



**THE STUDENTS' ABILITY IN USING QUESTION TAG
IN SIMPLE SENTENCE AT GRADE VIII MTsN
KASE RAO-RAO BATANG NATAL**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a Partial Fulfillment of Requirements for Degree of
Education (S.Pd) in English*

Written by:

RINA SARI NASUTION
Reg. No. 13 340 0028

ENGLISH EDUCATION DEPARTMENT

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

2017



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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **RINA SARI NASUTION**, entitled "**The Students' Ability in Using Question Tag in Simple Sentence at Grade VIII MTs N Kase Rao-Rao Batang Natal**", we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. That is all and thanks you for the selection.

Wassalamu'alaikum Wr. Wb.

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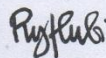
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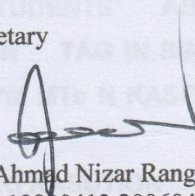
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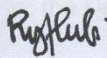
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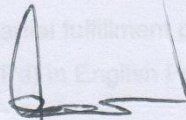


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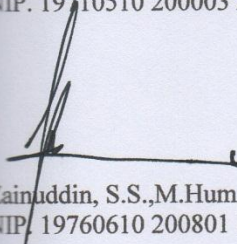
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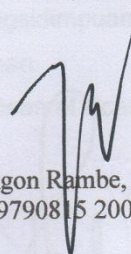
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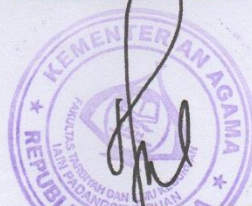
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ABSTRACT

This research taken based on fact of the problems for students' ability in using question tag in simple sentence. The researcher identified some problems of students in using question tag such as students can't understand well to replacing of pronoun, students still got difficulties to arrange form of the question tag, and students also didn't understand in distinguishing auxiliary verb when using question tag. The purpose of this research to describe the ability of students in using question tag in simple sentence. Finally, the researcher interested in searching The Students' Ability in Using Question Tag in Simple Sentence at Grade VIII MTs N Kase Rao-Rao Batang Natal.

In this research, the researcher used quantitative approach in the type of the descriptive method. There were 36 students as sample of the research at grade VIII students MTs N Kase Rao-Rao Batang Natal. In collecting data, the researcher used the instrument of the research like essay test for students, the essay test consists of 20 items. The researcher used Z test for analyzing data.

Based on the result of research, the researcher found that the Students' Ability in Using Question Tag in Simple Sentence at Grade VIII MTs N Kase Rao-Rao Batang Natal was enough ability, it was 72,74 category. Then, the hyphothesis was accepted by using Z test, because $Z_{\text{count}} = 2,45 > Z_{\text{table}} = 0,3264$

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In the name of Allah, The Beneficent and The Merciful

Praise to Allah SWT., the most Creator and Merciful who has given me the health, time knowledge and strength to finish the thesis entitled “ The Students’ Ability in Using Question Tag in Simple Sentence At Grade VIII MTs N Kase Rao-Rao Batang Natal”. Then, Peace and greeting be upon to the prophet Muhammad SAW who has brought the human from the darkness era into the lightness era.

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Padangsidempuan, 2017
Researcher

RINA SARI NASUTION
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is the most fundamental means of human communication. As human communication, it used by humans to communicate and interact with each other in socia life. By language people can express ideas, thoughts and feelings to each other. Therefore, langugange is very important to makes lives more meaningful. One of language which is the most languages in the world and it states as international language is English language. English language is used for human communication to interact to others in different native language and also will be able to do relations with other people in different countries in this world. It means that many people in this world use English as a tool to develop the relations between nations. It makes English is very important for people. So, as an International language someone can use English to develop his or her relations to foreign people.

English has mushroomed in every part of the world. In Indonesia English is one of important learning in each school, it is studied from Elementary School, Junior High School, Senior High School, and in University. It can advise us, that English is 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. Hence, it becomes one of some decision-maker-subjects for the students' graduation to know how well they understand English during their study. So, learning English has been an important thing to do.

In 2006 curriculum of English in Junior High School, there are many subjects or materials taught in this level: such as question tag (personal pronoun, auxiliary verb, tenses).¹ Based on the curriculum 2006, Students have to understand and mastery in grammar especially question tag that have mentioned in students' syllabus about standard competence; students have to understand to give expression in transactional and interpersonal in short conversation, therefore students have to understand well about question tag. Students have understood well must be get score minimal 70. It is based on students' *KKM (Kriteria Ketuntasan Minimal)*. Talking about question tag, it included into grammar materials. Grammar is a bridge to master skills in English. However English is very controlled, conditioned and regulated by grammar. In other hand, grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language.

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 teaches students how the way to speak, and to write English

¹ English Syllabus of Grade VIII students at MTS N Kase Rao-Rao, Batang Natal

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, as Celce-Murcia stated that grammar is about form and one way to teach form is given students rules, however grammar is about much more than form, and its teaching is ill served if students are simply given rules.² While, Craig Hancock said that grammar is the natural, inherent, meaning, making system of the language, a system that governs the way words come together to form meanings; grammar is also the study of that system, the various theories or perspectives that attempt to understand and describe it.³

Sometimes students who learn English especially grammar find many problems, in English grammar there are some aspects of English that must be understood and have to know by students. Even though students have learned grammar completely, students still find or get difficulties in differentiating the usage of each function. One of the aspects in grammar is Questioning. Generally, there are three basic forms of English sentence in used questions, there are positive, negative and interrogative sentences. According to Betty, there are four types of questions. They are yes-no questions, information question, Negative question and Question-tags.⁴

² Celce-Murcia, Marianne (editor), *Teaching Grammar in Teaching English as a Second or Foreign Language*, (USA: Heile & Heile Publisher, 2001), p. 251

³ Craig Hancock, *Meaning-Centered Grammar*, (London: Equinox Publishing Ltd 2005), p. 6

⁴ Betty Schramper Azar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey: Prentice Hall Regents, 1989). p. A6

In Learning question tag, it is actually related to the tenses, personal pronoun and auxiliary verb, as far as the students understand about that, it is quite possible that the students will get better understanding about question tag. Questions do not use Wh- Element such as: who, what, where, why, etc. But not only that, Students also have to know and understand too about some factors of question tag. According to Swan, a question tag is rather like a reply question, it is made up of auxiliary verb + personal pronoun.⁵ So, students have to mastery in tenses, auxiliary verb and personal pronoun then students can mastery in using question tag.

The students at MTs N Kase Rao-Rao Batang Natal especially at grade VIII have enough ability in question tag. It can be known when the researcher asked the English teacher MTs N Kase Rao-Rao Batang Natal that there many students do not understand about question tag. The Teacher also said that the problem is about auxiliary verbs and word structure of question tag.⁶ First, the students do not understand about auxiliary verb. In learning question tag, auxiliary verb in one way to arrange a question. But in reality, from the teachers' explanation about ability of the students, if the teacher ordered students to arrange a question tag. Students will get confuse in distinguishing the auxiliary verb and students will be ask back to the teacher. So, it is make

⁵ Michael Swan, *Practical English Usage*, (New York: Oxford University Press:1983).p.xxi

⁶ Khobir Batubara, The English Teacher in MTsN Kase Rao-Rao Batang Natal, *Personal Interview*, 7th October 2016

students difficult to arrange a question. Second, students still difficult to replacing pronoun. Third, students cannot change form from negative to positive form. Finally, the students cannot write well, especially in question tag even it is only simple sentence.

Students Junior High School especially at grade VIII will study about question tag that using auxiliary verb in the end of sentence. Based on the statement from Swan, It is namely question tag. Question tag is mini questions which the element often put on the end of a sentence in speaking and writing English. Learn question tag is so important for the beginner especially Junior High School because it is a new thing for them. The function of question tags is to be firm a statement and a statement can be simple sentence, compound, compound complex or complex sentence which statement sentences can be positive and negative.

Based on the above problems, the researcher feels interested in conducted a research the title about “ **The Ability of students’ Using Question Tags in Simple Sentence at Grade VIII MTs N Kase Rao-Rao Batang Natal**”.

B. Focus on the Problem

Based on the background of problem above, there are many problems in mastering question tags. The researcher focused the problem to make it clearly. It is limited on the ability of students using question tag in simple sentence at grade VIII MTs N Kase Rao-Rao Batang Natal included using question tag with personal pronoun, auxiliary verb (can,may,shall/will, have/has, do/does, tobe) and tenses (future tense, continous tense, past tense, perfect tense and present tense) in simple sentence.

C. Formulation of the Problem

From the focus of the probelem the research had been made above, to give description of the fact, it must be made formulation of the problem and the researcher formulated this problem to know

“How is the students ‘ability in using question tags at grade VIII MTs N Kase Rao-Rao Batang Natal?’”

D. The Aim of the Research

Based on formulation of the problem above, the aims of the research are expecting:

“To know ability of students in using question tag at grade VIII MTs N Kase Rao-Rao Batang Natal’”

E. The Significances of the Study

In this research, the researcher expects the study will be useful for:

- a. The headmaster, to help him/her gives suggestion to English teachers to improve learners' ability in English.
- b. The English teachers, to improve their quality of teaching process in grammar especially question tags.
- c. The researcher is to increase the insight and knowledge about question tag ability and the difficulties in question tags.

F. Definitions of Key Terms

1. Ability

Ability is the fact able to do something physical or mental. Means that we do something consist of physical or mental achievement.⁷ Ability is skill, talent, qualification, competence, power and cleverness to do something.⁸

2. Students

According to Hornby stated that the students are person is a studied at a school, collage, and university.⁹ While in Indonesia dictionary

⁷ Victoria Neufelat & David B. Guralmik, *web stern new world collage dictionary*, (USA: MacMilan, 1995). P.2

⁸A.S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000), p. 2.

⁹ *Ibid.* p. 41

the student is a learner especially on the grade of elementary, junior, and senior high school. So based on those definitions above, the researcher concludes about student is a person who learn in grade of elementary, junior, and senior high school where the formal education and the informal education. In this research the researcher want to students increase question tag ability.

3. Question-Tag

According to Wren & Marthin said that, question tag is common practicing conversation to make statement and ask for confirmation; as, it's very hot, isn't it? The later part ('isn't it?').¹⁰ Based on the definition above, the researcher concludes that question tag is a mini question that put on the end of sentences in order to confirm the sentences before and it usually translated by isn't it? It is important to know that meaning of a question tag depend on how you say it.

4. Simple Sentence

Simple sentence is one which has only one subject and one predicate.

G. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail, as follow:

¹⁰Wren & Marthin, *High School English Grammar and Composition*, (New Delhi: S.Chand and Company L.td,1994). p. 377

1. Chapter one consists of introduction: First, background the problem. Second, Focus on the problem is made to specify the discussion of the research. Third, formulation of the problem. Fourth, the aim of the research is the part that will answer the question in the formulation of the problem or the statements which reveal the things that will be get in the last of the research. Fifth, the significances of the study explains about what for the research is done by the researcher. Sixth, Definition of key term to know definition of some terms. Seventh, outline of thesis explains about the content for each chapter..
2. Chapter two of theoretical description, which explains about definition of question tag (the roles in question tag, the form in question tag) definition simple sentence and related finding in an adding information in conduct this research.
3. Chapter three consists of methodology of the research, included in: First the location and time research. This research would be conducted with descriptive analysis with qualitative research. Second, method of research was held in MTsN Kase Rao-Rao Batang Natal. Third, the source of data. Fourth, instrument of collecting data. Fifth, the technique of the data trustworthiness. Sixth, Technique Analysis data.
4. Chapter four included in First, the data. Second, the primary data. Third, the secondary data. Fourth, data analysis
5. Chapter five consists of conclusion and suggestion from the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Definition of Students' Ability

The definition of students' Ability, it comes from two words that have meaning each words. It was study by Hornbys' statement that said Students' Ability comes from two words; students and ability, Students is a person usually over the age of 16, who studying at a university or collage. Person who observes or has a particular interest of something.¹ In Similarly, Victoria said that Students' is a person who studies, or intivigates or a person who is enrolled for study at school, collage, etc.² Abdul Kadir said also that students is member of society which they are man and woman where they are trying to develop their skill by learning process that disposed at strip, ladder and a certain education.³ Sardiman said that students is the component who take in central position in learning process.⁴ Based on the definition above, the researcher concludes that the student is the component or person who learns on the elementary, junior

¹ As. Hornby, *Oxford Advenced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995). p. 1187

²Victoria Newfelt, *Webster's New World College Dictionary*, (USA: Macmilan, 1996). p. 1330

³ Abdul Kadir & Frineds, *Dasar-Dasar Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2012). p. 75

⁴ Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Gravindo Persada, 2011). P. 111

and senior high school whether it is for formal education or informal education.

While the definition of ability In Oxford dictionary stated that ability is level of skill or intelligence.⁵ Then marriam says that ability is a quality or being able, especially in physical, mental or legal power to perform.⁶ It means to do something consist of physical or mental achievement as a skills. In similarly, Hornby also stated that Ability is the mental or physical capacity, power or skill required to do something.⁷ Then Vicotoria gives statement that Ability is capacity or power to do something physical or mental, that's mean to do something consist of physical or mental achivement, so can be determined as a skills, expertness or talent.⁸ So the conclusion of some definitions above is Ability means skill, potential, capacity or power to do something physical or mental especially in using question tag.

But in another statement Woodwooth and Marquis stated that the word ability has three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability can be measured by unstraight, the individual's capacity

⁵ Op. Cit. p. 279

⁶ Marriam Webste, *Webster's Colaglate Thesaurus* (USA: Masaa Chausttes, 1976). p. 33.

⁷ A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000). p. 2

⁸ Victoria Newfelt & David B. Guralmik, *Webster's New World College Dictionary*, (USA: Macmilan, 1996). p. 2

c. Aptitude is quality and can be expressed by especially training.⁹

Based on the statement Woodwooth and Marquis, the kinds of ability here is include to achievement because Achievement means actual ability that can be measured by some instruments or devised test. While a test done must be have learning process first. According to American Heritage Dictionary in Theories of Learning stated that Learning is to gain knowledge, comprehension, or mastery through experience or study.¹⁰ Question tag has one of material that learns by students at school. So the researcher can conclude Students' ability in this thesis means the achievement of person who studying at Grade VIII MTs N Kase Rao-Rao Batang Natal in using question tag to be a good question in simple sentence by using auxiliary verb, personal pronoun.

2. Sentences

a. Definition of Sentences

Before going to theory of sentence, it is known that sentence especially simple sentence in one kinds of knowledge that has to be mastered by students. Sentence is a group of words which makes a

⁹H. Douglas Brown, *Teaching by Principles and Interactive Approach to Language Pedagogy* (New Jersey: Eangle Wood Cliffs, 2001). p. 236-238

¹⁰B.R. Hergenhan and Matthew, *American Heritage Dictionary in Theoris of Learning* (Hamline University, 2010). p. 2

complete sense and a set of word expressing a statement, a question or an order, usually containing a subject and verb.

Alice Oshima and Ann Hogue states sentence is also a group or words that used to communicate ideas in writing or in speech.¹¹ In another statement Jayanthi Dakshina Murthy said, Every sentence has two main parts namely subject and predicate. A subject contains a noun or a pronoun and the predicate contains a verb.¹²

While Marcella Frank says, A sentence is a full prediction containing a subject plus a predicate with a finite. Sentence is a complete independent unit consist of two main parts: a subject and predicate. The subject is the word or words of person name, thing, or place that sentence are about. The predicate makes a statement about the subject. The predicate is the portion of the sentence containing the verb. a predicate says something about the subject of the sentence. It consist of a verb and its modifiers or complements. Complement is a word that is used to complete the meaning of the verb. The verb is the most important part of the predicate.¹³

Based on explanation above The researcher concluded sentence is a group of words that used by people to communicate to other people it can

¹¹ Alice Oshima and Ann Hogue, *writing academic English: A writing and Sentence structure workbook for International Students* (Adison-Wesley Publishing Company:USA, 1983). P. 121.

¹² Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book Palce, 2003), p. 240

¹³ Marcella Frank, *Modren English Exercise for Non-Native Speaker Part 1* (New Jersey: Prentice-Hall, 1972) p. 220

be writing or speech from which have componen, there are subject, predicate, complement, and modifier.

b. Kinds of Sentences

Sentence has so many kinds, sentences are generally classified in to two ways, one by types and one by number of formal predications.¹⁴ In generally sentences are divided into five kinds based on types, there are;

1. Declarative

Example: The earth moves round the sun

2. Interrogative

Example: do you know Arabic language?

3. Imperative

Example: Please tidy your room!

4. Exclamatory

Example: what a great success!

5. Optative

If I had much money I would go around the world

Based on structure sentences separated in to four types, there are: Simple sentence, Compound sentence, Complex sentence, Compound complex sentence. In additon, Alice Oshima and Ann Hogue stated that in Basically, students can distinguiist sentence into four kinds, Simple

¹⁴ Marcella Frank, *Modren English a Practical Reference Guide*, (New York, Prentice-Hall, 2001), 220

sentence, Compound sentence, Complex sentence, Compound complex sentence¹⁵.

a. Simple sentence

Example: I will go to bali

b. Compound sentence

Example: I will go to bali and we will met soon

c. Complex sentence

Example : I will go to Bali when I got free time

d. Compound complex sentence

Example: I will go to bali which the place has nice beach and enjoy it

3. Simple Sentence

Simple sentence is consist a subject and a verb. Laurie stated that Simple sentence consist of one subject-verb nexus, Nexus means a grammatical connection between words.¹⁶ While Kusnadi said that simple sentence consist of one verb that explain a idea.¹⁷ Based on some statements above. It can conclude that simple sentence is a sentence consist of one main only, that is one subejct and one predicate that explain a idea.

¹⁵ Jayanthi Dakshina Murthy,... p. 122

¹⁶ Laurie Rozakis, *English Grammar for the utterly confused*, (USA: The Graw Hill Companis, 1972). p. 118

¹⁷ Moh. Kusnadi, *Exelen English Grammar*, (Surabaya: Bintang Usahan Jaya). p. 215

According to Wren & Martin, Simple Sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb.¹⁸ while Marcella Frank said that Simple Sentence are sentences only one full predication in the form of an independent clause.¹⁹ So based on two statements, it can conclude that simple sentence is sentence only full of an independent clause that have one finite verb.

Generally, every kinds of sentences consist of subject and predicate. Which subject can be a noun or pronoun and predicate is a verb that expresses the subject's action. For more explanations, it can see from the example above.

For example: Birds fly in the sky

S P

I go to college
S P

So based on example above, it can explain that simple sentence is consist by subject and predicate or it also consist with one noun and one verb. usually, the sentence has a subject as well as a predicate. All of the following the simple sentences each contains only one clause namely independent clause.

¹⁸Wren & Martin, *High School English Grammar & Composition*, (NDV: Persada Rao, 1990), p. 200

¹⁹Marcella Frank, *Modren English a Practical Reference Guide*, (New York, Prentice-Hall, 2001), 223

Beside that, in generally simple sentence also has form. The form of simple sentence is positive, negative and interrogative.

For example : 1. Positive

I am a student

2. Negative

I am not a student

3. Interrogative

am I a student?

So based on example above, it can be concluded that if it is negative sentence so there is will be not after tobe and for interrogative it will be tobe in the first one. So, based on all the explanation about simple sentence, the researcher limited that the kinds of sentences used based on structure is simple sentence and based on types used declarative sentence which form is positive.

4. Question tag

Question tag is a part of grammar which is talking about short question that made up by auxiliary verb, pronouns and tenses. Question tag studies in VIII grade Senior high school. It can see on students' syllabus. When students learn question tag. It must be based on students'

syllabus which have some part that must be take look when learn question

tag. There are:

a. Standard competence;

Students able to speak in short compersation.

b. Basis Competence;

Students able to express a good compersation with auxiliary verb, pronouns and using tenses.

c. Indicator;

1) students able replacing pronoun to make a good question

2) students able distinguish auxiliary verb to make a good question

3) students able to change form from negative to positive.²⁰

so, based on explanation above, it can see clearly that students' only learn based on syllabus. Therefore, between materials must concern with students' syllabus.

a. Definition of Question tag

There are many statements that talking about question tag. Accoridng to Longman Advanced Learner's Grammar, Question tags are the short question which we often attach to the end of a sentence. That defenitin is supoted by Murphy, Question tags are question that we often put the end of sentence in spoken English.²¹ It means that question tag has form that the element put in the end of sentence in speaking or writing.

²⁰English Syllabus of students' MTsN Kase rao-rao at grade VIII

²¹ Raymond Murphy, *English Grammar in Use 2nd Edition*, (Cambridge:Cambridge University Pree, 1994). p. 102

Question tags are the small question that often come at the end of sentences in speech, and sometimes in informal writing. He also states that question tags have various forms, meanings and uses.²² Moreover, Swan stated that a question tag is rather like a reply question, it is made up of auxiliary verb + personal pronoun. It is used at the end of a sentence, to ask for confirmation of something we are not sure about or to ask for agreement.²³ Based on the definition above it means that a question tag is made up of auxiliary verb with personal pronoun.

Frank also gives more explanation about the definition of a question tag, he said that question tags are also yes-no questions, but the special form into which they are put shows which of these two answers is actually expected. These alternatives for yes-no questions consist of two parts. The first part makes a statement, the second part asks the question that expects agreement with the statement. The second part contains the regular question auxiliary plus the personal pronoun that stands for the subject.²⁴ So based on Frank's statement above, it shows that a question tag is similar to a yes-no question but that makes it different, there are two parts of

²² Betty Schramm Azar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey: Prentice Hall Regents, 1989). p. A6

²³ Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 1983). p.514

²⁴ Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice Hall, Inc. 1972). p. 89

question which two parts are the way to arrange the question tag. The two parts are auxiliary verb and personal pronoun.

From all of the definitions above, the researcher can conclude that question tags are questions formed by adding a tag consisting of finite subject in the end of sentence which it has two parts important, there are auxiliary verb and personal pronoun, the functions to ask for clarification, to confirm information or to make sure that information is correct.

b. Form Question Tag

The form question tag never separate from auxiliary verb and personal pronoun, if there is a question tag, so there is also personal pronoun and auxiliary verb. question tag formed with auxiliary verb and the appropriate subject (personal pronoun). Generally, there are three kinds form of question tag, they are: Positive sentence with negative tag, negative sentence with positive tag, positive and negative without auxiliary verb.

So based on three kinds of question tag above, the researcher limited that the kind of question tag only in simple sentence positive form that has one subject and one predicate, the tag include in negative and positive. For more explain about kinds of question tag in generally, it can see on explanation below.

1. Positive sentence with negative tag

For example: She *is* going to school, *isn't* she?

Positive sentence: She *is* going to school

Negative tag : *isn't* she?

2. Negative sentence with positive tag

For example: they *aren't* studying now, *are* they?

Negative sentence: they *aren't* studying now

Positive tag: *are* they?

3. Positive and negative Sentence without auxiliary verb

For example: They *visited* a museum yesterday, *didn't* they?

You *take* my money, *don't* you?

So based on the example above, it can conclude that the sentence with the tag is contrary. When the statement contain a word with a positive meaning, the question tag need to be negative. Then if there is no auxiliary verb, it can take based on what is kind of tense used.

There are some statements discuss about the form question tag, the first from Caroline brown & Persoan brown stated Making a tag is very mechanical, to make a tag use the first auxiliary. If there is no auxiliary use

do, dos, did, with a positive sentence make a negative tag and with a negative sentence make a positive tag.²⁵

Form the statement above, it can explain as like in some examples of positive sentence with negative tag:

1. It is beautiful, isn't?

Positive sentence: it is beautiful

Negative tag : isn't it?

2. It must be, mustn't it?

Positive sentence: it must be

Negative tag : mustn't it?

and example for negative sentence with positive tag:

1. It *isn't* very good, *is it*?

Negative sentence: it *isn't* very good

Positive tag: *is it*?

2. They *didn't* leave, *did they*?

Negative sentence: it is beautiful

Positive tag: isn't it?

So, from two kinds of the examples above, it can conclude that the important thing of form question tag to arrange sentence, it must look at

²⁵ Caroline brown & Persoan brown, *English Grammar Secret*, (Macmilan Education, 2001).
p. 55

auxiliary verb firstly. Then, it continues on the types of sentence. If the sentence negative then the tag must be positive and if the sentence positive, the tag must be negative. But sometimes, in one sentence there is no auxiliary verb. Here example for sentence there is no auxiliary verb: He wants it, *does he?*. So, if there is no auxiliary verb, it will use do, does, or did. In other hand, it called to do (do, does, did) but using to do, it must be careful of the kind of personal pronoun used.

But there are some exceptionals that must be take alook. According to W. Stannard Allen said that the positive forms need and dare are rarely heard in the affirmative with question-tags, but when so used, are treated as full verbs. You need to come earlier, don't you?.²⁶

In addition, there are some sentences even it's positive sentence but the tag is negative. It followed by never, seldom, rarely, hardly,few/little. He has never gone to Jakarta, hasn't he?.²⁷ While, John S. Said that question tag may also be used in imperatives and exclamatives.²⁸

Example : Let's go to the movie, shall we?

Wait a moment, will you?

Shut the window, will you?.

²⁶ W.Stannard Allen, *Living English Structure*, (Hongkong, Longman,1998). 156

²⁷ Windy Novia, *Basic English Grammar*, (Jakarta: Gama Press, 2010), 321

²⁸ John S. Hattanto, *English Grammar*,(Surabaya, Indah Surabaya, 2003), 348

While Akhmad Kardim give more explanations about expectional in using question tag, there are:

1. Using Request, “will you”
Example: Open the door, will you
Don't open the windows, will you?
2. Using Command, “won't you”
Example: Be patient, won't you?
Be careful, won't you?
3. Using inviting, “shall we”
Example: Let's go, shall we?
4. For sentences that used never, hardly, seldom, a few, a little, no have meaning negative.
Example: she has nothing, does she?

John can hardly see the mark, can't he?.²⁹

The conclusion from the some explanations above it can conclude that the form of question tag the first is find auxiliary verb. second, if there is no auxiliary verb use do, does or did, then for positive sentence make a negative tag and for a negative sentence make positive sentence. Third, if the sentences following by never, seldom,rarely, hardly,few/little have meaning negative. The last, if question tag use in imperatives and exclamatives, the tag must use shall we or will you.

While The another statement came from Foley and Hall gives statement about the form question tag with do/does/did, they says the form tag-question with do/dos/did (in simple tenses), or auxiliary verb, there are three main types of sentence+tag-question:

²⁹ Akhmad Kardimin, Fundamental English Grammar, Celaban Timur, Pustaka Pelajar, 2004), 389

1. Affirmative +negative tag
 Example: you already *know* Harriet, *don't* you?
 Affirmative sentence: you already *know* Harriet
 Negative tag: *don't* you?
2. Negative +affirmative tag
 Example: she *hasn't had* the baby yet, *has* she?
 Negative sentence: she *hasn't had* the baby yet
 Affirmative sentence: *has* she?
3. Affirmative +affirmative tag
 Example: He *arrived* last night, *did* he?
 Affirmative sentence: He *arrived* last night,
 Affirmative tag: *did* he?.³⁰

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 the table below:³¹

³⁰ Mark Foley and Diane Hall, *Longman Advanced Learners' Grammar, A Self-study reference & practice book with answer*, (Longman:Person Education Limited, 2003). p. 97-98

³¹Betty Schramper Azar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey: Prentice Hall Regents, 1989). p. A6

Table. I

Question tag Sentence 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>isn't</i> here,	<i>is</i> she?
You <i>don't</i> like tea,	<i>do</i> you?
They <i>haven't</i> left,	<i>have</i> they?
<i>This/That</i> is your book, isn't <i>it</i> ? <i>These/Those</i> are yours, aren't <i>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 sentences with <i>there +be</i> , <i>there</i> is used in the tag
<i>Everything is</i> okay, isn't <i>it</i> ? <i>Everyone</i> took the test, didn't <i>it</i> ?	Personal pronoun is used to refer to indefinite pronouns. <i>They</i> are usually used in tag to refer to <i>everyone, everybody, someone, somebody, no one, and nobody</i> .
<i>Nothing is</i> wrong, <i>is</i> it? <i>Nobody</i> called on the phone, <i>did</i> they? You've <i>never been</i> there, <i>have</i> you?	Sentences 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> ? Is common is spoken English

Based on the table above, it can conclude if the sentence is affirmative then for the tag must be negative. Example: *She is singing now, isn't she?*, then if the sentence is Negative then for of tag must be positive. Example: *He won't marry her, will he?*.in question tag, There is a expectation

rules in question tag based on Bettys' statement said that in imperative sentence, if subject is I, then the tag must be are. Then if subject That/This the tag must be it. While if subject Those/These the tag must they. And for subejct somebody/someone, everybody/everyone and nobody/no one the tag is they.

c. Using Tenses in Question Tag

Tenses is form of the time which function to diffrentiate time that was happened. According to Jayanthi, Tenses is a term used in grammar to indicate the time of the action or event.³²

In using question tag of tense, it related to some tenses, they are:

1) Past Tense

- a) They didn't go to the party last nighth, did they?
- b) He watched match yesterday, did he?
- c) It broke some minutes ago, did it?
- d) We taken breakfast one hours ago, did we?
- e) I went to hospital two days ago, did I?

2) Future Tense

- a) He *will* go to the bank tomorrow, *won't he?*
- b) They *won't* play foot ball next week, *will they?*

³² Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book Palce, 2003), p. 152

c) I *will* finish my study next month, *won't I?*

3) Present Tense

a) She speaks English, *doesn't she?*

b) He *doesn't* go to college by walking, *does he?*

c) I *don't* use my phone, *do I?*

4) Perfect Tense

a) I *haven't* read the book, *have I?*

b) She *has* gone to uncle's home, *hasn't she?*

c) They *have* done homework, *haven't they?*

5) Continuous Tense

a) The phone *is* ringing now, *isn't it?*

b) She *isn't* writing his thesis tonight, *is she?*

c) They *aren't* coming to the hospital, *are they?*

d) You *are* copying the paper this morning, *aren't you?*

d. 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:

³³ *Ibid.* p. 62

Table. II**Personal Pronoun**

Subject	Predicate	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

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?*

e. 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.

- a) Can

For examples:

- i. I *can* be the one for you, *can't I?*
- ii. His friend *can't* play foot ball, *can he?*
- iii. They *can* sing a song well, *can't they?*
- iv. You *can't* join with them, *can you?*

b) Must

For examples:

- i. He *mustn't* angry with you, *must he*?
- ii. You *must* come on time tomorrow, *mustn't you*?
- iii. She *mustn't* teach mathematics, *must she*?
- iv. I *mustn't* lie to all of you, *must I*?

c) May

For examples:

- i. You *may* use my phone, *mayn't you*?
- ii. Santi *mayn't* come to the party, *may she*?
- iii. I *mayn't* order your food, *may I*?

d) Will-shall

For Examples:

- i. I *shall* buy a car tomorrow, *Won't I*?
- ii. Toni *will* be having a birthday party next week,
won't he?

e) Have-Has

For examples:

- i. I *haven't* finished my study, *have I*?
- ii. She *has* washed some clothes, *hasn't she*?

f) Do-Does

For examples:

- i. Ari *doesn't* get money, *does* he?
 - ii. I *don't* listen the song, *do* I?
- g) To be (am, is, 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 examples:

- i. I *am* a student, *am not* I?
- ii. They *aren't* going to school, *are* they?
- iii. We *are* friend, *aren't* we?

B. Review of Related Findings

There are some related findings that discuss about ability in question tag follow: The first the thesis of Erna Syamsiah (State University Syarif Hidayatullah Jakarta) An Analysis on the Difficulties Face by Students in Learning Question-Tag that have result of her research categorized in to high (83.00).³⁴

The second, Ningsih Sunarti (Walisongo State for Islamic) Improving students' Understanding on Question Tag through Matching Game that her hypothesis was accepted.³⁵

³⁴ Erna Syamsiah, *An Analysis on the Difficulties Face by Students in Learning Question-Tag*, (Jakarta : State University Syarif Hidayatullah, 2011)

³⁵ Ningsih Sunarti, *Improving students' Understanding on Question Tag Through Matching Game*, (Semarang: Walisongo State For Islamic, 2011)

The Third, Wardono (Diponegoro University) *An Analysis of Students' Ability in Using Question Tags of The Ninth Class at SMP 1 Kragan* can be categorized in to have high ability (75%).³⁶

The fourth, Dian Kartikasari (Pamulang University) *Analysis Syntax Semantics in Question Tag in Harry Potter and The Half-Blood Prince Novels'* can be categorized enough.³⁷

The last, Suyono Harianto (Magelang Muhamadiyah University) *The Students' Mastery in Using Question Tags A Case Of The Third Year Students of SMP N 1 Grabag Magelang* can be categorized enough ability.³⁸

C. Conceptual Framework

Grammar is a bridge to master skills in english, question tag is one part of grammar. Question tag made up of auxiliary verb, personal pronoun and tenses. Having problem in using question tag make students' cannot arrange a good question tag. It was happend with students' at MTsN Kase Rao-Rao Batang Natal. The researcher thought that some of students have problem in distinguish the auxiliary verb, replacing pronoun, and can not change form from negative to positive form. It make students can not arrange a good question. Therefore, the researcher thought that the students at MTs N

³⁶Wardono, *An Analysis of Students' Ability in Using Question Tags of The Ninth Class at SMP 1 Kragan*, (Diponor; Diponegoro University, 2013)

³⁷ Dian Kartikasari, *Analysis Syntax Semantics in Question Tag in Harry Potter and The Half-Blood Prince Novels'*, (Pamulang: Pamulang University, 2015)

³⁸ Suyono Harianto, *The Students' Mastery in Using Question Tags A Case Of The Third Year Students of SMP N 1 Megelang* (Megelang: Muhamadiyah University, 2015)

Kase Rao-Rao Batang Natal didn't understand well in using question tag especially in simple sentence.

D. Hypothesis

Hypothesis is an important element in a research. It tentative answers about probably outcome of a particular time. The researcher has hypothesis of this study that "The Ability of Students' Using Question Tag in Simple Sentence at Grade VIII MTsN Kase Rao-Rao Batang Natal are enough ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of The Research

This research would be done from October 2016 until September 2017 at MTs N Kase Rao-Rao Batang Natal for schedule time of the research more details, it mention in this table below:

Table. III

Schedule Time of the Research

No	Steps of the research	Time of the Research							
		Sep	Oct		Mar	Apr	Jul	Aug	Sep
1.	Making proposal mini			2 0 1 6 - 2 0 1 7					
2.	Seminar of titles' thesis								
3.	Legalization of titles' thesis								
4.	Guidance of proposal with advisors 1 and II								
5.	Seminar of Proposal								
6.	Collecting data								
7.	Guidance of thesis								
8.	Doing Munaqasyah session								

The Place of This research would be done at MTs N Kase Rao-Rao Batang Natal. It located at Jl. Lintas Natal, Kase Rao-Rao Village.

B. Research Design

The design of this research was conducted by using descriptive method with quantitative approach. According to Ranjit Kumar in quantitative research you are guided by predetermined sample size that is based upon a number of other consideration in addition to resources available.¹ While Gay and Peter Airsian stated quantitative approach is to describe current conditions, investigate relationship, and study cause-effect phenomena.²

Descriptive method is finding facts with interpretation appropriately.³ While Gay and Peter Airsian stated descriptive method is a descriptive study determines and describes they way thing are.⁴ Sukardi also stated, generally, descriptive method is to describe fact systematically and characteristic of the subject/object of the research appropriately.⁵

So, based on some statements before, it could conclude that the design of research that use by researcher was descriptive method with quantitative approach. It mean that, this research do descriptive method which aim is to describe with systematically and accrue of fact about the population that analysis by using quantitative (numeral) to know a study on the students'

¹ Ranjit kumar, *Research Methodology*, (London: sage, 2011). 192

² Gay and Peter Airsian, *Educational Research Competencies for Analysis and Application*, (USA: Prentice,2000). p. 11

³ Andi Prastowo, *Memahami Metode-Metode Penelitian*, (Jogjakarta: Ar-ruzz Media, 2014). p. 201

⁴ *Ibid.* p. 275

⁵ Sukardi, *Metode Penelitian Pendidikan*, (Jakarta: PT. Bumi Aksara, 2007), p. 157

ability in using question tag in simple sentence at grade VIII MTs N Kase Rao-Rao Batang Natal.

C. Population and Sample

1. Population

There are some statements about population that published by the experts. L.R. Gay said that population is the group of interest to the researcher, the group to would like the result of the study to be generalizable.⁶ And Sugiono stated that population is generalization are that consist of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and the to be concluded.⁷ In similarly, Ary in Sukardi said that population is all members of well defined class of people, event, or objects. In doing a research, the researcher need population. Population is whole subjects of the research.⁸

From some statement above, the researcher concluded that population is the group of thing or people of the research. In this problem the researcher had chosen the grade VIII students MTs N Kase Rao-Rao as the population of this research. There are three classes and consist of 120 students.

⁶ *Ibid.* p. 14

⁷ Sugiono, *Statistika Untuk Penelitian*, (Bandung: Alfabert, 1994), p. 45

⁸ Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT.Raja Grafindo Persada, 2004). p. 133

Table. IV
The Population of the eight grades
at MTs N Kase Rao-Rao Batang Natal in 2016-2017

No.	Class	Total Students
1	VIII-1	38 students
2	VIII-2	40 students
3	VIII-3	42 students
Total		120 Students

2. Sample

Sample is a parts of population which will be researched. According to L. R Gay & Peter Airasian described “sample comprises the individuals, items, or events selected from a large group referred to as a population”.⁹ Then, Kothari stated that sampling is defined as the selection of some part of a totality on the basis of which a judgment or inference about the totality is made.¹⁰ In other words, it is the process of obtaining information about an entire population by examining only a part of it.

Sample took by using random sampling technique, random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected

⁹L. R Gay & Peter Airasian, *Educational Research: Competence for Analysis & Application*, (U.S.A: Prentice-Hall, 2000). p. 121.

¹⁰Kothari, C. R, *Research Methodology: Methods & Techniques, (Second Revised Edition)*, (New Delhi: New Age International (P) Ltd, 2004). p. 152.

for the sample.¹¹ To get the sample of this research the researcher guided of the opinion L. R. Gay and Peter Airasian that said for descriptive research, it is common to sample 10 to 20% of the population.

The sample of this research were the students at grade VIII MTs N Kase Rao-rao Batang Natal. So, the researcher will apply random sampling method by choosing of students based on lottery technique which the population were 120 students at VIII grade. The researcher just takes 36 students from the whole of the students take away from 30% and it will be chose by using lottery. The procedures are: listing of students by numbers and writing the all numbers in some pieces of papers. Then taking the numbers one by one till getting the amount of sample.

So, the number that would be choose become the sample in this research are 36 students which take from 30%. It will describe in the following below:

¹¹ L. R. Gay & Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Prentice-Hall, 200). p. 123

Table. V
Sample of the Research at VIII grade in MTs N
Kase Rao-Rao Batang Natal

No.	Classes	Total
1	VIII-1	12
2	VIII-2	12
3	VIII-3	12
Total		36

Based on the table above, it can be see that every class, in this research the sample will take from all class randomly.

D. Techniques of Collecting Data

A technique of collecting data was one of component for doing the research, Jhon W. Creswell states “ There was step in collecting data of quantitative research include: setting the boundaries of studies, collecting information through instructed or semi structured, test and interview”.¹²

Based on the research, for primary data the researcher used the test as an instrument for collecting the data, although this research uses the Quantitative research. Appropriate with the instrument of this research, the researcher wants to analyze The Students’ Ability Using Question Tag in Simple Sentence at Grade VIII MTsN Kase Rao-Rao Batang Natal. In this study, the researcher gave written tests to get data about the students’ problem in using personal pronoun, tenses, auxiliary verb in question tag material in the second

¹² Jhon W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Saga Publication, Inc, 2002). p. 185

grade in the junior high school. In this test the researcher make the indicator of test. The researcher stated the total of test will be 20 items, and the score for each items were different. The totality of score for this test is 100. The researcher makes the indicator of test as follow:

Table. VI

Indicator of the test

No	Indicators	Sub Indicators	Item	Number Item	Score
1	Auxiliary Verb	is-am-are, was-were, will-shall, have-has, do,does,did	1-40	1,2,3,4,5,6,7,8,9,10 11,12,13,14,15 16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,	3
	Total		20		100

The techniques for collecting data by using the test as follow:

- a) Explaining about the outline of the question tag.
- b) Preparing the test.
- c) Checking out the validity and reliability of the test.
- d) Giving written test to all of students according the sample stated and giving the test with fills the blank.
- e) Determining the time of doing the test.
- f) Giving chance or time for students to something left or not clears in doing the test.
- g) Asking the students to do test and the researcher look after the students during the test time.

- h) After students finish answering the test, then the researcher collects their answer to analyze.

E. Instruments of Validity and Reliability

1. Validity

a) Definition of Validity

Validity is the important one measuring in a research process. Validity is important in all forms of research and all types of tests and measures, in some situations a test or instrument is used to make a number of different interpretations.¹³ Besides, Suharsimi Arikunto stated that Validity is measurement that shows the level valid an instrument.¹⁴

So based on some statements above, the researcher concluded that validity is one instrument that most important to measure an instrument in a research process that have function to show the level valid of the instrument.

b) Types of validity

According to L.R. Gay and Peter Airasian in Educational Research, there are some types of validity, those are:

- a) Content validity is the degree to which a test measures an intended content area.
- b) Criterion-Related validity has two types; Concurrent validity is the degree to which scores on one test correlate scores on

¹³ L. R. Gay & Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Prentice-Hall, 200). p. 161

¹⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT. Rineka Cipta, 2007). p. 45

another test when both tests are administered in the same time frame; Predicate validity is the degree to which a test can predict how well individuals will do in a future situations.

- c) Construct validity is the most important form of validity because it asks the fundamental validity question.¹⁵

In this research, the researcher used essay test to test students' ability in using question tag in simple sentence. Therefore, to make test became valid, the researcher applied construct validity. Construct validity is used to know whether the test valid or not by using expert judgment such as English teacher. So, to valid the test, the researcher using expert judgment to make it valid. (see appendix III)

2. Reliability

Reliability is trustworthiness. According to Cyril J. Weir stated that a fundamental criterion against which any language test has to be judged is its reliability.¹⁶ While, L.R. Gay and Peter Airasian said that reliability is the degree to which a test consistently whatever it is measuring. Besides, Brown said that, a reliable test is consistent and dependable.¹⁷

Based on some statements above, the researcher concluded that reliability is trustworthiness of instrument that showed the degree of instrument in measuring.

¹⁵ L. R. Gay & Peter Airasian....., p. 163-167

¹⁶ Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall International, 1990). p. 31

¹⁷H. Douglas Brown, *Language Assessment Practical and Language Practice*, San Francisco: Longman, 2003). p. 21

F. The Techniques of Data Analysis

The researcher took the steps of the data analysis as follow: after collecting data, there are:

1. Analysis data

- a. the researcher analyzed the data by using some steps, there are: (see appendix IV)
- b. Checked the true or false of the data
- c. Conduct sum of the true from the students' answer and then classified it based on their score.
- d. Calculated their result (mark) by the formulas below:

- 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 mean score, used the formula:

$$M = \frac{\sum f i x_i}{f i}$$

- 5) To know the Median score with formula:

$$Me = Mo = l + \frac{\frac{1}{2}N - fkb}{f} \cdot i$$

6) To know the Modus score used the formula:

$$Mo = I + \frac{fa}{fa+fb} xi$$

- e. Description of data, it is done to describe or interpretation of data that have been collected systematically.
- f. Take conclusion, it is done to conclude the discussion solidly and briefly, after calculating and scoring students' answer sheet, then their score are calculating into the criteria score interpretation on the table below:

Table. VII

The classification quality 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 explanation above, the ability of students can see easily based on the classification quality after the researcher found mean scores of all students, adding with KKM (*Kriteria Ketentuan Minimal*) which the score is 70. It is consultate the criteria as follows:

- a) If the value of the score is 81% – 100%, it can be categorized into very high

- b) If the value of the score is 61%-80%, it can be categorized into high
- c) If the value of the score is 41%-60%, it can be categorized into enough
- d) If the value of the score is 21%-41%, it can be categorized into low
- e) If the value of the score is 0%-20%, it can be categorized into low

2. Test hypothesis using Z-test

a. Conditional of using Z- test

To use Z-test, it must be do normality test first. The function of normality test is to know whether the data of research is normal or not.

The researcher uses normality test with using *Chi-Squard* formula, as follow: ¹⁸

$$\chi^2 = \sum \left[\frac{(f_0 - f_e)^2}{f_e} \right]$$

Where:

χ^2 = Chi-Squard

f_0 = frequency is gotten from the sample/result of observation

f_e = frequency is gotten from the sample as image from frequency is hoped from the population

¹⁸ Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan*, (Medan: Perdana Publishing, 2015). p. 74

In calculating the result of Chi-Squared, it is used significant 5% (0,05). If result χ^2 count $<$ χ^2 table. So, it can conclude that data will distribute normal.

b. Z-test

For Z-test, the researcher using the formula below:

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

Where: x = data that includes hypothesis categories

n = all of data

P = hypothesis proportion

if $Z_{\text{score}} > Z_{\text{table}}$ so the hypothesis was rejected, but if $Z_{\text{score}} < Z_{\text{table}}$ so the hypothesis was accepted.

CHAPTER IV
RESULT OF THE RESEARCH

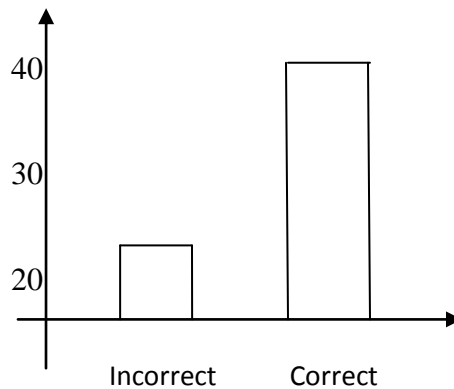
A. Data Description

1. Students' Ability in Using Question Tag in Simple Sentence

Based on the result of the students' ability in using question tag in simple sentence which the researcher had given question about question tag. The researcher used test to collect the data. The test consists of 12 indicators. That is auxiliary verb (is, am, are, was, were, will, shall, has, have, do, does, did). It is consist with 40 items. For more details the description of students' ability based on one by one indicator, it could be seen the explanation below:

a. Indicator "is"

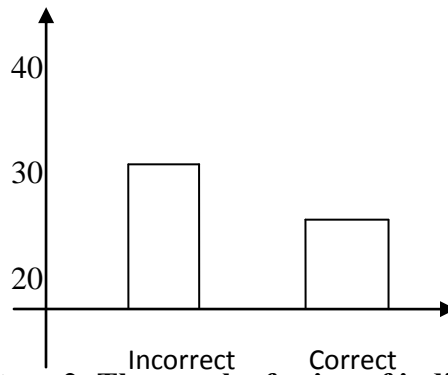
In using of "is" in the test, there were 26 students answered correct and there were 10 students answered incorrect. It could see on this graph below:



Picture 1: The graph of using of indicator "is"

b. Indicator “am”

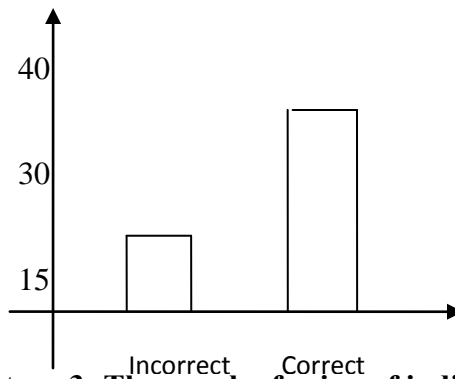
In using of "am" in the test, there were 15 students answered correct and there were 21 students answered incorrect. It could see on this graph below:



Picture 2: The graph of using of indicator ” am”

c. Indicator “are”

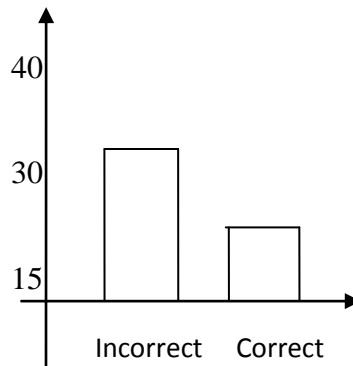
In using of "are" in the test, there were 30 students answered correct and there were 6 students answered incorrect. It could see on this graph below:



Picture 3: The graph of using of indicator ” are”

d. Indicator “was”

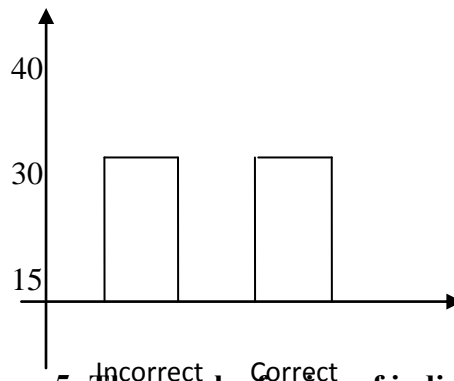
In using of "was" in the test, there were 12 students answered correct and there were 24 students answered incorrect. It could see on this graph below:



Picture 4: The graph of using of indicator " was"

e. Indicator "were"

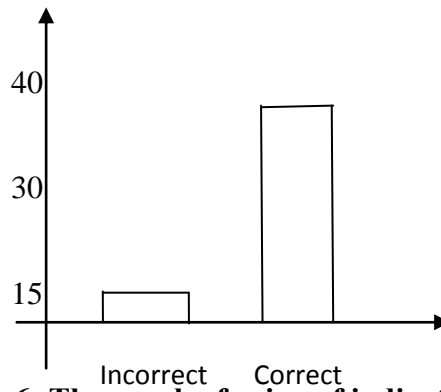
In using of "were" in the test, there were 18 students answered correct and there were 18 students answered incorrect. It could see on this graph below:



Picture 5: The graph of using of indicator " were"

f. Indicator “will”

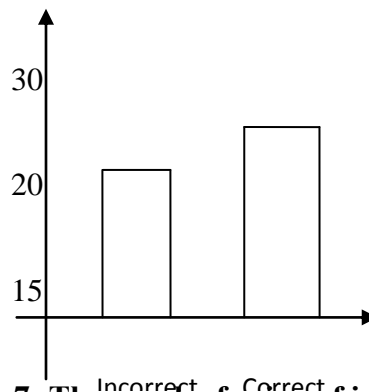
In using of "were" in the test, there were 32 students answered correct and there were 4 students answered incorrect. It could see on this graph below:



Picture 6: The graph of using of indicator ” will”

g. Indicator “shall”

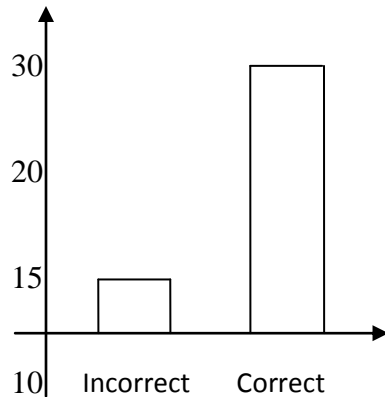
In using of "shall" in the test, there were 16 students answered correct and there were 20 students answered incorrect. It could see on this graph below:



Picture 7: The graph of using of indicator ” shall”

h. Indicator “has”

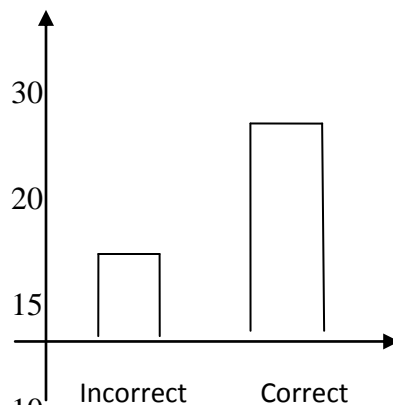
In using of "has" in the test, there were 27 students answered correct and there were 9 students answered incorrect. It could see on this graph below:



Picture 8: The graph of using of indicator ” has”

i. Indicator “have”

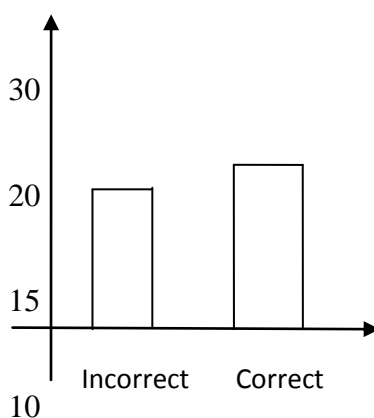
In using of "have" in the test, there were 23 students answered correct and there were 13 students answered incorrect. It could see on this graph below:



Picture 9: The graph of using of indicator ” have”

j. Indicator “do”

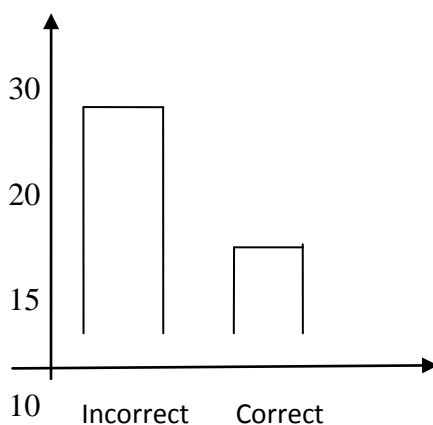
In using of "have" in the test, there were 17 students answered correct and there were 19 students answered incorrect. It could see on this graph below:



Picture 10: The graph of using of indicator ” do”

k. Indicator “does”

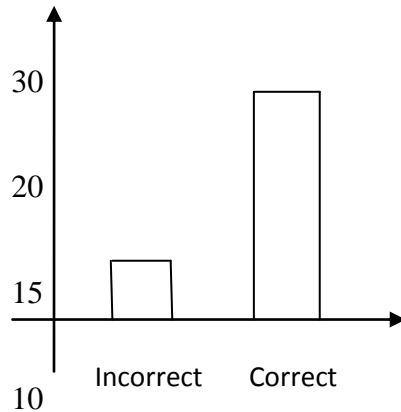
In using of "does" in the test, there were 13 students answered correct and there were 23 students answered incorrect. It could see on this graph below:



Picture 11: The graph of using of indicator ” does”

1. Indicator “did”

In using of "did" in the test, there were 26 students answered correct and there were 10 students answered incorrect. It could see on this graph below:



Picture 12: The graph of using of indicator ” did”

For more details, the description score of students in using question tag in simple sentence. It could be seen as table below:

Table. VIII.

The Students’ Total Scores in using question tag in simple sentence

No	Students’ intial name	Total Score
1.	SBM	20
2.	FDR	20
3.	NHN	30

4.	SPL	35
5.	NBD	40
6.	RA	45
7.	NT	45
8.	SL	50
9.	NLR	55
10.	YS	60
11.	RWH	60
12.	LSC	60
13.	RF	65
14.	HH	65
15.	FN	70
16.	WSH	70
17.	EHR	70
18.	EA	75
19.	AL	75
20.	AF	80
21.	AB	85
22.	PRH	85
23.	NA	85
24.	ENH	85
25.	TY	85
26.	ARH	85
27.	MH	90
28.	JN	90
29.	RAN	95
30.	MR	95
31.	HSA	95
32.	NB	95
33.	JM	95
34.	NHZ	95
35.	MS	95
36.	SHD	95

From the table above the researcher found that the students' ability in using question tag in simple sentence was enough from the maximal score. The students that got 20 score were 2 students. The students that got 30 was

only one student. The students that got 35 score was only one student. The students that got 40 score was only one student. The students that got 45 score were 2 students. The students that got 50 score was only one student. The students that got 55 score was only one student. The students that got 60 score were 3 students. The students that got 65 score were 2 students. The students that got 70 score were 3 students, the students that got 75 score were 2 students. The students that got 80 score was only one student. The students that got 85 score were 6 students. The students that got 90 score were 2 students and the students that got 95 score were 8 students. It concluded that the students score minimal was 20 and 95 for score maximal from 36 students.

To evaluate the students' ability in using question tag in simple sentence, the researcher has calculated the data by using statistic count. It can be seen in the table below:

Table. IX

The Resume of Variable Score of Question Tag

No.	Statistic	Variable
1.	High score	95
2.	Low score	20
3.	Range	75
4.	Bk	6

5.	Interval	12
6.	Mean Score	72,79
7.	Median	66,1
8.	Modus	49

From the above table, it was known that the high score for variable of using question tag in simple sentence had been found from 36 students, and based on the total Of sample research the high score 95 and low 20, mean score 72,79, median 66,1 and modus 49 (see appendix VI)

Based on the calculation means score was 72,79. So application of using question tag in simple sentences was enough. To know the relevance of data was done to group the variable score of using question tag in simple sentence which interval 12. The distribution data above could be seen in the following table below:

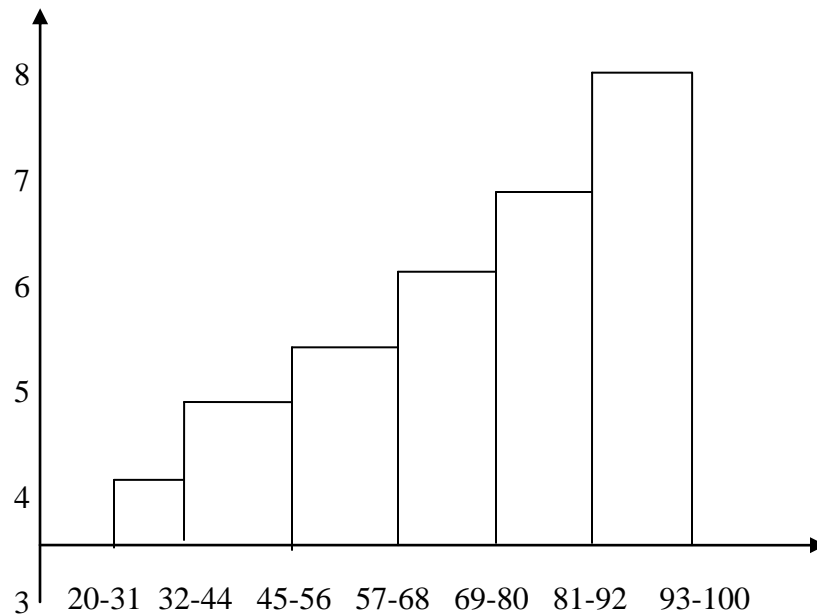
Table. X

Frequency Distribution of Using Question Tag

Interval class	Frequency Absolute	Frequency Relative
20-31	2	5,55%
32-44	3	8,33%
45-56	4	11,11%
57-68	5	13,89%
69-80	6	16,67%
81-92	8	22,22%
93-100	8	22,22%
i=12	N=36	100% = $\sum p$

From the table above it can be known the frequency score of students. Which students have 20 up to 31 were 2 students (5,55%), students have 32 up to 44 were 3 students (8,33%), students have 45 up to 56 were 4 students (11,11%), students have 57 up to 68 were 5 students (13,89%), students have 69 up to 80 were 6 students (16,67%), students have 81 up to 92 were 8 students (22,22%) and students have 93 up to 100 were 8 students (22,22%).

So, Based on the explanation the data above, the distribution of data from the students ability in using question tag in simple sentence at grade VIII MTs N Kase Rao-Rao Batang Natal, it can be drawn at histogram as below:



Picture 13: The Histogram of using question tag in simple sentence

at grade VIII MTs N Kase Rao-Rao Batang Natal

Based on the histogram above, it was known that the variable revelation of using question tag in simple sentence shown that the respondent in 20 up to 31 were 2 students (5,55%), students have 32 up to 44 were 3 students (8,33%), students have 45 up to 56 were 4 students (11,11%), students have 57 up to 68 were 5 students (13,89%), students have 69 up to 80 were 6 students (16,67%), students have 81 up to 92 were 8 students (22,22%) and students have 93 up to 100 were 8 students (22,22%).

. So, the meaning of interval in this research is showing the count of sample that got score in percentage.

Table. XI

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 classification ability above, the cumulative score was 72,74%. So, it could be categorized that the ability of the eighth grade students in MTs N Kase Rao-Rao Batang Natal is using question tag in simple sentence was high category.

Based on the cumulative score were 72,74%. The score of students must fulfill the KKM. Which students KKM in the school for English is 70.

So, based on the KKM that the score of students' ability in using question tag in simple sentence was 72,74% was enough to fulfill of KKM.

2. Hypothesis Testing

The hypothesis of researcher:

H₀ : “The Students Ability in Using Question Tag in Simple Sentence At grade VIII MTs N Kase Rao-Rao Batang Natal are not enough ability”

H₁ : “The Students Ability in Using Question Tag in Simple Sentence At grade VIII MTs N Kase Rao-Rao Batang Natal are enough ability”

So, based on the collected of the data, it will be analyzed to prove the hypothesis by using formula of Z-test. But to use Z-test, the data must be do normality test first.

a. Normality test.

To test normality test, it using by *Chi-Squard Formula*. It can be seen as follow:

Table .XII

Table of Normality Data Test Chi Quadra Formula Using Z-test

Interval of Score	Real Upper Limit	Z- Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)^2}{f^h}$	
	19,5	-4,55	0,5000					
20-31				0,0003	0,01	2	396,01	
	31,5	-3,45	0,4997					
32-44				0,0088	0,31	3	23,34	
	44,5	-2,36	0,4909					
45 -56				0,0778	2,8	4	0,51	
	56,5	-1,36	0,4131					
57-68				0,2763	9,94	5	2,45	
	68,5	-0,35	0,1368					
69-80				-0,1021	3,67	6	1,47	
	80,5	0,64	0,2389					
81-92				-0,2116	7,61	8	0.01	
	92,5	1,65	0,4505					
93-100				-0,0393	1,41	8	30,8	
	100,5	2,32	0,4898					
							χ^2	454,59

So, Based on the table and explanation above, it could seen that $\chi^2_{\text{count}} = 454,59$ while $\chi^2_{\text{table}} = 14,017$ cause $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ ($454,59 > 11,077$) with degree of freedom (dk)= $6-1=5$ and significant level $\alpha = 5\%$, so distribution of the data was normal.

b. Using Z-test

To test hypothesis the researcher using z-test, it could see by formula this below:

$$\begin{aligned} \text{Calculation } Z_{\text{count}} : Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}} = \frac{\frac{22}{36} - 0,41}{\sqrt{\frac{0,41(1-0,41)}{36}}} \\ &= \frac{0,61111111 - 0,41}{\sqrt{\frac{0,41(0,59)}{36}}} \\ &= \frac{0,20111111}{\sqrt{\frac{0,2419}{36}}} \\ &= \frac{0,20111111}{\sqrt{0,006719444}} \\ &= \frac{0,20111111}{0,08197221} \\ &= 2,45 \end{aligned}$$

Calculation Z_{table} :

$$Z_{\text{table}} = (1/2 - \alpha)$$

$$\alpha = 0,05$$

$$Z = \frac{1}{2} - 0,05$$

$$Z=0,5 - 0,05$$

$$Z=0,45$$

$$C_{\text{ount}} = 2,45 > S_{\text{table}} = 0,3264 \text{ (table normal distribution)}$$

Based on the calculation above can be conclude $C_{\text{ount}} = 2,45 > S_{\text{table}} = 0,3264$ by level of significance 5% (0,05). So, from the result above the researcher concluded that the hypothesis H_1 was accepted and H_0 was rejected.

So, The students' ability in using question tag in simple sentence at grade VIII MTs N Kase Rao-Rao Batang Natal are enough ability according to the table XI The Classification Quality Of The students' score.

B. Discussion

In this research, the researcher searched Student' Ability in using question tag in simple sentence at grade VIII MTs N Kase Rao-Rao Batang Natal. The researcher wanted to know students ability in using question in simple sentence. The researcher conducted with a test. The test use to

determine the level of students ability in using question in simple sentence. It has been conducted by researcher

After doing this research based on test, the mean score Students' Ability in using question tag in simple sentence at grade VIII MTs N Kase Rao-Rao Batang Natal was 72,74. It could be categorized into enough ability. Researcher got enough result, it was demonstrated with the analyzed that has been conducted by researcher, and this proves instrumental above the results. but even the ability of students categorized into enough ability. It wasn't enough because the students must be understood well about question tag. when the students have understood well and categorized into high level it would be given effect to the next material. So it should be increase more again.

Based on the test that has answered by students, it could seen some of students have understood about auxiliary verb and tenses but there are also some students didn't understand about personal pronoun. It could be seen how the way the students answer the test. There were some students still confuse in replacing pronoun,between subject and predicate and also some students can't differentiate which one plural and singular. Some students also didn't know well the different between infinitive verb, past verb and participle verb so it make students cannot distinguish which one the auxiliary verb that match for each other. At the last students cannot answer the test well and can't getting score maximal.

The researcher's hypothesis was proved by calculation by using Z test. Which the research had done. The result calculation were $Z_{\text{count}} = 2,45$ was more than $Z_{\text{table}} = 0,3264$ ($Z_{\text{count}} = 2,45 > Z_{\text{table}} = 0,3264$) by level significance 0.05. So, from the result the researcher conducted that hypothesis accepted.

C. The Threats of Research

In this research, the researcher believed that there were many threats of the researcher. It started from the title until techniques 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 the things would want be to be searched but to get the excellence result from the research were more difficult become there were threats the researcher, the researcher the helping from entire advisers, headmaster and English teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and describing the data on “Students’ Ability in Using question Tag in Simple Sentence at Grade VIII MTs N Kase Rao-Rao Batang Natal”, the researcher given conclusion as follows: Students’ Ability in Using question Tag in Simple Sentence at Grade VIII MTs N Kase Rao-Rao Batang Natal are categorized into enough ability”. Then, the hypothesis was accepted by using Z-test, because $Z_{\text{count}} = 2,45 > Z_{\text{table}} = 0,3264$.

B. The Suggestion

Formulating the conclusion, the researcher wanted gives the suggestion concern with the result of this research. It could be seen as below:

- a. The headmaster much add an English teacher in MTs N Kase Rao Batang Natal and the facility must be add because the facility was not enough for students .
- b. The English teachers, to motivate the students for learning especially to improve their ability in using question tag in simple sentence,
- c. To readers to improve their knowledge about question tag in simple sentence.

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CURRICULUM VITAE

1. Personal Data

Name : Rina Sari Nasution
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2. Parents Data

Father's Name : Irsan Nasution
Mother's Name : Samsinar Batubara

3. Educational Background

1. Graduated from Elementry School SD Negeri Tombang Kaluang in 2001-2007.
2. Graduated From Junior High School MTsN Kase Rao-Rao Batang Natal in 2007-2010
3. Graduated From Senior High School SMK N 1 Padangsidimpuan in 2010-2013
4. Be University students in Institute Agama Islam Negeri Padangsidimpuan in 2013

APPENDIX I

LIST OF TEST

A. Introduction

1. The instrument is used to find out the students' ability in using question tag in simple sentences
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 the best by yourself

Name :

Class :

C. Questions

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

1. She is cooking rice now,.....?
2. I am eating cake this morning,.....?
3. They are playing football right now,.....?
4. Santi was sick yesterday,.....?
5. My uncle and his wife were in Bandung two days ago,.....?
6. Rudi will go to library tomorrow,.....?
7. I shan't give you a new phone,.....?
8. She has cooked the dinner,.....?
9. We have studied English language,.....?
10. I don't have a pen,.....?
11. Lita doesn't speak French,.....?
12. They didn't prepare test for tomorrow,.....?
13. He isn't reading newspaper,.....?
14. I am not doing my homework,.....?

15. Juli and Rita aren't going to school,.....?
16. My dad was angry with me,.....?
17. Your brother and sister weren't here last night,.....?
18. She won't give her money to you,.....?
19. We call him tomorrow, shall we?

20. Itso disturbed me, hasn't it?
21. Arjith and Mita practiced dancing, haven't they?
22. I interest to be your partner, do I?
23. Mariza..... drink milk,does she?
24. They know about the scholarship, did they?
25. Dewi washing clothes now, isn't she?
26. I a student, aren't I?
27. You and I friend, aren't we?
28. She so noisy, wasn't she?
29. They new member in our group, were they?
30. Sinta show you her talent,won't I?
31. Ihelp you tomorrow, shall I?
32. Dedifinished play game, hasn't he?
33. My parents..... given me new phone, haven't they?
34. I understand about your language, do I?
35. Harry walk to school, does he?
36. My parents allow me to come your party, did they?
37. He coming to class today, is he?
38. Iplaying a game now, are I?
39. They watching Harrypotter movie, aren't they?
40. She born in Bandung, wasn't she?

APPENDIX II

Key Answer

1. isn't she	11. does she	21. Have	31. Shan't
2. aren't I	12. did they	22. Don't	32. Has
3. aren't they	13. is he	23. Doesn't	33. Have
4. wasn't she	14. Are I	24. didn't	34. Don't
5. weren't they	15. Are they	25. Is she	35. doesn't
6. won't he	16. Wasn't he	26. Am	36. Didn't
7. shall I	17. Were they	27. Are	37. Isn't
8. hasn't she	18. will she	28. Was	38. Am
9. haven't they	19. Shan't we	29. weren't	39. Are
10. do I	20. Has	30. Will	40. was

APPENDIX III

STATISTIC EXAMINE LOOK FOR MEAN, MEDIAN, MODUS, RANGE, TOTAL OF CLASSES, INTERVAL AND STANDARD DEVIATION OF STUDENTS' ABILITY IN USING QUESTION IN SIMPLE SENTENCE

1. Maximal and minimum score were gotten by setting the variable score from low to high score.

20 20 30 35 40 45 45 50 55 60
60 60 65 65 70 70 70 75 75 80
85 85 85 85 85 85 90 90 95 95
95 95 95 95 95 95

2. High score : 95

3. Low score : 20

4. Range : High score-Low score
= 95 - 20
= 75

5. The total of classes (BK) = $1 + (3,3) \log n$
= $1 + (3,3) \log 36$
= $1 + (3,3) 1,55$
= $1 + 5,115$
= 6,115
= 6

6. Interval (i) = $\frac{\text{Range}}{\text{Many classes}} = \frac{75}{6} = 12,5 = 12$

7. Mean Score $Me = \frac{\sum fixi}{fi}$

Interval (i)	Fi	Xi	Fixi
--------------	----	----	------

20-31	2	25,5	51
32-44	3	38	144
45-56	4	50,5	202
57-68	5	62,5	312,5
69-80	6	74,5	447
81-92	8	86,5	692
93-100	8	96,5	772
	N=36	434	2620,5

$$\frac{\sum fixi}{x} = \frac{\sum fixi}{fi} = \frac{2620,5}{36} = 72,79$$

8. Normality Data Test Chi Kuadrat Formula

Table of Normality Data Test Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z- Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)^2}{f^h}$
	19,5	-4,55	0,5000				
20-31				0,0003	0,01	2	396,01
	31,5	-3,45	0,4997				
32-44				0,0088	0,31	3	23,34
	44,5	-2,36	0,4909				
45 -56				0,0778	2,8	4	0,51
	56,5	-1,36	0,4131				
57-68				0,2763	9,94	5	2,45
	68,5	-0,35	0,1368				
69-80				-0,1021	3,67	6	1,47

	80,5	0,64	0,2389				
81-92				-0,2116	7,61	8	0.01
	92,5	1,65	0,4505				
93-100				-0,0393	1,41	8	30,8
	100,5	2,32	0,4898				
χ^2							454,59

So, Based on the table and explanation above, it could be seen that $\chi^2_{\text{count}} = 454,59$ while $\chi^2_{\text{table}} = 14,017$ cause $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ ($454,59 > 14,017$) with degree of freedom (dk) = 6-1=5 and significant level $\alpha = 5\%$, so distribution of the data was normal.

9. Median $Mdn = l + \frac{\frac{1}{2}N}{f} \cdot i$

Interval	Fi	Fk(a)	Fk(b)
20-31	2	36=N	2
32-44	3	34	5
45-56	4	31	9
57-68	5	27	14
69-80	6	22	20
81-92	8	16	28
93-100	8	8	36=N
I= 12	N= 36		

$$Mdn = l + \frac{\frac{1}{2}N}{f} \cdot i$$

$$= 44,5 + \frac{\frac{1}{2}(36)-27}{5} \cdot 12$$

$$= 44,5 + \frac{18-27}{5} \cdot 12$$

$$= 44,5 + \frac{9}{5} \cdot 12$$

$$= 44,5+21,6 = 66,1$$

10. Modus ; $Mo = I + \frac{fa}{fa+fb} \cdot i$

$$= 44,5 + \frac{3}{3+5} \cdot 12$$

$$= 44,5 + \frac{3}{8} \cdot 12$$

$$= 44,5 + 4,5$$

$$= 49$$

11. Standard Deviasi (SD)

Interval	Fi	X	x ²	Fx	fx ²
20-31	2	25,5	4	51	204
32-44	3	38	9	144	1296
45-56	4	50,5	16	202	3232
57-68	5	62,5	25	312,5	7812,5
69-80	6	74,5	36	447	16092

81-92	8	86,5	64	692	44288
93-100	8	96,5	64	772	49408
I= 12	N= 36	434	218	2620,5	122332,5

$$SD = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}}$$

$$= \sqrt{\frac{36 (218) - (434)^2}{36(36-1)}}$$

$$= \sqrt{\frac{7848 - 188356}{1260}} = \sqrt{\frac{180508}{1260}}$$

$$= \sqrt{143,260317} = 11,9691402 = 11,96$$

APPENDIX IV

HYPOTHESIS EXAMINE

Z – Test

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}} = \frac{\frac{22}{36} - 0,41}{\sqrt{\frac{0,41(1-0,41)}{36}}} \\ &= \frac{0,61111111 - 0,41}{\sqrt{\frac{0,41(0,59)}{36}}} \\ &= \frac{0,20111111}{\sqrt{\frac{0,2419}{36}}} \\ &= \frac{0,20111111}{\sqrt{0,006719444}} \\ &= \frac{0,20111111}{0,08197221} \\ &= 2,45 \end{aligned}$$

Calculation Z_{table} :

$$Z_{\text{table}} = (1/2 - \alpha)$$

$$\alpha = 0,05$$

$$Z = \frac{1}{2} - 0,05$$

$$Z=0,5 - 0,05$$

$$Z=0,45$$

$$Z_{\text{count}} = 2,45 > Z_{\text{table}} = 0,3264 \text{ (table normal distribution)}$$

Based on the calculation above can be conclude $Z_{\text{count}} = 2,45 > Z_{\text{table}} = 0,3264$ by level of significance 5% (0,05). So, from the result above the researcher concluded that the hyphothesis H_1 was accepted and H_0 was rejected.

APPENDIX V**Table I
Z- Table**

Z	0	1	2	3	4	5	6	7	8	9
0,0	0000	0040	0080	0120	0160	0199	0239	0279	0319	0359
0,1	0398	0438	0478	0517	0557	0596	0636	0675	0714	0753
0,2	0793	0832	0871	0910	0948	0987	1026	1064	1103	1141
0,3	1179	1217	1255	1293	1331	1368	1406	1443	1844	1879
0,4	1554	1591	1628	1664	1700	1736	1772	1808	1844	1879
0,5	1915	1950	1985	2019	2054	2088	2123	2157	2190	2224
0,6	2258	2291	2324	2357	2389	2422	2454	2486	2517	2549
0,7	2580	2612	2642	2673	2707	2734	2764	2794	2823	2852
0,8	2881	2910	2939	2967	2995	3023	3051	3078	3106	3133
0,9	3159	3186	3212	3238	3264	3289	3315	3340	3365	3389
1,0	3413	3438	3461	3485	3508	3531	3554	3577	3599	3621
1,1	3643	3665	3686	3708	3729	3749	3770	3790	3810	3830
1,2	3849	3869	3888	3907	3925	3944	3962	3980	3997	4019
1,3	4032	4049	4066	4082	4099	4115	4131	4147	4162	4177
1,4	4192	4207	4222	4236	4251	4265	4279	4292	4306	4319
1,5	4332	4345	4357	4370	4382	4394	4406	4419	4429	4441
1,6	4452	4463	4474	4484	4495	4505	4515	4525	4535	4549
1,7	4554	4564	4573	4582	4591	4599	4608	4616	4625	4633
1,8	4641	4649	4656	4664	4671	4678	4586	4693	4699	4706
1,9	4713	4719	4726	4732	4738	4744	4740	4756	4761	4767
2,0	4772	4778	4783	4788	4793	4798	4808	4808	4812	4817
2,1	4821	4826	4830	4034	4838	4842	4846	4850	4854	4857
2,2	4861	4864	4868	4871	4875	4878	4881	4884	4887	4890
2,3	4898	4896	4898	4901	4004	4906	4909	4911	4913	4916
2,4	4918	4920	4922	4025	4027	4929	4931	4932	4934	4936
2,5	4938	4940	4941	4043	4945	4945	4948	4949	4951	4952
2,6	4953	4955	4956	4957	4959	4960	4961	4962	4963	4964
2,7	4965	4966	4967	4968	4969	4970	4971	4972	4973	4974
2,8	4974	4975	4976	4977	4977	4978	4979	4979	4980	4981
2,9	4981	4982	4982	4983	4984	4984	4985	4985	4986	4986

APPENDIX VI**Table II**
Nilai-Nilai Chi Kuadrat

Dk	Taraf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,481	6,635
2	0,139	2,408	3,219	3,605	5,591	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,017	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	23,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,19	16,985	19,812	22,368	27,688
14	13,332	16,222	18,151	21,064	23,685	29,141
15	14,339	17,322	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,337	19,511	21,615	24,785	27,587	33,409
18	17,338	20,601	22,760	26,028	28,869	34,805
19	18,338	21,689	23,900	27,271	30,144	36,191
20	19,337	22,775	25,038	28,514	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,194	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,775	50,892