Context” refers, for example, to the classroom with its teacher and its materials in the case of school learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language, what Richard (1971) called “false concept” and what Steson (1974) termed “induced errors”. (Brown, 2000: 226). Student often make errors because of a misleading explanation from the teacher.

d. Communication Strategies

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

Based on the statement above, among the four sources of errors mentioned before, the interlingual and intralingual transfers are easier to be recognized. Both interlingual and intralingual transfer are also easy to detect if the researcher masters both the native language as well as the target language, and if the errors

are explicitly which means that it could be easily traced according to the rules of both languages.

Tag Question

Tag questions are the small questions. It is always after the sentence news or question and sometimes in informal writing. Azar (1989: a16) stated that speakers use tag question chiefly to make sure their information is correct or to seek agreement. It is also stated at glossary of linguistics terms (2018). A tag question is a constituent that is added after a statement in order to request confirmation or disconfirmation of the statement from the addressee. Often it expresses the bias of the speaker toward one answer.

T.S. Kon (1991: 227) stated that Question tags are at the end of statement to turn them into questions. Negative tags are used with positive statement and positive statement and positive tags with negative statement. Michael Swan (1996: 478-479) stated that Question tags are small question that often come at the sentences in speech, and sometimes in informal writing.

Question tags form;

1. Negative after affirmative and vice versa

Question tag is use after affirmative and negative, but not after questions

2. Auxiliaries

If the main sentence has an auxiliary verb (or non-auxiliary be) this is repeated in question tag.

3. Meaning and intonation

In speech, we can show the exact meaning of question of a question tag by the intonation. If the tag is a real question – if we really want to know something and are not sure of the answer--we use a rising intonation: the voice goes up.

4. Request

We often ask for help or information by using the structure negative statement + question tag.

Based on the explanations above, it can be seen that tag questions are used to encourage someone to carry on talking and use these question tag to make the speakers agree. It always comes up at the end of the sentence. The forms are negative after affirmative and vice versa, auxiliaries, meaning and intonation, request and many more.

METHOD

The method of this research is Quantitative Descriptive Research. This research design as is often called survey method. Quantitative research is a testing objective theory by examining the relationship among variables. These variables, in turn, can be analyzed by using statistical procedure (John W. Creswell, 2009: 4).

This study was conducted at STAI Hubbulwathan Duri. The time was on May - June 2017. The population of this research was The Sixth Semester of STAI Hubbulwathan Duri, in academic year 2016/2017. The total population was 19 students. In this research, researcher used census technique. Census technique is result of small population (Jonathan Sarwono, 2012: 18)

The technique of collecting data about an analysis of students' error in using question tags using instrument as follow, test. Test is used to measure the students' error in using question tags in arranging dialogue. After the data have been collected, the researchers analyzed the students' error in using question tags step by Ellis (1994: 48) the steps as follows:

Table 1. The Step of Error Analysis Method

| No. | Steps | Explanation |
|-----|-------------------------|--|
| 1. | Identification of error | Identifying the error by underlying the errors the learner made |
| 2. | Classification of error | Grouping the error that have been found and stating the classes of the error |
| 3. | Explanation of error | Explanation the error by establishing the source of the error and calculating percentage of errors |

Based on the steps of error analysis method above, the data will be analyzed as follows:

Identification of error

In this research, the students' error in using question tags as identification of errors.

1. Classification of errors

In this research, classification of error analysis in using question tags of negative after affirmative and vice versa, auxiliaries in question tag and requests in question tag.

2. Explanation of errors

In this step, researchers will calculate the errors, to know the percentage of students' error in using of question tags.

FINDING AND DISCUSSION

The result of the research shows that errors in using negative after affirmative and vice versa are 39, errors in using auxiliaries are 59, and errors in using request are 16. To know how many the students' error in using question tags in arranging dialogue, researchers presented result of errors classification as follows;

Table 2. Result of Classification Error

| Classification of Error | | | | | |
|--------------------------------|-----------------|-----------------------------|--------------------|----------------|------------------------|
| No. | Students | Negative Affirmative | Auxiliaries | Request | Total of Errors |
| 1. | Student 1 | 1 | 4 | 1 | 6 |
| 2. | Student 2 | 1 | 3 | 1 | 5 |
| 3. | Student 3 | 3 | 2 | 1 | 6 |
| 4. | Student 4 | 2 | 3 | 1 | 6 |
| 5. | Student 5 | 1 | 3 | 1 | 5 |
| 6. | Student 6 | 1 | 2 | 1 | 4 |
| 7. | Student 7 | 2 | 2 | 1 | 5 |
| 8. | Student 8 | 1 | 3 | 0 | 4 |
| 9. | Student 9 | 4 | 1 | 0 | 5 |
| 10. | Student 10 | 1 | 2 | 0 | 3 |
| 11. | Student 11 | 3 | 4 | 1 | 8 |
| 12. | Student 12 | 3 | 4 | 1 | 8 |
| 13. | Student 13 | 2 | 3 | 1 | 6 |
| 14. | Student 14 | 4 | 5 | 1 | 10 |
| 15. | Student 15 | 2 | 2 | 1 | 5 |
| 16. | Student 16 | 2 | 5 | 1 | 8 |
| 17. | Student 17 | 2 | 4 | 1 | 7 |
| 18. | Student 18 | 2 | 4 | 1 | 7 |
| 19. | Student 19 | 2 | 3 | 1 | 5 |
| | Total | 39 | 59 | 16 | 114 |

Then, to analyze the students' errors in question tags as follow:

Table 3. The Analysis of Students' Error in Question Tags

| No | Form of question tags | Frequency (students) | Percentage (%) |
|--------------|--|----------------------|----------------|
| 1. | Errors using negative after affirmative and vice versa | 39 | 34% |
| 2. | Errors using auxiliaries in question tag | 59 | 52% |
| 3. | Errors using requests in question tag | 16 | 14% |
| Total | | 114 | 100 |

Based on the result of data collecting and data analysis above, the researchers found errors in using negative after affirmative and vice versa 34%, errors in using auxiliaries 52%, and errors in using request 14%. The data above showed that many students' errors in using auxiliaries 52%, it was 59 errors. From the result, it can be seen that the students at the sixth semester of STAI Hubbulwathan have low ability in analyzing error on question tag. This problem should be overcome by strengthening the discussion on grammar course.

CONCLUSION AND SUGGESTION

Conclusion

The aim of this research was to find out the students' errors in using question tag in arranging dialogue at the sixth semester of STAI Hubbulwathan Duri. It can be concluded that the students' error in using negative after affirmative and vice versa is 34%, using auxiliaries is 52% and using requests is 14%. Most of the students made errors in using auxiliaries, they are 52%.

Suggestion

The researcher would like to offer some suggestion to improve the students writing ability

1. The teacher should give more writing exercises to the students so that they will be familiar with English writing forms.

2. The teacher should make an English group for students to improve their vocabulary in writing English.
3. Writing is one of the English important skills, so the teacher should give motivation for the students, so the student will be interested to write text.
4. For the parents, it should be better for them to get their son or daughter into English courses in order to make them more understand.

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