

A STUDY ON STUDENTS IN USING QUESTION TAG OF MODAL AUXILIARY FORM AT XI GRADE OF SMA PGRI TEMBILAHAN

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ABSTRACT

The purpose of this research is to know the students' ability in using question tags in the modal auxiliary format eleventh grade of SMA PGRI Tembilahan. Based on the limitation of the problem, the researcher limits the problem in using question tag in modal auxiliary form just focuses on the use modal of *can*, *could*, *will*, *would*, and *should*. The researcher conducted a short observation to know the number of classes at the eleventh grade of SMA PGRI Tembilahan. The number of eleventh-grade students just consists of one class, namely Class A. The total of the eleventh-grade students is 20 students. The population of this research was all of the eleventh-grade students because the sample of population less than 100 the researcher used total sampling technique. The researcher used a quantitative method to get the data needed. The research instrument in this research is testing and collected by individual test scores of students where they are asked to identify and using question tags according to the instruction given with the total correct (25). So that, each correct question tag in the modal auxiliary form will be scored by 4. Based on the result of the test, the mean score of the question tag in the modal auxiliary form was 82.6. It was categorized very high level, which included in the interval 81-100. Where 14 students get in a very good score, 5 students get in a good score, 1 student gets in a moderate score and there is no get in a low and very low score. Based on that explanation above, we can conclude that the students' ability in using question tag in modal auxiliary format eleventh grade of SMA PGRI Tembilahan includes in the realm of the category nice and understanding to use question tag in modal auxiliary form.

Keywords: *Ability, level to using, question tag, modal auxiliary form*

INTRODUCTION

Grammar is very important in writing because it concerns with rules to use words to construct sentences. When students study words, principally they also study grammar. It means that grammar is a system of rules by which the sentence of a language is arranged in a certain form of words and joining the words into a sentence. Coghil and Magendanz (2013: 16) state that the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Grammar is also a set of rules in the English language. Therefore, students cannot ignore grammar to improve their English ability. They should use

grammar in every language skill such as listening, speaking, reading, and writing. The grammar is very important to be mastered. It is caused if we can master it, our ability in writing, speaking, reading and listening will be well organized and easy to understand by other persons. Most Indonesian students face difficulties in learning structure because the grammatical rules of the Indonesian language are different from those of English. It is one of the problems faced by students of SMA PGRI Tembilahan. It is obvious why they become passive, confused, shy, afraid of making mistakes, and feel bored when they study English structure, and sometimes they are sleepy in the class when they have a lesson. It can lead the learners to have negative results, they become unmotivated to learn it and unable to communicate in English.

In English, there is some kind of sentences, one of them is question tag, the question tag is added at the end of a sentence, it consists of two parts the first part makes a statement and the second part ask the question. If the statement is affirmative the question tag is negative and if the statement is negative question tag is affirmative. One kind of question tag is a question tag in auxiliary form. There are many auxiliary verbs in English such as can, could, will, would, etc. For example, the person who is asking a question that begins with an affirmative statement usually expects the other person to agree with him, if he says "Jhon can play the piano" question tag should be can't he? And the response expected yes, he can. Usually, the speakers use question tags chiefly to make sure their information is correct or to seek agreement.

Based on the background of the problem above, the researcher can formulate the identification of the problem as follows that some students still confused about using the question tag of modal auxiliary form, and the ability of students in using the question tag of modal auxiliary form is not recognized yet.

LITERATURE REVIEW

There are many definitions of question tags from experts. The definitions almost have the same meaning, but they explain it in different ways. The first expert is Azar (1993: 16) he states that a question tag is a question added at the end of a sentence. Speakers use question tags chiefly to make sure their information is correct or to seek agreement.

According to Michael Swam (1980:515), a question tag is a reply question. It is made up of auxiliary verb personal pronoun. A question tag is used at the end of a sentence, to ask for confirmation of something we are not sure about or to ask for agreement. Furthermore, Betty (1993: 156) defines, a question tag is a question that is added to the end of a sentence. An auxiliary verb is used in the question tag.

Krohn (1986:267) says that a negative question tag follows affirmative statements. Affirmative question tag follow of auxiliary occurs in the part of the statement, it is repeated in the tag.

A question tag is positive and negative statements ended with a short question that is used to obtain the truth or falsity of the statement. Basically, the question tag is formed by adding a negative "tag" if the statement is positive from and positive "tag if the statement is negative (Purnomo, 2005:163).

Based on the explanations above, the researcher can conclude that the question tag is a short question that is placed at the end of the statement and made up of auxiliary verb + personal pronoun and separated by a comma. It is used to ask for clarification, to confirm information or to make sure that information is correct.

Hariyono et al (2008:512) state that question tag is formed by auxiliary verbs (is, am, are, does, do, did, can, have, has, may, must, will, shall, etc) and combined with the personal pronoun, namely I, we, they, he, she, it. Greenbaum (1996:48) concludes that the question tag generally consists of an operator followed by a pronoun. Eastwood (1994:38) adds that a tag relates to the subject and auxiliary of the main clause. The structure of a negative tag is auxiliary + *not* + pronoun and a positive tag is like a negative one but without *not*.

According to Pyle et.al (1995: 97) question tag has many rules, they are:

1. Use the same auxiliary verbs as in the main clause. If there is no auxiliary, use do, does, or did.
2. If the main clause is negative, the tag is affirmative, if the main clause is affirmative, the tag is negative.
3. Don't change the tense.
4. Use the same subject in the main clause and the tag. The tag must always contain the subject form of the pronoun.

5. Negative forms are usually contracted (n't). If they are not, they follow the order auxiliary + subject + not : he saw this yesterday, did he not?
6. There is, there are, and it is formed contain a pseudo-subject so the tag will also contain *there or it* as if it were a subject pronoun.

The verb *have* may be used as a main verb (I **have** a new car) or it may be used as an auxiliary (John **has** gone to class already). When it functions as a main verb in American English, the auxiliary forms *do, does*, or *did* must be used in the tag.

In this study, the researcher will take the students of Grade XI as an object of research. In this study, the matter that wants to be known by the researcher is the ability of students in using the question tag of modal auxiliary verb.

RESEARCH METHOD

In this research, the researcher used Descriptive Quantitative research. It is supported by Narbuko and Achmadi (2009: 44) defines, descriptive research aims at creating a description, analyzing and interpreting the data. So it can be said that this research focuses on giving a descriptive overview of the actual state of the research object. According to Gay (2000: 275) emphasizes, "Descriptive research is research that determines and describes the way things are where the type of this study is concerned with the assessment of attitudes, opinions, preferences, demographics, practices, and procedure." So the researcher uses descriptive research. In other words, Margono (1996: 105) said that quantitative research is a process to decide knowledge that use statistic data as a tool to find information about what we want to know. In this research, the researcher used quantitative research to get the result of students' ability in using the question tag of modal auxiliary form.

Research has to do in a population. Without the population, research will not able to run properly. Creswell (2005), mentioned that a population is a group who have the same characteristic. According to Sugiyono (2008: 117), he stated that population is a general area that consists of objects/ subjects that have certain qualities and characteristics which researcher need to study and then find the conclusion. In this research, the population is the grade XI of SMA PGRI Tembilahan in the academic year 2018-2019. According to Gay and Peter Airasian (2000: 280), said that there are five methods in collecting the data. There are a questionnaire, interviews, observation, tests,

and documentation methods. In this research, the researcher use test as a research instrument. There are 30 items that should be answered by students in multiple-choice form. The students have to identify and use the question tag of modal auxiliary form according to the instruction given. The purpose of this test to find out the students' ability in using the question tag of modal auxiliary.

In this study, the data analysis techniques used are descriptive quantitative analysis techniques. The data is derived from the results of field studies then collected and processed and analyzed by describing, explaining to show the facts that occur in the field.

In distributing the test, there are two aspects that have to be considered they are:

1. Validity of Instrument

Test validity refers to the degree to which a test measures what is supposed to measure. An instrument is called valid if it can measure what it is hoped to measure (Arikunto, 1997: 160). Various methods can be used to assess the validity of a test; one of them is content validity. Content validity is most frequently used in the evaluation of achievement tests with this type of examination. A valid language test measures the language element or skill what it purposes to measure. To know the validity of the instrument, the researcher uses the formula below:

$$FV = \frac{R}{N}$$

Explanation:

Fv = Validity *R* = Student's correct answer *N* = Amount of the students

2. Reliability of Instrument

Besides validity instruments, reliability is one of the instruments used in language testing. Sugiyono (2010: 172) states that reliability means the result of the test has a sameness in a different times. For example, if the object gets score " high" so, later or tomorrow also get score "high'. The formula is calculated bellow:

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right)$$

N = the number of items in the test

m = the mean score on the test for all the testes

r_{ii} = reliability

Then, the researcher will analyze the data by using the formula. The formula is:

$$\text{Students Score} = \frac{\text{Correct Answer}}{\text{Total Item}} \times 100 \quad (\text{Sudijono (2007)})$$

Then the researcher analyzes the data to find the mean of the score. The formula is :

$$\bar{x} = \frac{\sum x}{n}$$

Where :

\bar{x} = Mean

$\sum x$ = The sum of all the score

n = Total number of participants

(Gay and Airasian (2004) in Aldista (2013: 27))

And then the researcher will calculate the data by using the formula :

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

P = Percentage

F = Frequency of percentage

N = Number of data

FINDINGS AND DISCUSSION

This research focuses on the eleventh student's ability in using the question tag of modal auxiliary form. The researcher conducted the try out at the eleventh grade of SMA PGRI Tembilihan in June 2019. While to get the data needed the researcher conducted the real test at the eleventh grade of SMA PGRI Tembilihan on June 10, 2019. The population of this research is all of the students at the eleventh grade of SMA PGRI Tembilihan. Because the population less than 100, the researcher uses the total sampling technique and takes sample all of the eleventh grades of SMA PGRI Tembilihan. They are divided into one class: XI IPA. The total of them is 20 students.

The reliability of the instrument is reliable to use is when the test is valid. According to Alias (2005:235), Reliability is an indication of the consistency between two measures of the same test. The reliability of the test can be measured by using formula. That is:

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right)$$

- N : Number of items in the test
- m : Mean score on the test for all tests
- x : Standard deviation of all the tests' scores
- r_{ii} : Reliability (Heaton, 2010:164)

Table 1 Classification of Reliability

Reliability	Classification
0-0.199	Very low
0.20-0.399	Low
0.40-0.599	Moderate
0.60-0.799	High
0.80-1.000	Very high

(Sugiyono, 2010: 257)

The result of the The Classification of the Reliability the test analyzed :

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right)$$

$$r_{ii} = \frac{30}{30-1} \left(1 - \frac{19(30-19)}{30(9.72)^2} \right)$$

$$r_{ii} = \frac{30}{29} \left(1 - \frac{19(11)}{30(94.48)} \right)$$

$$r_{ii} = 1,03 \left(1 - \frac{209}{2834.4} \right)$$

$$r_{ii} = 1,03 (1 - 0,073)$$

$$r_{ii} = 1,03 (0,927) = 0,95$$

Based on the data above, the researcher's findings classification of the Reliability of the research on the students' ability in using question tag is Very High. Based on the data presented above, the researcher presented the findings of the research on the students' ability in using the question tag of modal auxiliary form.

Based on the result of the test, the researcher has found the mean score of students' ability in using question tag of modal auxiliary form is 82,6 included in the interval 81-100 which was categorized at a very high level. where there are 14 students who get in a very high score, 5 students get in a high score, 1 student get in a moderate score, there is no get in a low and very low score. And from that explanation above can indicated a value for personal students especially those for students who are excellent class, since the average value of their personal many are in very high category, but in terms of understanding there are still some students who got high grades and moderate where the inspection of their data found that the difficulty in determining the use of question tag. From all of the results that have been, obtained it can be deduced that the

students' ability at the eleventh grade includes in the realm of the category of very nice and understanding to use question tag.

CONCLUSION

Referring to the result of the test in some indicators, there are many kinds of modals those uses in question tag (*can, could, will, would and should*) that were researched by the researcher at the eleventh grade of SMA PGRI Tembilahan. Therefore, there is some conclusions in this research. The first, the mean score of students' ability in using question tag of modal auxiliary form is 82,6 included in the interval 81-100 which was categorized in a very high level. It means that the students have understood in using a question tags because they can answer the test with their ability. The second, from that explanation above, can indicated a value for personal students especially those for students who are excellent class, since the average value of their personal many are in very high category, but in terms of understanding there are still some students who got high grades and enough where the inspection of their data found that the difficulty in determining the use of question tag. From all of the results that have been obtained it can be deduced that the students' ability at the eleventh grade includes in the realm of the category of very nice and understanding to use question tag.

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