



**STUDENTS' ABILITY IN USING QUESTION TAG
AT GRADE XI MIA-1 MAN TAPSEL
SAYUR MATINGGI TAPANULI SELATAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for Graduate Degree of
Islamic Education (S. Pd.I) in English*

Written By :

MHD.KHOIRUL SYAHBAN GALINGGING
Reg. Number.14 203 00084

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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MHD.KHOIRUL SYAHBAN GALINGGING

Reg. Number. 14203 00084

Advisor I

**Zainuddin, S.S., M.Hum.
NIP. 19760610200801 1 016**

Advisor II

**Yusni Sinaga, S.Pd., M.Hum.
NIP. 19700715 2005014 2 010**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDEMPUAN**

2019

Term : Thesis

Padangsidempuan, March 2019

a.n. **Mhd. Khoirul Syahban Galingging**

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To:

Dean Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan

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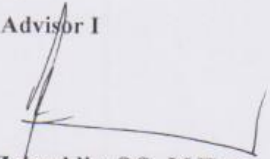
After reading, studying and giving advice for necessary revision on the thesis belongs to Mhd. Khoirul Syahban Galingging, entitled "**STUDENTS' ABILITY IN USING QUESTION TAG AT GRADE XI MIA-1 MAN TAPSEL SAYUR MATINGGI TAPANULI SELATAN**".

We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

Advisor I


Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

Advisor II


Yusni Sinaga, S. Pd, M. Hum
NIP. 19700715 200501 2 010

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : MHD. KHOIRUL SYAHBAN GALINGGING
Reg. Number : 14 203 00084
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-4
The title of the Thesis : STUDENTS' ABILITY IN USING QUESTION TAG
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MHD. KHOIRUL SYAHBAN GALINGGING
Reg. Number 14 203 00068

AGREEMENT PUBLICATION OF FINAL TASK FOR
ACADEMIC CAVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : MHD. KHOIRUL SYAHBAN GALINGGING
Reg. Number : 14 203 00084
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Reg. Number 14 203 00084

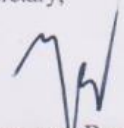
EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : MHD. KHOIRUL SYAHBAN GALINGGING
Reg. No : 14 203 00084
Faculty/Department : Tarbiyah and Teacher Training Faculty/English
Education Department
Thesis : STUDENTS' ABILITY IN USING QUESTION
TAG AT GRADE XI MIA-1 MAN TAPSEL
SAYUR MATINGGI TAPANULI SELATAN

Chief,

Secretary,

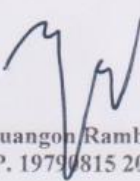

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004



Sojuangon Rambe, S.S., M.Pd.
NIP. 19790815 200604 1 003

Members,


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016


Sojuangon Rambe, S.S., M.Pd.
NIP. 19790815 200604 1 003


Yusni Sinaga, S.Pd., M.Hum.
NIP. 19700715 2005014 2 010

Proposed :

Place : Padangsidempuan
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RELIGION MINISTRY REPUBLIC INDONESIA
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan. T. Rizal Nurdin km. 4,5Sihitang 22733
Telephonep (0634) 22080 Faximile(0634) 24022

LEGALIZATION

Thesis : STUDENTS' ABILITY IN USING QUESTION TAG AT
GRADE XI MIA-1 MAN TAPSEL SAYUR MATINGGI
TAPANULI SELATAN

Written By : MHD. KHOIRUL SYAHBAN GALINGGING

Reg. Number : 14 203 00084

Faculty/ Department : TARBIYAH AND TEACHER TRAINING FACULTY/
TBI-4

The thesis had been accepted as a partial fulfillment of the requirement for the
Degree of Graduate of Education (S.Pd) in English.

Padangsidempuan, April 2019

Dean,



Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

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Padangsidimpuan, 2019
Researcher,

MHD. KHOIRUL SYAHBAN GALINGGING
Reg. Number. 14 203 00124

Name : Mhd. Khoirul Syahban Galingging
Reg. No : 14 203 00084
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-4)

Title of Thesis : Students' Ability In Using Question Tag at Grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan

ABSTRACT

This research discussed about the ability of using question tag at grade XI MIA-1 Tapsel Sayur Matinggi. The students problems in this research such as: The first, students do not understand about auxiliary verb. The second, students are difficulties to arrange the question. The third, students are difficulties to replace pronoun. The last, students cannot change form from negative to positive form.

The methodology in this research quantitative descriptive. There were 34 students as sample of this research at garde XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan. The source of the data stratified purpose sampling technique. The collect the data, the researcher used fill in the blank test.

After analyzing and calculating the result of the data, it could be found that the score of the students from mean score was 71,29. So, it could be categorized that the ability of the grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan was high category.

After calculating the data to show the description of the data is find that students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan. The hypothesis which "students' ability in using question tag on level 5%". From the hypothesis testing the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -4,19 < Z_{table} = 3,26$ by level of significant 0,05 or 5%. Therefore, students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan is high ability.

Keyword : "Students' Ability in Using Question Tag"

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English as an International language has an important role in this globalization era. Many countries in the world use English as a medium of communication among people in different countries because there are many language in this world. English is one of the foreign languages which is learned and studied in Indonesia. Indonesian students have to learn this language because English has become part of the curriculum.

English as an International language has an important role in this globalization era. English is one of the foreign languages which is learned and studied in Indonesia. Indonesian students have to learn this language because English has become part of the curriculum. English has mushroomed in every part of the world. In Indonesia learning in each school, it is studied from elementary school, junior high school, senior high school and until university. It can advise us, that English is one of important. Moreover, English becomes the only foreign language which is included in national examination or can be called *ujian nasional* from junior high school until senior high school.

Language is the most fundamental means of human communication. As human communication, it used by humans to communicate and interact with each other in social life. By language people can express ideas, thoughts

and feelings so each other, therefore, language is very important to make lives more meaningful.

Learning English in the class includes the language skills which are divided into two kinds, namely receptive and productive skills. The receptive skills are listening and reading. Therefore, the productive skills are speaking and writing. If the language skills are learnt well, the students will have good English. However, in learning English the students are taught also the language competences, one of which is grammar.

Grammar is one of English language component that it must be learn and understood by students. It is an important tool for students. it is also a science that teacher students how the way to speak and to write English correctly. Besides, by learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence.

English language has grammar as others international languages. In English language has tense, form of sentences, part of speech and question tag, such as: simple present tense, simple past tense, present future tense, present perfect tense etc. Part of speech, such as: noun, pronoun, adjective, verb, article, adverb, preposition, conjunction, and interjection. Form of sentence, such as: positive sentence, negative sentence, interrogative sentence. In interrogative sentence have two kinds, such as: interrogative long answer, and interrogative does not answer, that is question tag.

Question tag is the short question that is added in expressing and function to ask agreement or confirmation with partner. Question tag is used to emphasize the statement by adding the short question in the end the sentence. However, question tag has been learnt at MAN of XI, so question tag has been learnt during four years. may be, they have been modal five tenses, such as: simple present, past tense, future tense, present continuous, and present perfect tense, but they have the problem about it.

The ability of grammar at grade XI MAN Tapsel Sayur Matinggi Tapanuli Selatan still is low. Besides, the students at grade XI MAN Tapsel Sayur Matinggi are three classes MIA-1, MIA-2 and IIS-1. If MIA-1, they have ability in grammar especially question tag, include: auxiliary verb, arranges the question, replace pronoun and change form from negative positive is good ability. If MIA-2, they have ability in grammar especially question tag, include: auxiliary verb, arranges the question, replace pronoun and change form from negative positive is enough ability. And the last If IIS-1, they have ability in grammar especially question tag, include: auxiliary verb, arranges the question, replace pronoun and change form from negative positive is low ability.

Based on information of the English teacher in MAN Tapsel Sayur Matinggi. She said that students do not understand about auxiliary verb, students are difficulties to arrange the question, students are difficulties to replace pronoun, the last, and students cannot change form from negative to

positive form.¹ Although, they have studied English since they were in junior high school and senior high school but the researcher wants to research XI MIA-1 MAN Tapsel Sayur Matinggi. based on information teacher in MAN Tapsel Sayur Matinggi, such as: the first they are praised by teacher always in class, The Second to know the ability of MIA-1 in using question tag, The last the researcher wants to show that ability of XI MIA-1,² so the researcher wants to know the ability of MIA-1 MAN Tapsel Sayur Matinggi are they always have good value in class? because they have learnt question tag since junior high school until senior high school are they still memorize about question tag based on they always have good value?, are they always have good value or not?

Based on the explanation and observation and interview above, the students still have problems in using English, especially question tag, though they have learnt question tag they were senior high school, that's prompting the researcher' to observe in English subject, especially question tag So, based on the phenomenon the researcher interested in observing and conducting a research entitle: "Students Ability in Using Question Tag at Grade XI MIA1 MAN Tapsel Sayur Matinggi Tapanuli Selatan"

¹Robiatun, *English Teacher* at Grade XI MIA MAN Tapsel Sipange Godang, *Private Interview* (MAN Tapsel Sipange Godang, Oktober 15 2018 at 08.30 a.m).

²Ibid.

B. Focus of the Problem

Based on back of problem on the above, students have problems in grammar, such as: part of speech, tense, form sentences, and question tag. But, the researcher focuses the problem on the discussion of the research on “Positive tag question, Negative tag question, and without subject tag question.”

C. Key of Terminology

This research some terminologies relative with student’s ability in using question tag. In other word, with the classification of the terminologies can be seen in the following discussion:

1. Students’ Ability

Students’ ability, it comes from two words that have meaning each words. It was study by Hornsby’s’ statement that said students’ ability comes from two words; student and ability, student is a person usually over the age of 16, who studying at a university or college. Students are person who studies, or investigates or a person who is enrolled for study at school, college, etc.³ students is someone which have intelligent, skill of brings by someone self. Students is a person who study started from

³Victoria Neufelat, David B. Guralmilk, Webstern New World College Dictionary, (Usa: Macmilan, 1995), p.1330.

kindergarten (TK), elementary school (SD), junior high school (SMP), senior high school (SMA), and university.

2. Question Tag

Question tag is the sort of question which we often attach to end of the sentence.⁴ Based on the explanation above, the researcher can sum up that question tag is a short question which is put at the end of a statement and made up of auxiliary verb + personal pronoun, to ask clarification, to confirm information or to make sure that information is correct.

D. Formulation of the Problem

Based on the focus of the problem, the researcher would be of their like: “How is the students’ ability in using question tag at Grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan?”

E. Purpose of the Research

Purpose of the research is to describe the students’ ability in using question tag and to describe the students’ ability in using question tag at Grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan.

⁴Hall, Diane and Mark Folley, *Longman Advanced Learner’s Grammar* (a self- study reference and practice book with answer), (England: pearson education limited, 2003), p. 112.

F. Significances of the Research

The significances of the research are:

- a. Theoretically, such as:
 1. The other researchers can get the theory in the script.
 2. In this research, the other researchers can make the reference about the ability students in the grammar, especially in using question tag.
- b. Practically, such as:
 1. Headmaster, to encourage English teachers to teach English well.
 2. English teacher, to have additional information and sources in Question tag.
 3. Students, to help them study and practice easily.
 4. Researchers, to further same topic of the research.

G. Outline of the Research

The systematic of this research is divided into five chapters; each chapter consists of many sub chapters with detail as follow:

Chapter I, Introduction consists of The Background of the Problem, Focus of the Problem, Definition of Key Terms, Formulation of the Problem, Purposes of the Research, Significance of the Research and Outline of the Research.

Chapter II, Theoretical Description consists of Theoretical Framework, which Explained about the Definition of Question Tag, Forms of Question Tag, Using of Question tag and Using personal pronoun in question tag Definition of Ability, Review Related Findings and Hypothesis.

Chapter III, Research Methodology that consists of Time and Place of the Research, Research Methodology, Population and Sample, Instrument of Research, the Techniques of Data Collection, and the Last is the Techniques of Data Analysis.

Chapter IV, The Result of the Research; consists of Data Description, The Analysis of the Data, Discussion, and Threats of the Research

Chapter V, consists of Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Students' Ability

a. Definition of Students' Ability

The definition of students' ability, it comes from two words that have meaning each words. It was study by Hornsby's' statement that said students' ability comes from two words; student and ability, student is a person usually over the age of 16, who studying at a university or college. Students are person who studies, or investigates or a person who is enrolled for study at school, college, etc.¹ students is someone which have intelligent, skill of brings by someone self. Students is a person who study started from kindergarten (TK), elementary school (SD), junior high school (SMP), senior high school (SMA), and university.

A student is student is a person who person is studying at a university or other place of higher education. A student is a person who is studying at a college or university, person studying at secondary school.² It means Student is the organizing of people that

¹Victoria Neufelat, David B. Guralmilk.*Loc., Cit.*

²Martin Hewings, *Advanced Grammar In Use*(Jakarta: Erlangga, 2001), p.429.

grow up. Sardimin said that student is the component who takes in central position in learning process.³ It means student is get processing to know the something, especially get the knowledge in formal education.

Dimiyati said that students also means subject of learning in the school.⁴ It means who takes the knowledge is the student, and then for people who still learning junior high school, senior high school and until college is the student.

Ability is the quality or capacity of being able to do something well. According to A.S Hornby ability is able to do or level of skill or intelligence.⁵ It means ability is the fact able to do something and get to do something.

Marriam said that ability is a quality or being able, especially in physical, mental or legal power to perform.⁶ It means that we do something consist of physical or mental achievement as a skill. So, ability is a level of skill or intelligence. It means ability is the potential, capacity or power to do something physical or mental, or potential of students.

³Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Pt. Raja Grafindo Parsada, 2011), p.111.

⁴Dimiyati and Mudjiono, *Belajardan Pembelajaran* (Jakarta: Rineka Cipta, 2009), p.22.

⁵A.S. Hornby, *Op, Cit.*, p.2

⁶Marriam Webste, *Webster's Coleglate Thesaurus* (USA:Massa Chusettes, 1976), p.33.

According to Woodwooth and Marquis said that the word ability has three meanings, they are:

- 1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
 - 2) Capacity is potential ability can be measured by unstraight, the individual's capacity.
 - 3) Aptitude is quality and can be expressed by especially training.⁷
- There are many kinds of ability; these are 10 mental ability,

they are:

Table 1.
The 10 Mental Abilities⁸

Mental Abilities	Description
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration.
2. Fluency	The ability to produce words, ideas and verbal expression.
3. Inductive reasoning	The ability to form and test hypothesis directed at finding relationship.
4. Associative memory	The ability to remember bits of unrelated material and to recall.
5. Span memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
6. Number facility	The ability to rapidly manipulate number in arithmetic operations.
7. Perceptual speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.

⁷H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (New Jersey: Engle Wood Cliffs, 2001), p.236-238.

⁸Gibson, et.,all, *Organization Behavior Structure Processes* (Singapore: The McGraw Hill Companies, 2004), p. 93.

8. Deductive reasoning	The ability to reason from stated premises to their necessary conclusion.
9. Spatial orientation and visualization	The ability to perceive spatial pattern and to manipulate or transform the image of spatial patterns.
10. Verbal comprehension	Knowledge of words and their meaning as well as the application of knowledge.

Ability is capacity or power to do something physical or mental, like cleverness, intelligence a man of great or special natural power to do something well.⁹ Ability meant also skill to perform certain action both physically and mentally both before and after receiving training.¹⁰ So, ability that's mean to do something consists of physical or mental achievement.

Based on definition on the above, the researcher used ability from the book Gibson with the title Organization Behavior Structure Processes the number 3 and 7. The researcher choses point three, because of the ability in using question tag is need to test the form of question tag and able to compare about the form of question tag. So that ability is the power or skill required to do something physical or mental. The ability in this research means the power of the student of XI MIA-1 MAN Tapsel Sayur Matinggi.

⁹*Ibid.*, p.2

¹⁰A. Merriam Webster.*Loc.,Cit.*

2. Definition of Question Tag

There are many definition of question tag, for the first according Lester states that a tag is a word or phrase and into an otherwise already complete sentence.¹¹ It means the question tag is part of sentence that uses of question tag is for giving the tension or request and it usually adds at the end of sentence.

He also added that question tag is short phrase added to the end of sentences by speaker to get confirmation that their audience is following or agreeing with what the speaker is saying.¹² It means 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. 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 formal writing.¹³ It means the tag question is also using in formal writing and formal speech.

Longman Advanced Learner's Grammar said that question tags are the short questions which often attach to the end of the sentence.

¹¹Mark Lester, *English Grammar Drill* (USA: The McGraw Hills Companies,2009), p.224.

¹²Ibid.

¹³Michael Swan, *Practical English Usage* (Hongkong: Oxford University Press, 1995), p.478

That definition is supported by Murphy stated that question tags are mini question that we often put on the end of a sentence in spoken English.¹⁴ So, question tag is mini question which is used on the end sentence for clarification, confirmation of statement.

Celce-Murcia said that question tag is a short question which is appended to a statement when the speaker seeks the confirmation of his or her statement.¹⁵ Azar stated that question tag is a question added at the end of a sentence, speakers use tag questions chiefly to make sure their information is correct to seek agreement.¹⁶ It means the question tag is added on the end sentence to make the speaker has information and confirmation to speak partner.

Frank stated that more complete question tags are also yes-no question, but the special form into which they are put shows which of these two answers is actually expected. These alternatives for yes-no questions consists of two parts. The first part makes the statement;the second part asks the question that expects agreement with the statement. The second part contains the regular question auxiliary plus

¹⁴Raymond Murphy, *English Grammar in Use 2nd Edition* (Cambridge: Cambridge University Press, 1994), p.102.

¹⁵Marianne Celce-Murcia, *The Grammar Book An ESL/EFL Teacher's Course* (London: Newburry House Publisher, Inc, 1983), p.160.

¹⁶Betty Schramfer Azhar, *Understanding and Using English Grammar 2nd Edition* (New Jersey: Prentice-Hall, 1989), p.A16.

the personal pronoun that stands for the subject.¹⁷ It means the question must have the auxiliary verb and personal pronoun to arrange the word or phrase on the end sentences.

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 constituent that is added after a statement in order to confirmation of disconfirmation of the statement from he addresses. 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.¹⁸ It means question tag has important to express the idea and opinion.

Windy Novia in her book that Question tag is question of confirmation that used for confirmation of statement with adding the short question at the end question of sentence.¹⁹ So question tag is short question which make the confirmation and have rule in place auxiliary verb and personal pronoun in question tag. Akhmad Kardimin said that question tag is a word or sentence that used for giving the

¹⁷Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice Hall, Inc, 1972), p.89.

¹⁸Betty Schramfer Azhar, Barbara F Matties and Shelly Hartle, *Foundamental of English Grammar* (USA: Third Edition Teacher's Guide, Longman, 2003), p.71.

¹⁹Windy Novia, *Basic English Grammar* (Makassar:Gama Press,2010), p.320.

question and asking the audience agrees with our opinion.²⁰ It means question tag gives the question and asking to agree deciding of speaker.

Based on the explanation above, the researcher can conclude that question tag is a short question which is put the end of the statement made up of auxiliary verb + personal, to ask clarification, to confirm information or to make sure that information is correct.

3. The Form of Question Tag

Lester categories the form of question tag is determined by the grammar of the main sentence in four different ways.²¹

a. 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.

1) If the statement is a positive form, the question tag is negative.

The example: Yusuf understood, didn't he?

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

The example: Faisal doesn't come from Medan, does he?

3) If the sentence uses little, hardly, scarcely, few, rarely, never, seldom, no, none, those words stated negative sentence. So if

²⁰AkhmadKardimin, *Fundamental English Grammar* (Yogyakarta:PustakaPelajar, 2009), p.379.

²¹Mark Lester. *Loc.Cit.*

those words be a statement, the question tag must be positive.²²

The example: Candra never goes to Singapore, does he?

- 4) If the subject is like something, nothing, everything, so it should use pronoun it. The example: nothing is impossible, isn't?
- 5) If the subject like someone, no one, everyone, somebody, nobody, everybody. So the question tag uses pronoun they. The example: everyone has good idea, don't they?
- 6) If the subject is I am in question tag, it should use aren't I?²³ The example: I am better, aren't I?

b. 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.

1) The example of *Modal*:

- a) They should go, shouldn't they?
- b) We will be ready, won't we?
- c) Hendri can play football, can't he?

2) The example of *be*:

- a) We are going soon, aren't we?

²²M.Solahudin, *4 Minggu Jago Cas Cis Cus Bahasa Inggris* (Jogjakarta: DIVA Press, 2001), p.188.

²³*Ibid.*, p.189.

b) The boss wasn't upset, was he?

3) The example of *Have*:

a) They have finished the job, haven't he?

b) The officer haven't closed early, have it?

If the verb in the main sentence is used as a main verb, then it is repeated in the question tag. The 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. The example: Akmal misses the bus again, do not he? We learn after dinner, don't we?

If do (usually in the negative) is used in the main sentence, then do must be repeated in the question tag. The example: he didn't sing, did he? I don't know, do I?

- c. The tenses of the question tag 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 sentence is present, then the tag must also be present. The example: Harri and Toni are good boys, aren't they? The question tag is in the present tense because the verb in the main sentence is in the present tense. If the tag were in a different tense, the sentence would be ungrammatical the example: Harri and Toni are good boys, weren't they?

- d. 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. The 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.

According Fuchs and Bonner stated that forms of question tag vary but their meaning is always similar and they added their explanation about the sentence or statement consists of question tags. The statement expresses an assumption, the tag means isn't *it true?* *Or right?* A with all auxiliary verb except do.²⁴

- 1) If the statement verb is affirmative, the tag verb is negative.

The example: You work on Friday, don't you?

- 2) If the statement verb is negative, the tag verb is affirmative.

The example: you don't work on Friday, do you?

- 3) and when the subject of the statement is **that**, the subject of the tag **is it**.

The example: that's good idea, isn't it?

²⁴Fuchs, Marjorie and Margaret Bonner ,*Focus on Grammar* (London: Addison Wesley Longman Inc, 2000), p.91-92.

According to Foley and Hall, there are three forms of Question Tag with do, does and did or the auxiliary verb. There are three main types of sentence + tag-question, such as:²⁵

Table 2.

	Type	Sentence	Tag Question
Mixed Tag Question	<u>Affirmative</u> +	-You live here	-don't you?
	<u>Negative</u> +	-He has not been here	-has he?
	<u>Affirmative</u>		
Uniform Tag Question	Affirmative + Affirmative tag	-He didn't decide to move	-Did he?

There are a number of exceptions and variations in the form of the verb in question tag, such as:²⁶

Table 3.

Tag Question	Example
I am	I am a student, <i>aren't I?</i>
Need (negative)	He needn't addition reference, <i>need he?</i>
May/might	It may/might be fine, <i>mightn't it?</i>
Ought to	We really ought to leave now, <i>oughtn't we?</i>
Let's	Let's do to a cinema, <i>shall we?</i>

To give more explanation Betty also given statement more details about form question tag in understanding and using English grammar, it can see in this table below:

²⁵Mark Foley and Diane Hall, *Longman Advanced Learner's Grammar, A Self-Study Reference & Practice Book with Answer* (Longman: Pearson Educational Limited, 2003), p.98.

²⁶Betty Azhar, *Fundamental of English Grammar* (New Jersey: Prentice Hall, Inc, 1989), p.254.

Table 4.
Question Tag Sentences Form.

Affirmative Sentence + Negative Tag	
Mary <i>is</i> here,	<i>Isn't</i> she?
You <i>like</i> tea,	<i>Don't</i> you?
They <i>have</i> left,	<i>Haven't</i> they?
Negative Sentence + Affirmative Sentence	
Mary <i>is not</i> here,	<i>Is</i> he?
You <i>don't like</i> tea,	<i>Do</i> you?
They <i>have not</i> left,	<i>Have</i> they?
<i>This/that</i> is your book, <i>isn't it</i> ? These/those are yours, <i>aren't they</i> ?	The tag pronoun for <i>this/that</i> = <i>is</i> The tag pronoun for <i>these/those</i> = <i>they</i>
<i>There is</i> a meeting tonight, <i>isn't there</i> ?	In the sentence with <i>there + be</i> , <i>there</i> is used in the tag.
<i>Everything is okay</i> , <i>isn't it</i> ? <i>Everyone</i> took the test, <i>didn't they</i> ?	Personal pronoun is used to refer to indefinite pronouns. They are <i>usually</i> used in tag to refer to <i>everyone, everybody, someone, somebody, no one, and nobody</i> .
<i>Nothing</i> is wrong, <i>is it</i> ? <i>Nobody</i> called on the phone, <i>did they</i> ? You have <i>never been</i> there, <i>have you</i> ?	Sentence with negative words take affirmative tags.
I <i>am</i> supposed to be here, <i>am I not</i> ? I <i>am</i> supposed to be here, <i>aren't I</i> ?	In <i>am I not</i> is formal English In <i>aren't I?</i> common is spoken English

Based on the table above, it can be concluded if the sentence is affirmative then for the tag must be negative, example: *she is singing now, isn't it?* Then if the sentence is negative then for of tag must be positive. Example: *he won't marry her, will he?* In the question tag, there is a exception rules in question tag based on

Betty's statement said in imperative sentence, if the subject is I, then the tag must be are, then if the subject that/this the tag must be it. While if subject those/these the tag must be they and for subject somebody, someone, everybody, everyone, nobody and no one the tag is they.

4. Using of Question tag

Tense is form of the time which functions to differentiate time that was happened. According to Jayanthi, tense is a term used in grammar to indicate the time of the action or event.²⁷ In using question tag of tense, it related to some tenses, they are:

a. Simple present tense

- 1) She speaks English, doesn't she?
- 2) He doesn't go to college by walking, does he?
- 3) I don't use my phone, do I?

b. Past tense

- 1) They didn't go to the party last night, did they?
- 2) He watched match yesterday, did he?
- 3) It broke some minutes ago, did it?
- 4) We took breakfast one hour ago, did we?
- 5) I went to hospital two days ago, did I?

²⁷JayanthiDakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palce, 2003). p. 152.

c. Present continuous tense

- 1) The phone is ringing now, isn't it?
- 2) She isn't writing his thesis tonight, is she?
- 3) They aren't coming to the hospital, are they?
- 4) You are copying the paper this morning, aren't you?

d. Perfect tense


- 1) I haven't read the book, have I?
- 2) She has gone to uncle's home, hasn't she?
- 3) They have done homework, haven't they?

e. Future tense

- 1) He will go to the bank tomorrow, won't he?
- 2) They won't play football next week, will he?
- 3) I will finish my study next month, won't I?

Foley and Hall stated that used mixed Question Tag they are:²⁸

a. A falling intonation, to ask confirmation.

The example: its hot day, isn't  **it**? (the speaker believes that this is true and uses a tag question to check)

b. A rising intonation, mixed question tag are a genuine request for information.

The example: you have talked to Sally yet,  **have you**?

The answer mixed question tag in following way:

²⁸Mark Foley and Diane Hall, *Loc., Cit.*

- 1) Affirmative tag: Doni is not bad boy, is he? *No I don't think is he (agreement), actually yes he is (contradiction)*
- 2) You are a student, aren't you? *Yes that's right (agreement) No its three week (contradiction)*
- 3) Request: pick me up at eight, could you?
- 4) Invitation: let's come to my party, won't you?
- 5) Command: turn the TV off, will you?

The Question Tag is normally used to ask for confirmation of what has just been said, they are:²⁹

- 1) If we ask for confirmation concerning something we already feel sure of falling intonation is used:

The example: it is hot **today**, **isn't** it?

You don't live in **Bandung**, **do** you?

- 2) If we are not sure whether what we are saying is correct, rising intonation is used:

The example: Sheila's met you **before**, **hasn't** she?

- 3) There is also another type of question tag. These are not normally question at all, but are used to express emotional reaction some of

²⁹De Devritis, *English Grammar For Communication*(London: Longman Group UK Limited, 1989), p. 12.

kinds, they may indicate feeling such as: anger, worry and interest.

In these case a rising intonation is normally used:

The example: he's **late again**, isn't he?

She is **safe now**, isn't she?

According to Fuchs and Bonner, the use of question tag they are:³⁰

- 1) Use the question tag in conversation when you expect the speaker to agree with you. In this type in the question tag, *the voice falls* on the tag, use this type of tag question to:

- a) Check information you believe is correct. You expect the listener to answer and agree.

The example: Yusuf lives in Padangsidimpuan, doesn't **he**?

(In this sentence the speaker believe Yusuf lives in Padangsidimpuan and wants to check information)

- b) Comment on a situation.

The example: it is a nice day, isn't **it**? *(In this sentence the speaker is commenting on the weather)*

- 2) Question tag can be used to get information. You want to confirm your information because you are not sure it is correct. The voice rises at the end and you usually get an answer.

³⁰Fuchs, Marjorie and Margaret Bonner ,*Op, Cit.*, p.93.

The example:

- a) You are not moving, are **you**? *(In this sentence the speaker in doubt and wants get information)*
- b) Yes, we are returning to Padangsidimpuan or No, we are staying here.

According to Swan, the meaning of question tag changes with the intonation, such as:³¹

- 1) If it is said with a falling intonation, it makes the sentence sound more like a statement.
- 2) With a rising intonation, the sentence is more like a real question.

The example: nice day, isn't it? *(Falling intonation-not real a question)*, You have not seen my brother everywhere, have you? *(Rising intonation on have you?-this a real question)*

As same as with Granger, Beaumont and Granger explained almost same with Swan, they said that the meaning of question tag depends on the intonation, such as:³²

- 1) If we are asking the real a question, we use a rising intonation.
- The example: you have not seen my phone, have **you**? *(have you seen may phone)*

³¹Swan Michael, *Practical English Usage* (Oxford: Oxford University Press, 1983), p.515.

³²Beaumont, Digby and Colin Granger *The Heinemann English Grammar with Answer Key* (Oxford: Heinemann International, 1989), p.228.

- 2) But if we are sure of the answer, we use a falling intonation. The example: it is hot day, isn't **it**? (it is hot, do you agree?)

Based on the explanation on the above, it shows that the meaning of question tag depends on the intonation. If the intonation is rising, it means the speaker confirm the information because the speaker is not sure it is correct and if the intonation is falling, it means the speaker ask for confirmation from listener (the speaker expect the listener to agree).

5. Using personal pronoun in question tag

Personal pronoun is word to replacement pronoun that the function to keep same pronoun or repeatedly. Jayanthi Dakshina Muthy stated that personal pronoun as a pronoun used for three persons.³³

To give more information about personal pronoun it can see at this table above:

Table5.
Personal Pronoun

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
I	Me	Mine	Mine	Myself
You	You	Your	Your	Yourself
She	Her	Her	Hers	Herself
He	Him	His	His	Himself
It	It	Its		Itself
They	Them	Their	Theirs	Themselves
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves

³³JayanthiDakshina Murthy, *Op, Cit.*, p.62.

Example of using personal pronoun in question tag:

- a. Rini is going to Dubai now, isn't she?
- b. The car fell to the ravine, didn't it?
- c. Everything is mine, isn't it?
- d. The building has burned, hasn't it?

6. Using Auxiliary Verb in Question Tag

Auxiliary verb is a helping verb that comes before main verb in a sentence and the function is to modify the meaning of main verb.

1). Can

For example:

- a) I can be the one for you, **can't** I?
- b) His friend can't play football, **can** he?
- c) They can sing a song well, **can't** they?
- d) You can't join with them, **can** you?

2). Must

For example:

- a) He must not be angry with you, **must** he?
- b) You must come on time tomorrow, **mustn't** she?
- c) She mustn't teach mathematics, **must** she?

d) I mustn't lie to all of you, **must** I?

3). May

For example:

a) You may use my phone, **mayn't** you?

b) Santi mayn't come to the party, **may** she?

c) I mayn't order your food, **may** I?

4). Will-Shall

For example:

a) I shall buy a car tomorrow, **shall** not I?

b) Toni will be having a birthday party next week, **won't** he?

5). Have-Has

For example:

a) I haven't finished my study, **have** I?

b) She has washed some clothes, **hasn't** she?

6). Do-Does

For example:

a) Ari doesn't get money, **does** he?

b) I don't listen the song, **do** I?

7). To be (is, am and are)

To be is being used as a conjunction and function is a predicate. To be can change depends on the subject. For example using to be in question tag:

For example:

- a) I am student, **am** not I?
- b) They are not going to school, **are** they?
- c) She is clever, **is** not she?

B. Review of Related Findings

There are some related findings that discuss about question tag:

The first, Ryan Hidayat the results that the students made average of total correct answers in negative meaning forms was 61,6 %, so the students ability in using negative meaning forms in question tag belonged into fair categorized.³⁴ It can be said that the ninth grade students of one junior high school in Jambi have comprehended negative meaning forms in question tag good enough.

The second, Erna Syamsiah the results that the students made 25.11% who made error in the form question tag in multiple choice and 36.7 % who made error in the forms question tag in fill forms.³⁵ It means they have not mastered yet the rules. They also noticed they confused in making the form of

³⁴Ryan Hidayat, An Analysis on Student's Ability in Using Question Tag at the Ninth Grade of One Junior High School in Jambi University, (2015). accessed from (http://repository.fkip.unja.ac.id/file?i=dEFZqV9kwQtK59Ybw7cEorUTsePG_a2UDwSfh8WA-3o), on August, 25th 2018, at 07: 00 a.m .

³⁵Erna Syamsiah, An Analysis on the Difficulties Faced by Students in Learning Question Tag , (Jakarta: University SyarifHidatullah, 2011). accessed from (<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/3111/1/ERNA%20SYAMSIAH-FITK.pdf>), on August, 25th 2018, at 07: 00 a.m .

question tag, and they are also confused about the use question tag in sentences.

The last, Hendriyono the result of the analysis showed that the highest percentage of error was misformation 53.65%. The lowest one was misordering 1.21%. While the others types of errors were omission 18.29%, and addition 26.82%.³⁶ it means that the students still need more understanding about question tag because of them still made errors especially in using 'to be' in question tag. Thus, the phenomena must be remedied and they may not do again.

It can be concluded that students were able in using question tag, although they have difficulties in using question tag. In other word, the students felt difficult in using tenses and form auxiliary.

If the researchers before concluded that the students were able in question tag, in this case, the researcher interested to do research to measure the ability of the students with testing them and to know the difficulties of students in using question tag.

C. Hypothesis

In accordance with the formula and limitation of the problem above and in order to provide guidance for this research which specifies the correct

³⁶Hendriyono 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 Acedemic Year 2017/2018(Lampung:Universitas Islam Lampung, 2018), accessed from (http://repository.radenintan.ac.id/3932/1/_SKRIPSI%20HENDRIYONO.pdf)on August, 25th 2018, at 07: 00 a.m .

processing, acquiring and analyzing data, it needs so formulate hypothesis. Thus, hypothesis of this research are as follow: “The Students’ Ability in Using question Tag at Grade XI MIA-1 MAN Tapsel Sayur Matinggi is enough ability”

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research will be conducted at MAN Tapsel Sayur Matinggi. It is located at Jln. Mandailing 23 Km Sipange Godang, Kecamatan Sayur Matinggi, and Government Kab. Tapanuli Selatan. This subject of research is at Grade XI MIA-1 MAN Tapsel Sayur Matinggi. The research has done from August 2018 up to finish.

B. Kinds of Research

Generally the kinds of a research could be categorized into two kinds. They are: the method of this research was conducted by using descriptive in nature. Because researcher wants to describe the students' ability in using question tag. Descriptive method is a survey that determines and allocates it with technical test. Studying time and identification of comparative analysis or operation. The descriptive method is a kind of method using in the research and this research using a quantitative research approach.

The quantitative research is the research the analysis of the data by using figure data. It approaches research means analyze or make the sense (descriptive) about situations or events. So, it can be concluded that the kind of this research is missing of quantitative. It used to describe how the ability of the XI MIA-1 MAN Tapsel Sayur Matinggi in using question tag.

C. Population and Sample of the Research

1. Sample of the Research

From the population 103 students at grade XI MAN Tapsel in Sipange Godang Sayur Matinggi, the researcher take 31 of students, they are XI MIA-1 MAN. This research will do with total sampling is the sample that's presented all of population. It has several of ability in grammar include in using question tag from XI MIA-1 MAN Tapsel Sayur Matinggi. So it is expected to answer the research about ability in using question tag in XI MIA-1MAN Tapsel Sayur Matinggi.

D. The Instrument of Data Collection

In this case, in order to get the data of this research, the researcher would prepare the available instrument. This research use test to collect the data.

a. Test.

The test is given to the class first year of student XI MIA-1 MAN Tapsel Sayur Matinggi. The type of the test is filling in the blank that consist of 25 items. The researcher chooses fill in the blank because it is the appropriate test to measure students' in using question tag.

Table 6.
Indicators of Test Question Tag

No	Indicators	Total	Score	
1	Tag Positive	10	4	40
2	Tag Negative	10	4	40
3	Tag Without Subject	5	4	20
Total Score				100

E. Validity of the test

In this research, the researcher uses content validity to establish the validity of the instruments. The research, the researcher used fill in the blank. To make sure that the test had been available for the students, the researcher tested the second class in MAN Tapsel Sayur Matinggi Tapanuli Selatan. Fill in the blank test of students' ability in using question tag was an instrument that needs to be tested to determine the validity of the test that has been used in this study.

The researcher uses content validity as the instrument validity because content validity refers to extent to which represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in content universe under consideration. In other words, fill in the blank test to test ability in using

question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan.

F. Reliability of Test

Reliability is the degree of accuracy or precision in the measurements made by a research instrument. It means the researcher concluded that reliability is trustworthiness of instrument that showed the degree of instrument in measuring.

G. The Technique of Data Analysis

After doing collecting data, the researcher have analyzed the result of the test with calculation, the researcher counted the answer of the students answer then classifies it based on their score and the average scores of the students are interprets in descriptive data. After the researcher got the data, it would be entered in frequency table with the formula as follows:

1. To know the range of the data, the formulation is:

$$\text{Range} = \text{high score} - \text{low score}$$

2. To know the total of classes (BK), with the formula:

$$1 + 3.3 \log n$$

3. To know the interval (i) used formula:

$$I = \frac{R}{BK}$$

4. To know the Mean score:

$$M = \frac{\sum fxn}{n}$$

5. To know the modus score used formula:

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

6. To know the Median score:

$$M_e = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

7. Z - Test

$$Z = \frac{\frac{x-p}{n}}{\frac{\sqrt{p(1-p)}}{n}}$$

Explanation: x = Data that includes hypothesis categories.

n = All of data.

P = Hypothesis proportion¹.

8. Description of the data, it is done to describe or interpretation of data that have been collected systematically.
9. After calculating and scoring the students' answer test, then the students' score were interpretation consulted into the criteria on the table below:

¹Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Bandung: Cita pustaka Media, 2014), p. 37-40.

Table 7.
The Classification Quality of the Students' Score

No	Percentage	Criteria
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very High ²

It is consultate the criteria as follows:

- a. If the value of the score 81%-100%, it can be categorized into very high.
- b. If the value of the score 61%-80%, it can be categorized into high.
- c. If the value of the score 41%-60%, it can be categorized into enough.
- d. If the value of the score 21%-40%, it can be categorized into low.
- e. If the value of the score 0%-20%, it can be categorized into very low.

²Syah, Darwyan, et. Al. *Pengantar Statistik Pendidikan*, (Jakarta: Gaung Persada Press, 2009), p. 74.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research result, in order to know the ability of XI-1 MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan in using question tag. The researcher has calculated the data using Question Tag test and also continued to the testing hypothesis. It would be described as follow:

A. Description of Data

1. Students' ability in using question tag

Based on the result of the students' ability in using question tag which the researcher had given fill in the blank about Question Tag. The researcher used the instrument to collect the data. It is the test consists of 25 items. For more details the description of students' ability based on indicator, it could be seen the explanation below:

Table 8.
The Students' Total Scores in Using Question Tag

No	Students' Initial Name	Total Score
1	EN	72
2	FZ	68
3	AHS	72
4	NBT	88
5	RPS	76
6	DH	72
7	MH	64
8	AH	72
9	NM	76
10	HISD	72
11	NP	80
12	CK	80
13	SFD	60
14	NL	52
15	RHN	56
16	AR	52
17	ESN	56
18	YP	88
19	NL	40

20	NLSS	76
21	ND	68
22	AM	84
23	NA	72
24	AGN	88
25	TRS	72
26	ZH	64
27	RFS	80
28	AW	72
29	RK	72
30	PH	76
31	FNIS	80
Total score		2210

Based on table above, the total score of grade XI MIA-1 students of MAN Tapsel Sayur Matinggi in using question tag are 2210. It can be seen that were students have got 88 as the highest score and there were have 40 score as the lowest score. To know the quality score each of the students in using question tag can be seen below:

Table 9.
The Quality of the Students in Using Question Tag

No	Student's Initial	Total Score	Quality
1	EN	72	High
2	FZ	68	High
3	AHS	72	High
4	NBT	88	Very High
5	RPS	76	High
6	DH	72	High
7	MH	64	High
8	AH	72	High
9	NM	76	High

10	HISD	72	High
11	NP	80	High
12	CK	80	High
13	SFD	60	Enough
14	NL	52	Enough
15	RHN	56	Enough
16	AR	52	Enough
17	ESN	56	Enough
18	YP	88	Very High
19	NL	40	Low
20	NLSS	76	High
21	ND	68	High
22	AM	84	Very High
23	NA	72	High
24	AGN	88	Very High
25	TRS	72	High
26	ZH	64	High
27	RFS	80	High
28	AW	72	High
29	RK	72	High
30	FH	76	High
31	FNIS	80	High
	Total	2210	

Based on the table above, it is clearly the quality score the students' score in using question tag are low, enough, high and very high. It means that ability at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan in 2018-2019 is variously.

The test score become the data that were needed for testing hypothesis the data are tabulated as follows:

Table 10.
The resume of variable score in using question tag

No	Statistic	Variable
1	High score	88
2	Low score	40
3	Range	48
4	Mean score	71,29
5	Median	83
6	BK	6
7	Interval	8
8	Modus	83,5

From the table above, students based on the total of sample research were high score 88, and low score 40, mean score 71,29, median score 83, and total of class BK was 6, interval was 8 and modus 83,5 based on the calculating mean score above, the mean score was 71,29, it means the score include to be high Category. So, the ability of the XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan was high category, but the KKM of school is 74, so they are not fulfill or still low based on KKM in school.

To know revelation of data was done calculate the variable score of question tag test which interval 8. It was done for test at the grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan.

Table 11.
The frequency distribution in using question tag

Interval	Frequency	Percentage
40 – 48	1	3,22%
49 – 57	4	12,90%
58 – 66	3	9,67%
67 – 75	11	35,48%
76 – 84	9	29,03%
85 – 93	3	9,67%
Total	31	100%

From the table above, it could be known the score of the students were 31 have 40 up to 88. The researcher has calculated the data by using statistic count. From the test score above, the data were tabulated as follow:

In continuation, the distribution data, the researcher describe the numbers into followed histogram:

Figure 1.data description of using question tag
Frequency

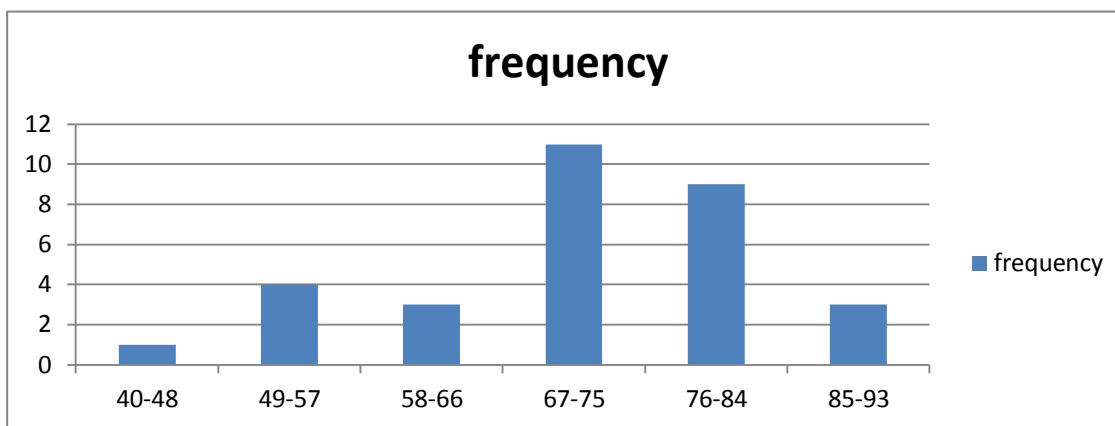


Figure 1: The histogram of using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan

Based on the histogram above, it was known that the variable revelation of using question tag shows that the respondent in 40-48 score was 1 student (3,22%), 49-57 score was 4 students (12,90%), 58-66 score was 3 students (9,67%), 67-75 score was 11

students (35,48%), 76-84 score was 9 students (29,03%), 83-93 score was 3 students (9,67%) So, the meaning of interval is showing the count of sample that got score in percentage.

Table 12.
The Classification ability of the students' score

No	Interval	Predicate
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Enough
4	21% - 41%	Low
5	0% - 20%	Very Low

Based on the criteria above, the cumulative score was 71,29. So, it could be categorized that the ability of the eleventh grade students XI MIA-1 in MAN Tapsel Sayur Matinggi Tapanuli Selatan in using question tag was high ability. Based on the above KKM in charge school for English is 74. Based on the KKM that the score of students' ability in using question tag was 71,29 not fulfill of KKM. So the teacher thinks about MIA-1 is wrong because they did not fulfill of KKM is 74. So they must learn about grammar especially question tag again and the teacher still have problem to teach them again.

2. The Analysis the Data

From the data above, it could be found that the formula of mean score as below:

$$1. \text{ Mean =Mean score} = x = \frac{\sum fx}{N}$$

$$x = \frac{2210}{31} = 71,29$$

2. Modus

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 75,5 + 11 \left(\frac{8}{8 + 3} \right)$$

$$= 75,5 + 8 = 83,5$$

3. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 75.5 + 11 \left(\frac{\frac{1}{2}31 - 8}{11} \right)$$

$$= 75.5 + 7.5$$

$$= 83$$

Thus, the value of mean score could be categorized into high category. It could be said that the students' ability in using question tag was high. In addition, the description data of the students' ability in using question tag could be applied into the distribution frequency as follows:

$$4. \text{ Range} = \text{high score} - \text{low score}$$

$$= 88 - 40$$

$$= 48$$

$$5. \text{ Total of Classes (BK)} = 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (31)$$

$$= 1 + 3,3 (1,49)$$

$$= 1 + 4,91$$

$$= 5,91 = 6$$

$$6. \text{ Interval}$$

$$I = \frac{\text{Range}}{\text{BK}} = \frac{48}{6} = 8$$

Based on the explanation above, the researcher is deal with the statement that if the value of mean score 71,29, it can be categorized into high. But, here the researcher found KKM in charge school for English is 74. Based on the KKM that the score of students' ability in using question tag was 71,29 not fulfill of KKM. So, it can be concluded that the students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan was categorized into high category but not fulfill of KKM. So the teacher thinks about MIA-1 is wrong because they did not fulfill of KKM is 74. So they must learn about grammar especially question tag again and the teacher still have problems to teach them again.

B. Hypothesis Testing

The hypothesis of the research “the students’ ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z Test. It can be seen follow:

Calculation *z count* :

$$Z = \frac{x-p}{\frac{\sqrt{p(1-p)}}{n}}$$

$$Z = \frac{13-0,74}{\frac{\sqrt{0,74(1-0,74)}}{31}}$$

$$Z = \frac{0,41-0,74}{\sqrt{\frac{0,74(1-0,74)}{31}}}$$

$$Z = \frac{-0,33}{\sqrt{\frac{0,74(0,26)}{31}}}$$

$$Z = \frac{-0,33}{\sqrt{\frac{0,1924}{31}}}$$

$$Z = \frac{-0,33}{\sqrt{0,0062}}$$

$$Z = \frac{-0,33}{0,0787}$$

$$Z = -4.19$$

Calculation *Z table*:

$$Z (1/2 \alpha) = z \text{ table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$Z \text{ table} = 0,025 = 3,26$$

Based on calculation above, it can be concluded that $Z_{count} = -4,19 < Z_{table} = 3,26$ by level of significances 5% the statement that usage of question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan still has problems about question tag. So, from the above result the researcher concluded that the hypothesis was rejected, the meaning in level significant 5% the students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan have high, but not fulfill in KKM.

So, students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan was high ability according to the table 13 the classification quality of students' score, but based on KKM of school is 74 so student's ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan was low ability. Teacher has problems to teach them again to resolve the problem.

C. Discussion

The researcher found that the students' ability in using question tag was very urgent to be resolved. It was caused by some difficulties that they faced. Based on the result that the using question tag was important in studying English. The using question tag is very important for students to more than easy to master another material based on syllabus.

In this research, the researcher searched students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan. The researcher wanted to know the students' ability in using question tag. The researcher conducted with a test. The research who conducted the test to determine the level of students' ability in using question tag. The test is that have been conducted by researcher.

After analyzing the data, it was known that the students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan was categorized into high category or 71,29 score; it was gotten from the result of students' means score in doing test by choosing fill in the blank test. But the students ability in using question tag still low category based on KKM in school is 74 or not fulfill, so teacher still has problem about grammar especially question tag.

The researcher hypothesis was proved by calculation by using Z test which the research had done. The result calculation were $Z_{count} = -4,19$ was more than $Z_{table} = 3,26$ by level of significances 0,05, So, from the result the researcher concluded that the hypothesis is rejected.

This category same with the researcher before had been done by Ryan Hidayat the results that the students made average of total correct answers in negative meaning forms was 61,6 %, so the students ability in using negative meaning forms in question tag belonged into fair categorized.¹ It can be said that the ninth grade students of one junior high school in Jambi have comprehended negative meaning forms in question tag good enough.

¹Ryan Hidayat, An Analysis on Student's Ability in Using Question Tag at the Ninth Grade of One Junior High School in Jambi University,2015).accessed from(http://repository.fkip.unja.ac.id/file?i=dEFZqV9kwQtK59Ybw7cEorUTsePG_a2UDwSfh8WA-3o),on August, 25th 2018, at 07: 00 a.m .

The second, Erna Syamsiah the results that the students made 25.11% who made error in the form question tag in multiple choice and 36.7 % who made error in the forms question tag in fill forms.² It means they have not mastered yet the rules. They also noticed they confused in making the form of question tag, and they are also confused about the use question tag in sentences.

The last, Hendriyono the result of the analysis showed that the highest percentage of error was misformation 53. 65%. The lowest one was misordering 1. 21%. While the others types of errors were omission 18.29%, and addition 26.82%.³ it means that the students still need more understanding about question tag because of them still made errors especially in using 'to be' in question tag. Thus, the phenomena must be remedied and they may not do again.

Therefore, the researcher concluded that students were able in using question tag, although they have difficulties in using question tag. In other word, the students felt difficult in using tenses and form auxiliary by 3 researchers was different and category among 3 researchers above, it can be seen follows:

²Erna Syamsiah, An Analysis on the Difficulties Faced by Students in Learning Question Tag ,(Jakarta: University SyarifHidatullah, 2011). accessed from (<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/3111/1/ERNA%20SYAMSIAH-FITK.pdf>), on August, 25th 2018, at 07: 00 a.m .

³Hendriyono 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 Acedemic Year 2017/2018(Lampung:Universitas Islam Lampung, 2018), accessed from (<http://repository.radenintan.ac.id/3932/1/SKRIPSI%20HENDRIYONO.pdf>) on August, 25th 2018, at 07: 00 a.m .

Table 13.
Result of Previous Research

No	Name of Research	Result of Research in Using Qusetion Tag	Category of Mean Score
1	Ryan Hidayat	61,6%	High
2	EmaSyamsiah	25.11% error in multiple choice and 36.7 % error in fill forms	Low
3	Hendriyono	misformation 53. 65%, misordering 1. 21%, omission 18.29%, and addition 26.82%	Low
4	This Research	71,29	High

The result of previous research on the above, the students still have difficulties in using question tag, the first research still has good comprehending about the question tag with the mean score 61,6%. The second research has the problems about the errors in the form of question tag in multiple choice 25.11% error and in the fill form 36.7 % error. the students still need to learn about question tag in the class. The third research still needs more understanding about question tag because most of them made errors misformation 53. 65%, misordering 1. 21%, omission 18.29%, and addition 26.82% and the last in this research the students still have difficulties in using question tag, the students still has good comprehending about the question tag with the mean score 71,29%, but it is not fulfill of KKM in the school. So, it needs still to continue the research in grammar, especially in using question tag.

D. The treats of the Research

In this research, the researcher believed that there were many threats of the research; it started from the title until technique of analyzing data, so the researcher knew that it was so far from excellence thesis. On doing the test, there were the threats of time,

because the students had activities when they answered the test, the students did not do the test seriously. So, the researcher look the answer directly without cares it.

The researcher was aware all things would want to be searched but to get the excellence result from the research were more difficult become there were threats the researcher, the researcher was helping from entire advisers and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was known that the researcher given conclusion as follows: the students' ability in using question tag at grade XI MIA-1 MAN Tapsel Sayur Matinggi Tapanuli Selatan was categorized into high category or 71. 29 score but based on KKM in school is 74, so XI MIA-1 MAN Tapsel Sayur Matinggi is not fulfill or low ability, so they must study hard and to teacher must teach them again.

B. Suggestion

Based on the conclusion of the research that had mentioned previously, the researcher would like to give some suggestion to a person who gets benefits from this research.

1. The researcher on this opportunity hopes that other researcher would conduct a research related to the topic of this study, especially to find out other students' ability in using question tag.
2. To the students of MAN Tapsel Sayur Matinggi Tapanuli Selatan should have to do practice in using question tag.

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CURRICULUM VITAE



A. Identity

Name : Mhd. Khoirul Syahban Galingging
Reg. No : 14 203 00084
Place / Birthday : Malaysia/Januari, 13rd, 1996
Sex : male
Religion : Islam
Address : Sorik, Kab.Tapanuli Selatan

B. Parents

Father's name : Alm.Rusli Bin Mangasa
Mother's name : Mesra Helan Daulay

C. Educational Background

1. Elementary School : SD N 100210 Sorik (2008)
2. Junior High School : MTS N Tolang Julu (2011)
3. Senior High School : MANTapsel Sayur Matinggi (2014)
4. Institute : IAIN Padangsidimpuan (2019)

Appendix 1

List of Test

Name :

Class :

A. Introduction

1. The instrument is used to find out the students' ability in using question tag.
2. Your answer will not influence your position in this school.
3. Your answer will be kept for its confident.

B. Guideline

1. Read the question carefully!
2. If you have a question, ask to the researcher!
3. Times are given 45 minutes.
4. Do by your self!

C. Questions

Gives the missing tag to the following statement with the correct one!

1. They were not wrong,.....?
2. You did not come home early,.....?
3. He can play football,.....?
4. You don't learn about that,.....?
5. They like the Avocado,.....?
6. He never comes late,.....?
7. He will not visit us tomorrow,.....?
8. Let's play tennis,.....?
9. You were on my house yesterday,.....?
10. She will go to Sipirok,.....?
11. This is a new car,.....?
12. They always get up early,.....?
13. No fruit is on the tree,.....?
14. Nisa often reads the holy Al-Quran,.....?

15. They don't like the grape,.....?
16. Ahmad always fishes in pool,.....?
17. That is not Mount Sibual-buali,.....?
18. You did not come to my party,.....?
19. Budi gives me the lesson book,.....?
20. We never study at home,.....?
21. Get out,.....?
22. We are not lazy to learn in classroom,.....?
23. Suci does not repair my radio,.....?
24. She is diligent read the novel,.....?
25. Mila does not speak Batakese,.....?

Mengetahui,

Validator

Robiatun Siregar, S.Pd.

Appendix 2

B. Key Answers of Fill in Blank Test in Using Question Tag.

1. Were they?
2. Did you?
3. Can't he?
4. Do ?
5. Don't they?
6. Does he?
7. Will he?
8. Will you?
9. Weren't you?
10. Won't she?
11. Isn't it?
12. Do they?
13. Is it?
14. Doesn't she?
15. Do they?
16. Doesn't he?
17. Is it?
18. Did you?
19. Doesn't he?
20. Do we?
21. Will you?
22. Are we?
23. Does she?
24. Isn't she?
25. Does she?

Appendix 3**STUDENTS' NAME AND INITIALS AT THE FIFTH SEMESTER
OF ENGLISH EDUCATION DEPARTMENT IN IAIN PADANGSIDIMPUAN**

NO	Students' Name	Students Initials
1	ELSI NASUTION	EN
2	AISA MELIA	AM
3	ASRIF GUSTIAR NASUTION	AGN
4	TAUFIK RIADI SIREGAR	TRS
5	ZULFAHMI HASIBUAN	ZH
6	RISKA FADILAH SIREGAR	RFS
7	ATIKA WANI	AW
8	RISKI KHAIRANI	RK
9	PUTRI HASIBUAN	PH
10	FAZRINA NUR ISLAMI SIHOMBING	FNIS
11	FADHILAH ZAHRA	FZ
12	NURAZIZAH DAULAY	ND
13	NOVA LIA SURIANI SIREGAR	NLSS
14	NURKHOTIMAH LUBIS	NL
15	YUSNITA PULUNGAN	YP
16	ERI SUADI NASUTION	ESN
17	AHMAD RIFAI	AR
18	REZKI HOTNIATI NASUTION	RHN
19	NAIMAH LUBIS	NL
20	SULIS FATRISYAH DALIMUNTHE	SFD
21	CANRA KURNIAWAN	CK
22	NURUL PADILAH	NP
23	HAMDIAN INDAH SARI DAULAY	HISD
24	NURUL MAWADDAH	NM

25	ANNISAH HARAHAP	AH
26	NUR ATIKA	NA
27	MARDIATUL HUSNA	MH
28	DARWAN HASIBUAN	DH
29	RAHAYU PUSPITA SARI	RPS
30	NUR BILA TANJUNG	NBJ
31	ABDI HANNUM SIBARANI	AHS
Total of Students		31 Students

Appendix 4

**THE GRADE XI MIA-1 MAN TAPSEL SAYUR MATINGGI TAPANULI SELATAN
STUDENTS' SCORE IN USING QUESTION TAG**

No	Students' Initials	Total score
1	EN	72
2	AM	84
3	AGN	88
4	TRS	72
5	NA	72
6	RFS	80
7	AW	72
8	RK	72
9	PH	76
10	FNIS	80
11	FZ	68
12	ND	68
13	NLSS	76
14	NL	40
15	YP	88
16	ESN	56
17	AR	52
18	RHN	56
19	NL	52
20	SFD	60
21	CK	80
22	NP	80
23	HISD	72
24	NM	76
25	AH	72
26	ZH	64
27	MH	64
28	DH	72
29	RPS	76
30	NBT	88
31	AHS	72
Highest Score		88
Lowest Score		40
Sum		2200
Mean Score		71,29
Mode		83,5
Median		83

Appendix 5

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

40	60	72	72	76	80	88
52	64	72	72	76	80	
52	64	72	72	76	84	
56	68	72	72	80	88	
56	68	72	76	80	88	

2. High score = 88

3. Low Score = 40

4. Range = high score – low score

$$= 88 - 40$$

$$= 48$$

5. Total of Classes (BK) = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (31)$$

$$= 1 + 3,3 (1,49)$$

$$= 1 + 4,91$$

$$= 5,91 = 6$$

6. Interval

$$I = \frac{\text{Range}}{\text{BK}} = \frac{48}{6} = 8$$

NO	Interval	F	X	fx
1	40 – 48	1	44	44
2	49 – 57	4	53	212
3	58 – 66	3	62	186
4	67 – 75	11	71	781
5	76 – 84	9	80	720
6	85 – 93	3	89	267
	I = 8	31	399	2210

7. Mean score = $x = \frac{\sum fx}{N}$

$$x = \frac{2210}{31} = 71,29$$

8. Modus

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$b = \left(\frac{75 + 76}{2} \right)$$

$$= 75,5$$

$$b_1 = 11 - 3 = 8$$

$$b_2 = 11 - 9 = 3$$

$$p = \frac{8 + 3}{11} = 11$$

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 75,5 + 11 \left(\frac{8}{8 + 3} \right)$$

$$= 75,5 + 8 = 83,5$$

9. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = 75,5$$

$$p = 11$$

$$F = 1 + 4 + 3 = 8$$

$$f = 11$$

$$n = 31$$

$$\frac{1}{2}n = 15,5$$

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 75,5 + 11 \left(\frac{\frac{1}{2}31 - 8}{11} \right)$$

$$= 75,5 + 7,5$$

$$= 83$$



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Fax: rtele (0634) 24022

Nomor : B - 2210 /tn.14/E/TL.00/12/2018
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala MAN Tapsel Sayur Matinggi Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Mhd. Khoirul Syahban Galingging
NIM : 14 203 00084
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Sorik

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Using Question Tag at Grade XI MIA MAN Tapsel Sayur Matinggi Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 5 Desember 2018
Dek



Hilda
NIM 14 203 00084



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN
MADRASAH ALIYAH NEGERI TAPANULI SELATAN
Jl. Simangambat Kelurahan Bunga Bondar
Kecamatan Sipirok Kabupaten Tapanuli Selatan
Email : mansipirok@kemenag.go.id Kode Pos 22742

SURATKETERANGAN

Nomor : B.1436 /Ma.02.10/PP.00.6/12/ 2018

Yang bertanda tangan di bawah ini:

Nama : TOHARUDDIN HARAHAHAP, S.Ag
NIP : 19701126 199703 1 003
Jabatan : Kepala Sekolah
Unit Kerja : MAN Sipirok Lokasi Sipange Godang

Dengan ini menerangkan bahwa:

Nama : Mhd Khoirul Syahban Galingging
Nim : 14.203 00084
Program Studi : Tedris/Pendidikan Bahasa Inggris
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan
Alamat : Sorik

Bcnar telah melakukan penelitian di MAN Tapanuli Selatan Lokasi Sipange Godang pada tanggal 14 Desember 2018 s/d 14 Mei 2018 untuk menyelesaikan skripsi dengan judul: " **Students**" Ability in Using Question Tag at Grade XI MIA MAN Tapsel Sayurmatangi Tapanuli Selatan.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya dan untuk dapat dipergunakan sebagaimana perlunya.

Sipirok, 13 Desember 2018

TOHARUDDIN HARAHAHAP, S.Ag
NIP 19701126 1997 1 003

