AN ANALYSIS ON THE STUDENTS' DIFFICULTIES IN LEARNING QUESTION TAGS AT ELEVEN GRADE IN MAN 1 PADANGSIDIMPUAN

A THESIS

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

WRITTEN By:
SOLAT MAIYA
Reg. No. 10.340.0111

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

AN ANALYSIS ON THE STUDENTS' DIFFICULTIES IN LEARNING QUESTION TAGS AT ELEVEN GRADE IN MAN 1 PADANGSIDIMPUAN

A THESIS

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

WRITTEN By:
SOLAT MAIYA
Reg. No. 10.340.0111

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

AN ANALYSIS ON THE STUDENTS' DIFFICULTIES IN LEARNING QUESTION TAGS AT ELEVEN GRADE IN MAN 1 PADANGSIDIMPUAN
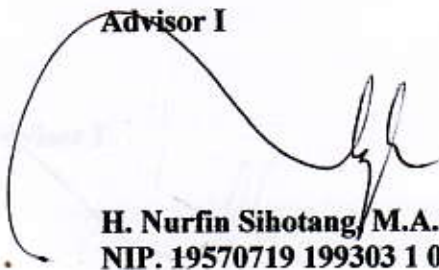
A THESIS

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

Written By:
SOLAT MAIYA
Reg. No : 10 340 0111

Advisor I

H. Nurfin Sihotang, M.A.,Ph.D
NIP. 19570719 199303 1 001

Advisor II

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

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

Term : Thesis
    a.n. Solat Maiya

Item : 7 (sevent) Examplars

Padangsidimpuan,   March 2015
To:
Dekan Tarbiyah and teacher Training Faculty
In-
        Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Solat Maiya, entitled *"An Analysis On The Students' Difficulties In Learning Question Tags At Eleven Grade In MAN 1 Padangsidimpuan"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

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. Thank you.

Wassalamualaikum Wr. Wb.

Advisor I

H. Nurfin Sihotang, M.A.,Ph.D
NIP. 19570719 199303 1 001

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   :   Solat Maiya

Reg. No.   :   10. 340 0111

Faculty/Department :   Tarbiyah And Teacher Training Faculty/ TBI-3

Title of Thesis   :   AN   ANALYSIS   ON   THE   STUDENTS'
                                    DIFFICULTIES IN LEARNING QUESTION TAGS
                                    AT   ELEVEN   GRADE   IN   MAN   1
                                    PADANGSIDIMPUAN

    I hereby declare that I have arranged and written the thesis by myself, without asking for illegel help from others except the guidance from advisors, and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14.

    I do this declaration truthfully, if there is deceitfulness and incorrectness degrading to this deglaration in the future, I will be willing to get punishment as it is required in students' academic degree disrespecfully, and other punishment regarding norms and legal law.

Padangsidimpuan,   March 2015
Declaration Maker

Solat Maiya
Reg. No. 10 340 0111

AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : SOLAT MAIYA
Nim   : 10 340 0111
Faculty / Department : Tarbiyah and Teacher Training Faculty / TBI-3
Kind   : Thesis

To development of science and knowledge, I hereby Declare That I Present Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis entitled :

"AN ANALYSIS ON THE STUDENTS' DIFFICULTIES IN LEARNING QUESTION TAGS AT ELEVEN GRADE IN MAN 1 PADANGSIDIMPUAN"

With all sets of equipments (if needed). Based on the this non exclusive royalty right,The State Institute Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Above all, this statement is made trueheartedly to be used properly,

Made In Padang sidimpuan
Date   March 2015

Signed

SOLAT MAIYA
Reg. No. 10 340 0111

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : **SOLAT MAIYA**

Reg. No   : 10 340 0111

Thesis   : **AN ANALYSIS ON THE STUDENTS' DIFFICULTIES IN LEARNING QUESTION TAQS AT ELEVEN GRADE IN MAN 1 PADANGSIDIMPUAN**

<table>
<tr><td align="center">Chief</td><td align="center">Secretary</td></tr>
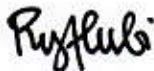<tr><td>Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001</td><td>Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004</td></tr>
</table>

MEMBERS

<table>
<tr><td>1. Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001</td><td>2. Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004</td></tr>
<tr><td>2. H. Nurfin Sihotang, M.A., Ph.D
NIP. 19790815 200604 1 003</td><td>3. Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016</td></tr>
</table>

Proposed

Place   : Padangsidimpuan
Date   : August 28th, 2014
Time   : 09.00 WIB - finish
Result/ Mark   : 68,5 (C)
Cumulative Achievement Index   : 3,16
Predicate   : Very Good

RELIGION MINISTRY
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. RijalNurdin KM. 4,5 Sihitang Padangsidimpuan
Tlpn.(0634)22080 Fax.(0634)24022 Padangsidimpuan 22733

LEGALIZATION

The Thesis with Title	**:AN ANALYSIS ON THE STUDENTS' DIFFICULTIES IN LEARNING QUESTION TAGS AT ELEVEN GRADE IN MAN 1 PADANGSIDIMPUAN**
Name	**: SOLAT MAIYA**
Reg. No	**: 10 340 0111**

The thesis has been accepted as a partial fulfillment of requirement for degree of

Graduate of Islamic Education (S.Pd.I) in English.

Padangsidimpuan, 30 March ,2015
Dean

Hj. Zulhimma,S.Ag.,M.Pd.
NIP. 19720702 199703 2 003

Name : **SOLAT MAIYA**
Reg. No : 1**0 340 0111**
Faculty : **Tarbiyah**
Program Study : **Tadris Bahasa Inggris (TBI-3)**
Title of Thesis : **AN ANALYSIS ON THE STUDENTS' DIFFICULTIES IN LEARNING QUESTION-TAGS AT ELEVEN GRADE IN MAN 1 PADANGSIDIMPUAN".**

ABSTRACT

Communication is a tool to make a relation with another people, because we are social creatures who can not live without another people. Language is a tool man used to represent ideas in sentences. One of the languages that have a great influence in the world is English. English is one of International language and plays important role in international communication. Learning English is not easy because English has different structures and we known with grammar. Grammar has some components. The one of them is question tags. It is not easy to be learnt by students in senior high school level and they are usually confused in using the question tags. Although some students have learnt grammar completely, they still find difficulty to distinguish the usage of language function. As a result it will lead them to produce many errors in their learning. Many of students commonly make mistake in their learning but it is logically acceptable.

The aim of this research is To know the difficulties encountered question tags. And To know the efforts done by the teachers to overcome the difficulties question – tags. The population of the research is the first year students (XI IPA-3) of MAN 1 Padangsidimpuan and the writer takes 37 students of class XI IPA-3 as the samples. The writer takes the samples by using purposive random sampling technique. The writer uses a descriptive analysis technique with visiting the school to do research. Then, the writer gives the test to the students. next, the writer give test to the students and asks them about the difficulty in doing this test by doing interview. By analyzing the test, the teacher finally knows which part of the lesson that has not been understood by students, or may be his technique in teaching should be improved.

The result of this research are: the highest error made by students in present perfect tense of error 324,3 % and the average is 64,86%. It means that most of students are still confused question tags in present perfect tense. But the lower also made in present continuous tense with 183,76% or with average 36,75% in average while frequency of error in simple present tense 197,28% with average 39,45% , simple past tense 295,43% with average 51,89% and future tense with 189,17% and average 37,75%. With those frequencies, the teacher should more pay attention in explain these parts.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following:

1. H. Nurfin Sihotang, MA, Ph.D as the first advisor who has given suggestions and helps in writing this thesis.

2. Yusni Sinaga, S.Pd., M.Hum as the second advisor who has helped, supported and suggested me to finish this thesis. May God bless Her.

3. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time so I could learn and get some knowledge from IAIN Padangsidimpuan.

4. Mrs. Hj. Zulhimma, S.Ag., M.Pd., The Dean of Tarbiyah Faculty.

5. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Department.

6. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus.

7. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., M. Hum) and the staffs for their cooperative and permission to use their books.

8. My beloved parent, (Bustami matondang and Yusrah lubis) who taught me how to be patient to face this life, my sisters (Riadoh Mtd, Armh Anni Muliani Mtd S.Pd,

ii

Adek Ilfa Hayati Mtd S.Pdi, Arini Fadilah Mtd S.Pd), and my brother (Rahmat Syukur Mtd) who always give their prays, motivation, and moral encouragement to finish my study.

9. My beloved friends Nurbaiti Aswaliya, Siti Efrida Hasibuan, Diena fitria, Guan Ramadhan, Andri Hakim Siregar, Borkat Sihombing, Annalia Harahap, Liana Hesry, Nur Haida, Rina Juliana, Naimah Agustina, Riski Jamiah, Rasmiannur, Muhammad Adi Syahputra, Mrs. Syamsiah Depalina Siregar, and especially all of TBI-3, TBI-2, and TBI-1 thanks for your help, patience and care to support the resercher to finish my study.

10. All my friends in IAIN Padangsidimpuan, good luck for you.

11. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, August 2014
Reseacher

SOLAT MAIYA
NIM : 10 340 0111

ii

TABLE OF CONTENT

CHAPTER III : RESEARCH METHODOLOGY

CHAPTER IV : RESULT OF THE RESEARCH

CHAPTER V: CONCLUSION AND SUGGESTION

REFERENCE
CURRICULUM VITAE
APPENDIXES

LIST OF TABLE

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background Of The Problem

In social life, communication is very important for human beings. It is as fundamental as the physical requirements for food and shelter. And it is used by humans to communicate and interact with each other. Language is a tool man used to represent ideas in sentences. Through the language, people can express their ideas, thoughts and feelings about knowledge, technology, culture, art, of many things in the world. It means that language is very important in our life.

The number of many languages is one of the powers of Allah SWT, in holy Koran surah Ar-rum: 22 stated:[1]

وَمِنْ ءَايَٰتِهِۦ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّلْعَٰلِمِينَ ﴿٢٢﴾

Means: And among His signs is the creation of the Heavens and the earth, and variation in Your language and your colors, verily in that are signs for those who know.

From the definition above, we can see that many languages in the world. One of them is English. English is one of International language and plays

---

[1] Abdallah Yousep Ali, *The Glorious Qur'an* (Beirut: Dar EL. Fikr SAL, 2009), p. 363.

important role in international communication. in holy Koran surah Az Zumar: 9 stated:[2]

أَمَّنْ هُوَ قَـٰنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْءَاخِرَةَ وَيَرْجُوا۟ رَحْمَةَ رَبِّهِۦ ۗ قُلْ هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُو۟لُوا۟ ٱلْأَلْبَـٰبِ ۝

Means: is one who is obedient to Allah prostrating himself or standing (in prayer) during the hours of the night, fearing the hereafter and hoping for the mercy of his lord (like one who disbelieves)? Say: ' are those who know not?" it is only mean of understanding who will remember (i.e. get a lesson from Allah's sign and verses).

Many people in the word use English to communicate so they can maintain relationship and cooperate each other. In Indonesia, English has been taught as the first foreign language since the proclamation of Indonesia independence. Before English was taught in Indonesia, during the Dutch colonial time and during the Japanese occupations, the languages of those rules were taught as compulsory subjects. Based on the syllabus, there are several aspects of skills that must be mastered by students in learning English, they are: speaking, listening, reading and writing. To be able to master these skills well, students need sufficient the knowledge of grammar.

Grammar is a set of cognitive rules or principles for combining words (and parts of words) to express certain notions or ideas.[3] In order to be able to

---

[2] Abdallah Yousep Ali, *The Glorious Qur'an* (Beirut: Dar EL. Fikr SAL, 2009), p. 402.
[3] Graeme Kennedy, *Structure And Meaning In English* (Great Britain : Pearson Education Limited, 2003), p.1.

express the notions and ideas precisely and clearly in writing, it should be through a good language. That is why students need to learn grammar, and during the time in learning grammar, thinking skills are needed to create a good language communication. Language skills and thinking skills are respect to each other. Thinking skills effect language skills. Conversely, language skills effects on the ability to think. Someone who has low capacity in thinking would have difficulties in formulating a good sentence, logical, and systematic.[4]

Grammar consists of form and rules, however grammar is about much more than form, and its teaching is ill served if students are simply given rules.[5]At this time, the grammar is not considered so important by the government for academic students. it is seen from the current curriculum that does not contain special lessons for grammar. Grammar is only glimpse of the text in textbook or what is known as "Genre Based Teaching Method'. Unlike 1994'S curriculum where grammar is given special attention and there is a specific discussion about it in the textbook. As the curriculum of eleven grade which talks about Question – Tags.

Question tags is one of the material in English subject. It is taught at Eleven grade in the first semester in MAN 1 Padangsidimpuan, but Most of students seems like find difficulties in mastering the question tags. " Question

[4] Sunarto & Agung Hartono, *Perkembangan Peserta Didik* (Jakarta : PT Rineka Cipta, 2006), p. 140.
[5] Celce-Murcia, Marianne (editor), *Teaching Grammar in Teaching English as a Second or Foreign Language*, (USA: Heile & Heile Publisher, 2001), p.251.

tags are mini-question that we often put on the end of a sentence in spoken English ". As the experience when the researcher teaching practice in MAN 1 Padangsidimpuan the researcher gave they subject about Question – tags. The researcher test them with some exercise, their score not good. The researcher repeated the explanation to them for several times and their comprehension about Question – tags is not increase significantly. Although some students could answer the test correctly, when they retested with the same item they will make the same mistake. It means they do not understand the Question – tags at all. And when the researcher test them with some exercise about simple sentence they understand and students could answer correctly. Simple sentence and Question – tags is not different so far, so why did eleven students' of MAN 1 Padangsidimpuan still find difficulties to differ it?

Based on the explanation above, the writer is interested in choosing the topic and the research wants to analyze what factors make which the feel difficulties to learn Question – tags and will present it on the paper title " **An Analysis On The Students' Difficulties In Learning Question-Tags At Eleven Grade In Man 1 Padangsidimpuan".**

B. Focus Of The Problems

The writer limits this study on the analysis on the difficulties faced by the Eleven students of MAN 1 Padangsidimpuan. The problems will be limited some

points on the Question – tags in five basic tenses, they are: Present Tense, Past Tense, present continuous tense, Present Perfect Tense, future tense in active.

C. Definition Of The Key Terms

The terminologies, as follow:

1. Analysis

Analysis means study or examines in order to learn about something.

2. Students

According to Hornby, "Student is a person who is studying at school or college".[6] While Syaiful Bahri said "Student or learner is any person who receives an influence of a person or group of persons who carry out educational activities."[7]

Based on the definitions above, the researcher concludes the student is a person or group of persons who carry out educational activities like knowledge transfer and character building.

3. Difficulties

Difficulties is something hard to deal with understand. A.S Hornby stated a difficulty is the state or condition of being difficult.[8]

---

[6]A. S. Hornby. *Oxford Advanced Leaner's Dictionary* (New York: Oxford University Press, 1995), p. 1187.
[7]Syaiful Bahri. *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: RinekaCipta, 2002), p. 51.
[8]A. S. Hornby. *Op.Cit.,* p. 202.

Based on the explanation above the researcher wanted to know what is the difficulties that faced by students when study Question – tags.

4. Questions – Tags

Celce –Murcia says Question-Tags is a short question which is appended to a statement when the speaker seeks confirmation of his or her statement.21 Azar stated almost same with Celce-Murcia says Question-Tags 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.[9]

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 if a sentence, to ask for confirmation of something we are not sure about, or to ask for agreement.

Based on definitions above, the researcher concludes that question tags is one of material in the curriculum, wish did learned of students' and one of the difficulty faced in eleven grade in MAN 1 Padangsidimpuan.

D. Formulation Of Problems

Based on the discussion above, the writer would like to formulate the problem as:"Do the students face some difficulties in learning question tags?". This general question can be formulated into more specific question as follows:

---

[9] Betty Schrampfer Azar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey: Prentice-Hall,1989), P.Al6.

1. What are the difficulties faced by the eleven students of MAN 1 Padangsidimpuan. in learning Question-Tags?

2. Why do the eleven Grade students of MAN 1 Padangsidimpuan face difficulties in learning Question-Tags?

E. Objectives Of The Research

This study has some purpose, they are:

1. To know the difficulties encountered by the eleven students of MAN 1 Padangsidimpuan. in learning Question-Tags.

2. To find out the reason why the students face the difficulties. As the purpose of the study and she hopes will be useful for student□s understanding in question tags for practicing in English correctly, and anybody who pays attention to learn English can take advantages from this study

F. Significances Of Research

The significance of the research are as follows:

1. For students, to know what kinds of difficulties and why the face difficulties in using question tags and then how to surpass the difficulties in using question tags.

2. For teacher, to know how to surpass the difficulty in using question tags faced by students and to know how to teach question tags clearly and not make students confuse and difficult to use it.

3. For the writer, to enlarge the writer's knowledge in her grammar especially in using question tags

G. Outline Of The Thesis

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

1. The first chapter, it is consist of the background of the problem, focus of the problem, , definition of the key term, the formulation of the problems, the aims of the research, significant of the research, outline of the thesis.

2. The second chapter it is consists of a theoretical framework, which contains grammar (definition of grammar, scope of grammar, teaching grammar), Question-Tag (definition of question-tag, form of question-tag, use of question-tag and difficulties in learning question-tag) and School profile.

3. The third chapter , it is consist of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis.

4. Chapter fourth, it is the result of the research talking about the analysis of data.

5. Chapter fifth it is consist of conclusion and suggestion.

CHAPTER II
THEORETICAL DESCRIPTION

In this chapter the writer gives a theoretical framework the supports the study. It is consists of: Grammar (Definition of Grammar, Scope of Grammar), Difficulties (Definition of Difficulties, Difficulties in Learning, The Kinds of Difficulty in Learning, Indicator Difficulties in Learning), Question-Tag (Definition of Question-tag, Form of Question-Tag, Use of Question-Tag and Difficulties in Learning Question-Tag), Review of Related Finding, Conceptual Framework.

A. Grammar

1. Definition of Grammar

The word grammar has several meanings which are given by different experts. There is no fixed definition of grammar. The meaning og grammar in Oxford Dictionary is the rules in the language for the changing the form of words and combining them into sentences.[1]

Harmer stated almost the same as that of Oxford Dictionary.[2] He says that grammar of the language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Hancock stated that grammar is the natural, inherent, meaning making system of the language, a system that governs the way words come together to

---

[1]A .S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 517.
[2]Jeremy Harmer, *The practice of English Language Teaching 3nd Edition* (London: Pearson,)

form meanings; grammar is also the study of that system, the various theories or perspectives that attempt to understand and describe it.[3]

Meanwhile, Thornbury states that grammar is partly the study of what forms (or structure) are possible in a language.[4] And Burton says more complex that grammar is not a collection of hard and fast rules. It is more flexible and, therefore, more useful than the rule itself.[5]

Cook and Suter also state that grammar used a writer description of the rules of the language and a set of rules by which people speak and write.[6]

Veit defines the term grammar as what enables someone of understand every word he is reading, and to speak and write words and sentences of his own.[7] Consequently, by using good grammar, the sentence of our own will be understandable.

Moreover, Williams says a grammar is the description that represents our ability to speak in a certain way.[8] This definition concludes that grammar focuses on the development of grammatical systems as a means for people to interact with each other.

---

[3]Craig Hancock, *Meaning-Centered Grammar an Introductory Text* (London: Equinox Publishing Ltd), p. 6.

[4]Scott Thornbury, *How to Teach Grammar* (London : Pearson Education limited, 1999), p. 1.

[5]S.H. Burton, *Mastering English Language* (London : Longman, 1982), p.1.

[6]Stanley J. Cook and Richard W. Stanley and Suter, *The Scope of Grammar* (New York: Mc. Graw-Hill Book Company, 1986), p. 2.

[7]Richard Veit, *Discovering English Grammar* (Boston: Houghton Mifflin Company, 1986), p. 1.

[8]J.M.William,*The New English* (New York: The Free Press. A Division of the Macmillan company, 1970),p. 13.

From those definitions the writer summarize that grammar is the rule of a language, which will help us to understand and also help us to produce utterance spoken or written.

2. Scope of Grammar

Celce-Murcia stated in her book " Teaching English as a Second or Foreign Language" that she described about Three-Dimensional Grammar framework as bellow:[9]

Three dimensional of grammar
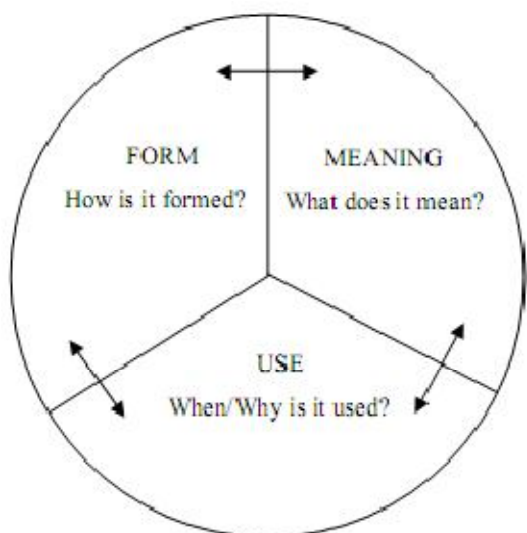
Our framework takes the form of a pie chart. Its shape helps us to make salient that in dealing with the complexity of grammar, three dimensions must concern us: structure and form, semantic or meaning and the pragmatic conditions governing use.

After perceiving the explanation above, the writer summarize that grammar consists of three points namely form, meaning and use. The first is

---

[9] Marianne Celce – Murcia (Editor *) Teaching Grammar in Teaching English as a second or Foreign Language* (USA : Heile & Heile publisher, 2001),p. 253.

form. Grammar has many forms and each form has its function and characteristics. The second is meaning. Meaning is important in grammar in that because it helps a writer or a speaker understand what s/he says or writes. Consequently, the learners need to learn not only what forms are possible, but also what particular forms will express their particular meaning. The third is the usage. We must know when we use grammar, where, when, and how to use grammar. Because it is also an important thing as important as meaning and form. Consequently the three dimensional grammar above is related to each other.

B. Difficulties

1. Definition of Difficulties

Difficulties is a condition where is competence is not attain agree with standard criteria which decided. A.S Hornby stated a difficulty is the state or condition of being difficult.[10] In Indonesian dictionary difficulty is "the complicated or hard situation; something difficult".[11]

2. Difficulties in Learning

Difficulty in learning is conditions that can not make someone learn properly not only because there are berries but also because there are threats and disturbances. According to Oxford Advanced Learner's Dictionary

---

[10]A. S. Horby, *Op.Cit*., p. 202.
[11]Tim prima pena , *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 1385.

learning is gaining a knowledge or skill in a subject.[12] There are several

definition of learning they are:[13]

    a) Learning is the process whereby an organism changes its behavior as a result of experience.
    b) Learning is a relatively permanent change in capacity for performance,
    c) Learning is the way that human beings acquire new skills, knowledge, attitudes and values. The outcomes of learning are the new capabilities possessed by the learner.Learning consists of the acquisition of increasingly automated schemata held in long-term memory.
    d) Neuroscientists define learning as two neurons communicating with each other.

According to National Institute of Health, USA Learning

disabilities/difficulties are disorders that affect the ability to understand or use

spoken or written language, do mathematical calculations, coordinate

movements, or direct attention.[14]

Based on the explanation above the researcher concludes that

difficulties in learning is a problem or some factor that make student difficult

to understand when student learn the subject.

3. The Kinds of Difficulty in Learning.

T. Sutjihat Soemantri, in Psikology Anak Luar Biasa, divides kinds of

difficulty into Minimal Brain Dysfunction, Aphasia, Dyslexia, weak of

perceptual or Motor- Perceptual.[15]

---

[12]A. S. Horby.*Loc. Cit.*, p. 244.

[13]Peter westwood, *Learning and Learning Difficulties* ,a handbook for Teachers (University of Hong Kong, 2004), p 2-3.

[14]Ridwan Idris."*Mengatasi Kesulitan Belajar dengan Pendekatan Kognitif*", dalam Jurnal *Lentera Pendidikan,* Volume 12, No. 2, Desember 2009.

[15]T. Sutjihat Soemantri, *In Psikology Anak Luar Biasa* (Bandung:Refika Aditama, 2006), p. 202-206.

a. Minimal Brain Dysfunction

Minimal Brain Dysfunction is used to a conditional of the nuisance of nerve, the dysfunction can manifest in several difficulties like: perception, conceptualization, language memory, attention restrain, impulse, or motoric function.

Children that have minimal brain dysfunction may shows various symptoms, may be they face difficulty to following the class activity like: read, spell, count, difficult in comprehending concrete concept or abstract.

Their performance is disposed in disorder. They often show the symptom indication of less capable in attention concentrate, unstable emotion, frustration, and hostility attitude.

There are some specific symptoms from minimal brain dysfunction:

1) Weak of perception and concept formation
    a) Weakness in differentiating the shape
    b) Weakness in differentiating left-right and up-down
    c) Weakness in space prediction
    d) Weakness in time orientation
    e) Weakness in estimating gap
    f) Weakness in differentiating of part-totally
    g) Weak in comprehending wholeness
2) Speaking interference and communication
    a) Weakness in differentiating auditive stimulus
    b) Indolence of development language
    c) Often lost of sense of hearing
3) Interference of motor function
    a) Tremble often showing the stiff gesture
    b) Hyperactive
    c) Hypoactive
4) Decline of achievement and academic adjustment
    a) Unskilled reading
    b) Unskilled accounting
    c) Unskilled spelling
    d) Unskilled writing and drawing, etc

5) Emotional characteristic.
   a) Impulsive
   b) Explosive
   c) Weakness of emotional reins
   d) Less tolerance of frustration.

b. Aphasia

Aphasia refers to a conditional where the children fail to master meaningful language's words in three years old. This incapable speaking cannot be explained because of suffering from deafness, mental backwardness, interference of speaking organ, or environment factor.

As broad outline, aphasia symptoms cab be classified into three main characteristics:

1) Receptive aphasia
   a) Not able to identify what he or she heard
   b) Not able to trace the direction
   c) Less of vocabulary
   d) Not able to understand what happen in picture
   e) Not able to understand what he or she reads
2) Expressive aphasia
   a) Seldom speaking in class
   b) Difficulty in imitating
   c) Seldom showing gesture
   d) Unskilled drawing and writing
3) Inner aphasia
   a) Incapable to make association, because of difficulty in thinking abstract
   b) Giving response that is not suitable with calling
   c) Indolent responses

c. Dyslexia

Dyslexia or unskilled reading is another interference or study. The general symptoms that are showed by a child with dyslexia are:

1) Weakness in left-right orientation
2) Difficult in memory

3) Weakness in memory
4) Difficult auditiveness
5) Weakness of visual memory, incapability of visualization object, words or letter
6) In reading aloud, incapable convert visual symbol to auditive symbol that is parallel with sound of word rightly. Word that is said cannot be suitable with what is seen.

d. Weak of perceptual or motor-perceptual

General symptom that is often showed by children who feel weak of perceptual or motor perceptual:

1) Weakness of visual- motor perceptual
2) Interference of body balanced in going forward, going back and side.
3) Unskilled jumping
4) Difficulty in doing normal rhythm movement in writing disposed to decrease or add the size, shape or color, thickness.
5) Difficult in following object consistently, d becomes b.

4. Indication of Difficulties in Learning

Learning difficulties phenomenon can be seen from declination of students achievements in school or their performance in academi. In this situation, teachers and parents often blame the students and think they are lazy, under intelligent and they often ignore them. This will not solve the problem and even make it worse. Considering this problem, teacher need to know the indication of learning difficulties in order to know how to solve the problem. According to Sudrajat learning difficulties can be manifested in students' behaviour such as in therm of psycomotoric, cognitive, and affective. Some students behaviour that indicated they experience in learning difficulties: [16]

---

[16]Ridwan Idris, *Op.Cit.,* p 158.

a. Low in academic achievement below the average of group's mark.

b. Achievement result is not accordance with the effort done by student. Some students studied hard but get low achievement.

c. Slow in learning process such as school task and a bit slow compared to his/her friends.

d. Misbehaviour, such as irresponsive, gainsay, pretending, and prevaricating, etc.

e. Acting weird, such as skipping school, late to school, not doing homework, messing up in or out the class, etc.

f. Show unnatural emotion, such as morose, sensitive, grumpy, and don't care about his/her achievement whether it is good or bad.

Meanwhile, Burton stated that quoted by Ridwan Idris in his scientific journal learning difficulties is indicated when student fail to reach the learning goal. Burton stated there are three characteristics of learning difficulties, they are:[17]

a. Student is not passing the grade of the subject which has been determined by the teacher.

b. Student has intelligent above the average but has low achievement in learning. Example: IQ test shows high intelligent level but get average result in learning and even worst.

c. Failed in mastery level that needed as a prerequisite to the next level of subject. This category of students is called slow learner.

Based on the definition above, the researcher conclude Indication of Difficulties in Learning come from themselves and maybe from circles.

---

[17]*Ibid*., p. 159.

C. Questions Tags

    1. **Definition Of Questions Tags**

        Question tags is a grammatical structure in which a declarative statement or an imperative is turned into a question by adding an interrogative fragment. Celce –Murcia says Question-Tags is a short question which is appended to a statement when the speaker seeks confirmation of his or her statement.[18] Azar stated almost same with Celce-Murcia says Question-Tags 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.[19]

        Frank says more complete 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.[20]

        In a question tag, the speaker makes a statement, but is not completely certain of the truth, so he or she uses a tag question to verify the previous statement. Sentences using tag questions should have the main clause separated

---

[18]Marianne Celce-Murcia, *Op.Cit.,*p.160.

[19]Betty Schrampfer Azar, *Understanding and Using English Grammar 2nd Edition* (New Jersey: Prentice-Hall,1989), p. 16.

[20]Marcella Frank, *Modern Engtish a Practical Reference Guide* (New Jersey: Prentice Hall,Inc, 1972), p. 89.

from the tag by a comma. the sentence will always end with a question mark. Observe the following rules[21].

Based on the explanation above, The writer can sum up that Question-tags is a short question which is put at the end of a statement and made up of auxiliary verb + personal pronoun, to ask for clarification, to confirm information or to make sure that information is correct.

2. Form of Question Tags

According Fuchs and Bonner, forms of Question-tags vary but their meaning is always similar. And they added their explanation about the sentence or statement consist of question-tags. The statement expresses an assumption. The tag means *Isn't it true? or Right*

a. If the statement verb is affirmative, the tag verb is negative.
Example: You work on Friday, don't you?
b. If the statement verb is negative, the tag verb is affirmative.
Example: You don't work on Friday, do you?
c. And when the subject of the statement is *that*, the subject of the tag is *it*. Example: That's a good idea, isn't it?

d. With all auxiliary verbs except do[22]

AFFIRMATIVE STATEMENT	NEGATIVE TAG
Subject + Auxiliary	*Auxiliary + Not + Subject*
You're moving	Aren't you?
He's been here before	Hasn't he?
They can move tomorrow	Can't they

---

[21]By Michael A. Pyle, M.A.at all, *Cliffs Toefl Preparation Guide Test of English as a Foreign Language* (New Delhi : wiley Dreamiech, 2002), p. 96 – 97.

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

NEGATIVE STATEMENT	AFFIRMATIVE TAG
Auxiliary + Not + Subject	*Subject + Auxiliary*
You're not moving	Are you?
He hasn't been here before	Has he?
They can't move tomorrow	Can they

e. With do as an auxiliary verb

AFFIRMATIVE STATEMENT	NEGATIVE TAG
Subject + Verb	*Do + Not + Subject*
You live here	Don't you?
They decided to move	Didn't they?

NEGATIVE STATEMENT	AFFIRMATIVE TAG
Auxiliary + Not + Subject	*Subject + Auxiliary*
You don't live here	Do you?
They didn't decide to move	Did they?

And Sidney Green baum says that Question-tags generally consist of an operator followed by a pronoun. As same as with other experts, he says appositive declarative generally takes a negative Question-tags and a negative declarative generally takes a positive Question-tags.

For example :

a.) You are a secretary, aren't they?

b.) I can't do this job, can I?

Both the declarative and its Question-tags are sometimes positive:

c.) You've marked it *have you?*

This type of Question-tags show a conclusion what the speaker said. Question-tags may also be used in imperatives and exclamatives.

d.) Open the door, will you?

e.) How beautiful she is, isn't she?

Beaumont and Granger stated simple that form question-tags with an auxiliary verb (eg, be, have, can) + personal pronoun (eg, it, you).[23]

a.) You haven't met my grandmother, have you?

b.) He can swim, can't he?

A question-tags has the same auxiliary verb that is in the main clause. If the main clause has the verb *be*, we use *be* in the question-tag.

c.) It's hot today, isn't it?

We use *do/does* in present tense and *did* in the past tense consist of Question-tags.

d.) You don't like football, do you?

e.) You ate pizza yesterday, didn't you?

We normally put a negative question-tag with a positive statement. And a positive question-tag with a negative statement. Compare :

+	−		−	+
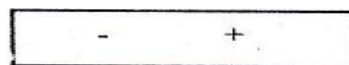
f.) It isn't hot today, is it?   It is hot today, isn't it?

g.) You don't like football, do you?   You like football, don't you?

h.) He can't swim, can he?   He can swim, can't he?

The question-tag for *I am* is *Aren't I*

[23]Beaumont, Digby and Colin Granger, *The Heinemann English Grammar with answer key* (Oxford: Heinemann International, 1989), p. 228-229.

i.) I'm right, aren't I?

After imperatives we use the question-tags *will/would you?* And *can/can't/could you?* when we want people to do things.

j.) Shut the door, will you?

k.) Help me with this bag, could you?

After a negative imperative, we use *will you?*

l.) Don't be late, will you?

After *let's* we use *shall we?* to make suggestions.

m.) Let's go out, shall we?

We use *they* in the question-tags after *somebody/someone*, *everybody/everyone*, and *nobody/no one*.

n.) Somebody love you, didn't they?

o.) No one phoned for me, did they?

We can use *there* as a subject in question-tags.

p.) There won't be any problem, will there?

3. Difficulties in Learning Question Tags

There are a few special difficulties with question-tags:

a. Usually students answer amn't I in sentence subject I am, because they don't know the rules..

Example: *I'm late, aren't I?*

b. Many students still confuse to choose the appropriate tag in imperative sentence. *Will you?* Is used in question-tags after imperatives.

Example: *Don't be late, will you?*

c. Many students still confuse to determine the appropriate tag in request sentence.

Example: *Let's go*, *shall we?*

d. Many students still confuse to determine the appropriate tag in sentence consist of the exception rules. Such as ***there*** can be used as a subject in questions-tags, sentences containing negative words like ***nothing, nobody*** is following by ***affirmative question-tags*** and ***Somebody, someone, everybody and everyone*** are also often followed by tags with ***they***.

Example:

There's something wrong, *isn't there*?

Nothing can stop us now, *can it*?

Somebody borrowed my book yesterday, *didn't they*?

From the explanation above, the writer summarize that the students still confuse about what tense in use of question-tags.

D. Review Of Related Finding

There were some related findings to this research. It talked about Question Tag. The first, Erna Syamsiah,.,[24] had done research about "*An Analysis on the Difficulties Faced by the Second Grades Students of SMPN 4 Tangerang Selatan in Learning Question-Tags* department of English education Faculty of tarbiyah State Islamic University Syarif Hidayatullah Jakarta Zofinu1432h " give the result of her research below: This result revealed that most students still find difficulties

---

[24]Erna Syamsiah, *An Analysis on the Difficulties Faced by the second grades Students of SMPN 4 Tangerang Selatan in Learning Question-Tags*, (unpublished thesis), (Jakarta UIN, 2010).

in using and making the form of question-tags. It is suggested that in learning and teaching Question tags: (1) the students should pay attention in the form of tenses and also on the exception rules in Question-Tags, and (2) the teacher must explain the material clearly and give more exercise either in oral or written forms and after they know the difficulties students in learning question-tag, the teacher can assist the students better.

The second is the thesis of research was done by Khoiriyah Shofiyah Tanjung[25] with the title " *The Analysis of the Difficulties Faced by the Students in Using Elliptical Construction a Case Study in the Second Year of Students of SMP PGRI 1 Ciputar. T*he result of this research is the second year students (class VIII-1) are still faced difficulty in using Elliptical Contruction, especially in negative form (neither). They faced difficulty because they are still confused in placement of neither wheter its in initial, middle of final of sentence.

The last is the thesis of Nurmayan Dalimunthe with the title "The Analysis of Students' Ability in Mastering Five Tenses at Grade IX in Vocational High Schools (SMK) Negeri I Batang Angkola Benteng Huraba in 2012 Academic Year."[26]The research was conducted with qualitative approach and descriptive method. The researcher found their difficulties such as they felt difficult in using auxiliary verbs and adding suffix -s/ -es for third person singular in simple present

---

[25]Khoiriyah Shofiyah Tanjung, *The Analysis of the difficulties faced by the students in using elliptical construction a case study in the second year of students of SMP PGRI 1 Ciputar.*(A Thesis, UIN Syarif Hidayatullah Jakarta, 2008).

[26]Nurmayan Dalimunthe. *The Analysis of Stidents' Ability in Mastering Five Basic Tenses at Grade XI in Vocational High School (SMK) Negeri I Batang Angkola Benteng Huraba*, (A Thesis, Stain Padangsidimpuan, 2012).

tense. After doing the research, the researcher concluded that the students' ability was 53.25 % and it could be categorized into enough category.

Based on the related findings above it can be concluded that the problem in concern on students' in English grammar same as those research in this research the research also researches about English grammar which becomes the students' problem. The focus of this research is in learning question tags at grade XI MAN 1 Padangsidimpuan.

E. Conceptual Framework

Difficulty in learning is conditions that can not make someone learn properly not only because there are berries but also because there are threats and disturbances.

Question tags is a grammatical structure in which a declarative statement or an imperative is turned into a question by adding an interrogative fragment. And analysis on the student's difficulties in learning question Tags is using tenses.

```
                    ┌──────────────┐
                    │   Learning   │
                    └──────┬───────┘
                           │
          ┌────────────────┴────────────────┐
          ▼                                  ▼
    ┌───────────┐                    ┌──────────────┐
    │ Difficult │                    │ Making games │
    └─────┬─────┘                    └──────┬───────┘
          │                                 │
  ┌───────┼────────┐                        ▼
  ▼       ▼        ▼              ┌──────────────────────┐
┌──────┐ ┌──────────┐ ┌─────────┐│ Making scrabble word │
│To be │ │Vocabulary│ │ Grammar │└──────────────────────┘
└──────┘ └──────────┘ └────┬────┘
                           ▼
                      ┌─────────┐
                      │ Tenses  │
                      └─────────┘
```
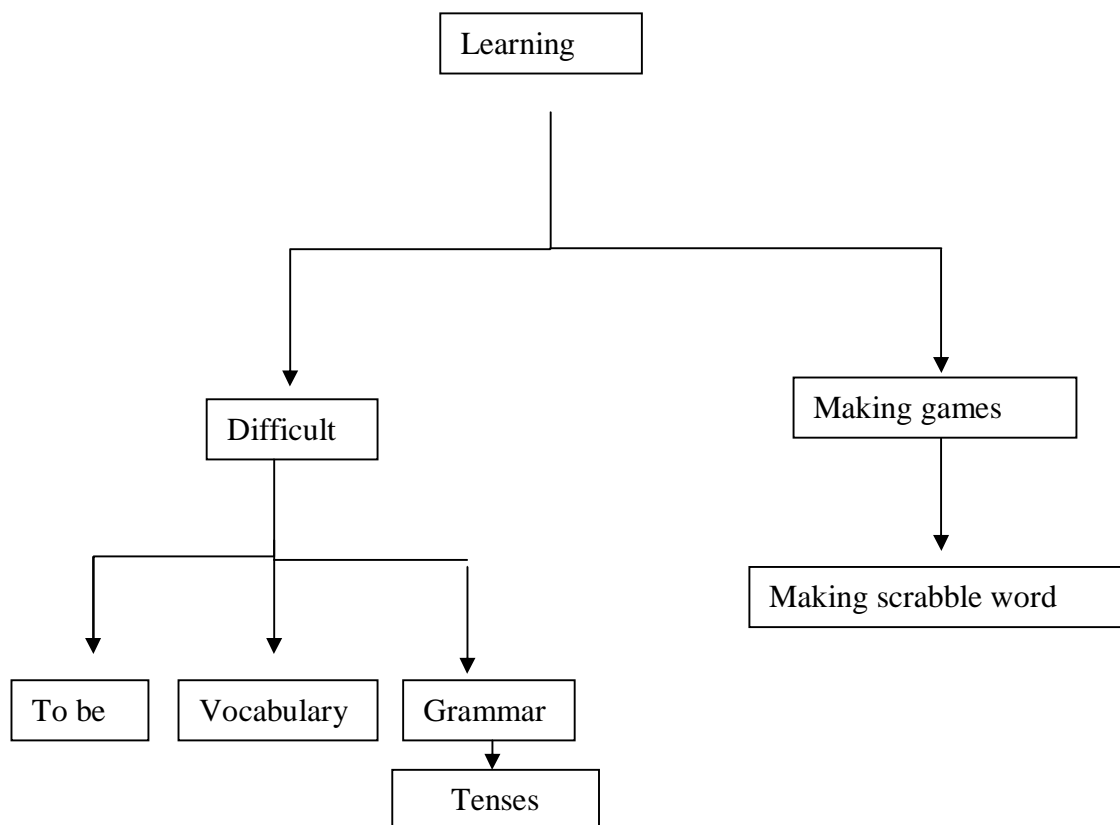
Based on the design above we can look that in learning proses students have difficulties in tobe, vocabulary and grammar. With in this reasercher discusses about grammar specific in five tenses ther are: Simple Present Tense, Past Tense, Present Continuous Tense, Present Perfect Tense, Future Tense in active.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the writer discusses of the place and schedule of the Research, Method of the Research, The Sources of the Data, The Technique of the Data Collection (Observations, Interview, Test), The Technique of the Data Analysis, The Technique of the Data Analysis.

A. Place and Schedule of the Research

This research have done in MAN 1 Padangsidimpuan. It is located in Soripada Mulia Street No.31C Sihadabuan, Padangsidimpuan. The subject of research is Grade XI Student in MAN 1 Padangsidimpuan 2013/2014 academic years. This research was begun by doing observation at the school test was administered on May until July 2014.

B. The Research Design

This study used a qualitative approach, namely observing the around environment and analyze it by using scientific logic.[1] Suitable method for this research is descriptive method. Added L.R Gay and Peter Airasian, qualitative research is useful for describing particular localized settings and for exploratory analysis.[2] According to Suharsimi Arikunto that descriptive study does not require the administration and control of treatment. Descriptive study is not intended to test specific hypotheses, but only describes "what is" on a variable,

---

[1]Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosda Karya, 2009), p. 5.
[2]L.R. Gay & Peter Airasian, *Educational Research Competence for Analysis and Application* (USA: Prentice Hall 2000), p. 232.

symptoms or circumstances. Indeed there are times in the study wonted to prove the allegations but also not to uncommon.[3]

Meanwhile, based on research objectives, this research includes a descriptive study; that is a study conducted to reveal phenomenon as it is. Next, the researcher have done descriptive research to search the students difficulties in learning Question tags and the tittle of the thesis is "An Analysis on the Students' Difficulties in Learning Question-tags at Eleven Grade in MAN 1 Padangsidimpuan.

C. **The Sources of the Data**

The source of data in this research are divided into two parts, they are:

1. Primary sources of data, is the grade XI students of MAN 1 Padangsidimpuan, They are 216 students. They are divided into seven classes. They are class XI IPA-1 consist of 20 students, class XI IPA-2 consist 39 students, class XI IPA -3 consist 37 students, class XI IPA-4 consist 38 students. class XI IPS-1 consist 16 students, class XI IPS-2 consist 33 students, class XI IPS-3 consist 33 students. This research will be done by using purposive sampling. Riduan said purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim.[4] Added by S. Nasution said purposive sampling is done with take people are choosing by

---

[3]Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003), p. 309-310.
[4]Riduan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

the researcher follow specific characteristic have been had by this sample.[5]

Actually, the researchers take one class that is XI IPA-3 to do the research, because it will be representative to take the result of the research. So, there were 37 students who answer the test.

2. Secondary source of data is information from the English teacher and the Headmaster of MAN 1 Padangsidimpuan.

D. The Technique of the Data Collection

Jhon W. Creswell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.[6]

To get an accurate data, researcher collect data by doing those activities:

1. Observations

Observation is a technique of collecting data which is used an observation to the object of research.[7] According Abdurrahman Fathoni that observation is a data collection technique through an observation with these records with the state or behavior of the target object.[8] Observation can be done directly or indirectly. Researcher will do directly observation; namely to observe the object directly without mediator. This observation used to know

---

[5]S. Nasution, *Metode Research (Penelitian Ilmiah)* (Jakarta: PT. Bumi Aksara, 2003), p. 98.
[6]Jhon W.Creswell.*Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.
[7]Yatim Riyanto, *Metodologi Penelitian pendidikan* (Surabaya: SIC, 2010), p. 96.
[8]Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

the situation in MAN 1 Padangsidimpuan include location, facilities and the learning process.

2. Interview

Interview is a form verbal communication so a certain kind conversation as a purpose have a information[9]. Added Cholid Narbuko said, interview is the process question and answer in research by doing oral done two persons or more to listen of information.[10] Lexy J. Moleong stated that Interview is a conversation with a certain purpose. That conversation do by two people, that interviewer who submit question and interviewee that answering from that question.[11] Gay and Peter Airasian say that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[12] In this research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the answer that was given to the interviewer.[13] So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. In this research, the researcher uses snow balling technique to interview students. In snow balling technique the researcher interviews the student untill the researcher get enough data or

---

[9]S. nasution, *Op.Cit* p.113.
[10]Cholid Narbuko, *Metode Penelitian* (Jakarta: Bumi Aksara, 1997), p. 83.
[11]Lexy J. Moleong, *Op.Cit,* p.135.
[12]Gay and Peter Airasian, *Education Research Competencies For Analysis and Aplication* (USA: Prentice Hall, 2000), p. 219.
[13]Amirul Hadi and Haryono, *Metodologi Penelitian* (Bandung: Pustaka Setia, 1998), p. 136.

interview students until the researcher get no new data. This is how snow balling technique works that stated by Dr. Deddy Mulyana, M.A.[14]

Interview was given for grade XI students in MAN 1 Padangsidimpuan , The questions were appropriated with the list of interview. Interview is done for getting data about the difficulties that usually faced by the grade XI MAN 1 Padangsidimpuan students in learning Question - tags and the efforts done by English teacher to increase the students' understanding in Question - tags at the grade XI MAN 1 Padangsidimpuan. Interview also has done to get information about situation in MAN 1 Padangsidimpuan.

3. Test

Lexy J. Moleong stated that Test is a practice that is used to measure someone or a group's skill, knowledge, intelligence, ability or talent.[15] We can conclude that test is an argument to measure something in order to get the real data from object that we research.

The test is given to the class XI students of MAN 1 Padangsidimpuan in academic year 2013/2014 in the class XI IPA-3. The type of the test is multiple choice that consist of 25 items. The researcher chooses multiple choice because it is the most appropriate test to measure students' difficulties in identify Question - tags.

In Indicator the researcher put 25 items that consist of Five indicators they are students difficulties in understanding Question - tags in Simple

---

[14]Deddy Mulyana, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2003), p.188.
[15]Yatim Riyanto, *Op.Cit.,* p. 103.

Present Tense, student difficulties in understanding Question – tags in Simple

Past Tense, student difficulties in understanding Question - tags in Present

Continuous Tense, student difficulties in understanding Question - tags in

Present Perfect Tense, and the last student difficulties in understanding

Question - tags in Future Tense.

Table I.
Indicator of the Test

No.	Indicator	Item	Number of Item	Score
1.	Students difficulties in understanding Question - tags in simple present tense,	5	3, 7, 13, 20, 25	20
2.	Student difficulties in understanding Question – tags in simple past tense,	5	1, 10, 14, 16, 24	20
3.	Student difficulties in understanding Question - tags in Present Continuous Tense	5	5, 8, 12, 18, 21	20
4.	Student difficulties in understanding Question - tags in Present Perfect Tense.	5	4, 9, 11, 17,23	20
5.	Student difficulties in understanding Question - tags	5	2, 6, 15, 19, 22	20

in Future Tense.				
Total		25		100

Test result that obtained is interpreted to the table criteria score interpretation table 2.

Table 2
Criteria Score Interpretation[16]

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% -100%	Very high

E. The Technique of the Data Analysis

After collecting data, the researcher analyzed of the data by using some steps, they were:

1. Editing of data, it was done to arrange the data become a structured sentence systematically.

2. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.

---

[16]Riduan, *Op.Cit.,* p. 89.

3. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

$$P = f/N \times 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage[17]

4. Analizing data by using taxonomic analysis technique. Taxonomic analysis technique is a technique that using non contrast between element. Taxonomic analysis technique is focus on certain domain, then categorized the domain into more specific, detail, and commonly the sub domain has similarity.[18]

5. Description of the data, it is done to describe or interpret the data that have been collected systematically.

6. Taking conclusion, it is done to conclude the discussion solidly and briefly.

F. The Technique of the Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

---

[17]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1991), p. 40.

[18]Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta:PT RajaGrafindo Persada, 2003), p. 90.

1. The extension of participation is the extension not only done at the short time, but need the long time.

2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.

3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a   comparison of the data.

4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.

5. Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.

6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.

7. Checking the member is the most important in checking the credibility.

8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.[19]

---

[19]Lexy J. Moleong, *Op.Cit.,* p. 175.

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. The researcher will get data from observation, interview, and test. After getting the data from the observation, interview, and test, the three data will be compared. Triangulation is accepted if observation, interview, and test result show the same result.

CHAPTER IV
RESULT OF THE RESEARCH

In this chapter, the writer discusses of the Research Findings, Specific Findings (Result of the observation, result of the Interview and result of the test).

A. Researh Findings

1. General Findings

This research was conducted in Man 1 padangsidimpuan build in 1978 in padagsidimpuan. That is know as SP IAIN in 1978, it change in to MAN 1 Padangsidimpuan Tapanuli Selatan. Unanimous with progress and changing the government adjustiment MAN Padangsidimpuan Tapanuli Selatan changed the name in to MAN 1 Padangsidimpuan.

Between, the build backgrounds of MAN 1 Padangsidimpuan are:

a. To receive the students' didn't receive in PGAN

b. The religion of Tapsel Society

c. To become MAN coath in five regency / city.

d. The wishes to equal the students' academic competence in Islamic school with general school.

e. To make alumnus of Islamic school go into Favorite University.

Since standing, MAN 1 Padangsidimpuan leadership of headmaster competent.

The data of the headmaster leadership since standing until now there are:

No	Nama	Tahun	Jabatan sekarang
1	Drs. Kosim AR. Nasution	1977-1979	Mantan ketua MUI Kab.Tapanuli selatan
2	Drs. Mahmud Daulay	1979- 1980	Almarhum
3	Drs. H. Ibrahim Harahap	1980-1985	Pensiunan PNS/ Mantan Kabagset Kanwil Depagsu
4.	Drs. H. Parlagurtan Siregar	1985-1990	Pengurus yayasan YPKS Padangsidimpuan
5	Drs. H.M.Idrus Hasibuan M.Pd.	1990-1996	Kabag TU Kemenang Kanwil Sumut / Dosen IAIN Padangsidimpuan
6	Drs. H. Yulizar, M.Ag.	1996-1998	Kabid Mapenda Kemenag Kanwil Sumut
7	Drs. Syaiful Syah	1998-2003	Ka. MAN Pematangsiantar
8	Drs. H. Ali Masran Daulay, M.Ag.	2003-2005	Ka. MAN 3 Medan
9	Drs. H.Syafi'I Hasibuan	2005-2010	Ka. MTSN Padangsidimpuan
10	Drs. Marliana	2013- Sekarang	Ka. MAN 1 Padangsidimpuan

a. Human Resources And Management

Resource and management in teaching and learning activities.

1) Human resources of human (SDM) in the application of PPB.

- The headmaster
- The vice of headmaster
- Curriculum
- The society relationship
- Teacher
- Counselor / BP Teacher
- Staff Administrative office
- Librarian
- Laborer

2) Resource of the school facilities

- The classroom
- The headmaster room
- The vice of headmaster room
- The teacher's room
- Staff administration room
- Musholla
- Library
- IPA Laboratory
- Computer Laboratory
- UKS room
- The field of sport

b. Learning Facilities

Learning facilities consist of media and sources of learning.

1) Source of learning
    - Students textbook
    - Library (reference, general book, dictionary, newspaper, scientific book, encyclopedia, novel, etc.)
2) The media of learning
    - Computer
    - Internet
    - Laboratory

c. Teacher's Data

Table III
Teacher's data of MAN 1 Padangsidimpuan are as follow:

No.	Name	Gender	Subject matter
1	Dra. Marliana	F	Kepsek / fisika
2	Abdul haris, S.Pd.	M	Wkm/ B. Inggris
3	Afnita warni, S.Pd	F	Bahasa inggris
4	Ahmad ashari, S.Pd.	M	Penjaskes
5	Anwar Ependi, S.Pd.I	M	Ski
6	Arjun nasir harahap, S.Pd	M	Pkn/ sosiologi
7	Christina dewi, S.Ag	F	Kimia
8	Dra. Aisyah	F	Biologi / kimia
9	Dra. Anni erlina	F	Kalab ipa / biologi
10	Dra. Asiah	F	Bahasa Indonesia
11	Dra. Azizah nasution	F	Matematika
12	Dra. Dewi bakti	F	Matematika
13	Dra. Hj. Masdaria.y.	F	Bahasa indonesia

14	Dra. Hj. Nurhamidah	F	Bahasa arab
15	Dra. Hj. Sariati sabirin	F	K.a pustaka / ekonomi
16	Dra. Hj. Tierlan	F	Fisika
17	Dra. Jumahana	F	Bahasa arab
18	Drs. Abdul kholik	M	Matematika
19	Drs. Daulat harahap	M	Fiqih/ q. Hadis
20	Drs. Mahli	M	Bahasa indonesia
21	Drs. Samsul bahri	M	Fisika
22	Drs. Supianto	M	Wkm / akuntansi
23	Eli sumaiyah,S.Ag.	M	Bahasa arab/ aqidah akhlaq
24	Erna juwita	F	Bahasa inggris
25	Even primawalad hsb, S.Kom	M	Tik
26	Fatima zahro rambe, S.Pd	F	Geografi
27	H. Mansur siregar S.Pd.I	M	Wkm / qur'an hadis
28	Henni hendriani, S.Pd.	F	Matematika
29	Irian ani,S.Pd	F	Bahasa inggris
30	Ismail lubis, S.Pd.I	M	Tilawah
31	Jernih dalimunthe, S.Pd	F	Ekonomi/ sosiologi
32	Leman pohan ,S.Ag.	M	Fisika
33	Marataon hsb. S.Pd	M	Wkm/ bahasa inggris
34	Masjuniati,S.Pd	F	Aqidah akhlaq
35	Mhd. Daud, S.Ag	M	Fiqih
36	Munartua, MA	M	Q. Hadis
37	Nazmah S.Pd	F	Matematika
38	Nazmah, S.Pd.	F	Matematika
39	Nila ivannaly., S.Pd	F	Seni budaya / prky & kewirausahaan
40	Rahmad hudi asrory, S.Pd	M	Penjaskes
41	Rahmawati,S.Pd	F	Kimia
42	Rodiatul hasanah, S.Ag	F	Ski
43	Rohaya S.Pd	F	Sejarah
44	Roslaini munthe, S.Pd	F	Biologi/ kimia
45	Sakti, S.Pd	M	Penjaskes
46	Siti halimattussaddiyah, S.Pd.	F	Pkn
47	Sri hartati S.Pd	F	Biologi/ kimia
48	Syafril halim, S.Pd.I	M	Ski / q. Hadis
49	Teja zulkhairi, S.Pd.	M	Bahasa arab
50	Yenni mariati S.Pd	F	Ekonomi/ akuntansi
51	Yusniar, S.Pd	F	Sejarah

d. Students data

MAN 1 Padangsidimpuan has eleven first grade class and the writer only took one class based on the policy and ease from school as population and sample, it taken by using purposive sampling technique.

Table IV
Eleven students' data of MAN 1 Padangsidimpuan

Number of eleven students'	Number of students' each class	Number of sample
XI IPA-1	20	0
XI IPA-2	39	0
XI IPA-3	37	37
XI IPA-4	38	0
XI IPS-1	16	0
XI IPS-2	33	0
XI IPS-3	33	0

The numbers of students in XI IPA-3 are 37 students became sample of this research. And the writer took 6 students of XI IPA-3 to interview.

Table V
Table of sample

No.	Name	Gender	Class
1	A Sf	F	XI IPA-3
2	A S	F	XI IPA-3
3	A Si	F	XI IPA-3

4	C H	F	XI IPA-3
5	D A	F	XI IPA-3
6	D B	F	XI IPA-3
7	F R	M	XI IPA-3
8	H P	F	XI IPA-3
9	I A	F	XI IPA-3
10	I Z	M	XI IPA-3
11	J	F	XI IPA-3
12	K M	F	XI IPA-3
13	Kh	F	XI IPA-3
14	L S	F	XI IPA-3
15	Le	F	XI IPA-3
16	L S	F	XI IPA-3
17	L Y	F	XI IPA-3
18	M S	F	XI IPA-3
19	M P	F	XI IPA-3
20	M A	M	XI IPA-3
21	M U	M	XI IPA-3
22	N Sh	F	XI IPA-3
23	N P	F	XI IPA-3
24	N S	F	XI IPA-3
25	Nu	F	XI IPA-3

26	R H	F	XI IPA-3
27	R R	F	XI IPA-3
28	R A	F	XI IPA-3
29	S R	F	XI IPA-3
30	S W	F	XI IPA-3
31	S A	F	XI IPA-3
32	S N	F	XI IPA-3
33	S H	M	XI IPA-3
34	T I	M	XI IPA-3
35	U F	F	XI IPA-3
36	Y H	F	XI IPA-3
37	Z R	M	XI IPA-3

2. Specific Findings

The specific finding in this research was consisted of the answer for formulation of the problem that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcher described them follow:

a. The data difficulties faced by the eleven students of MAN 1 Padangsidimpuan. in learning Question-Tags?

In order to get the real data the researcher handed down to the field to see how are the students situation in the learning prosess. Because of the limited time and permission issues for the researcher, the observation result

only presentated for first week because the second week is used for test and interview, and also the researcher only taught about question tags that is mean the time is sufficient enough to observate students learning process and students situation.

For the first time the researcher taught in the class their responds seems to be very normal. All students in the class still listening the class quietly but it happened only in the earlier time. Some students start to make abnormal behavior such as making conversation with their table mate, some students looked bored or tired up, only a few students still showd their interestion to the class.

This behavior also happened in the second week of observation. In the second observation their interestion in English subject was not increase significantly as like the researcher expected although the teacher gave the students an ultimatum. Their test result will be their daily score.

Based on an observation in learning prosess at the grade XI IPA 3 of MAN 1 Padangsidimpuan, the researcher came to class and she got the data from the interview and English test score about question tags, the writer obtained the score.

b. The efforts done by the teacher to overcome the students' difficulties in learning question – tags at eleven grade of MAN 1 Padangsidimpuanin

Based on the result of interview toward English Teacher, to anticipate difficulties of the students learning to be were the English Teacher often

repeat the lesson , so the students understood the truly, especially in determining the using question tags.

To overcome students' difficulties in using question taqs, the English teacher asked the students must be make task every come in class and than the teacher kicked the students randomly. So that all of the students can be write at blackboard in front of class.

While, to overcome the students' difficulties about different the five tenses in question tags, the teacher asked and gave explanation every time about them. So the students understood truly. The other, the English often motivated the students can improve their sprite in learning especially in learning question tags in five tenses.

3. Result of interview

To find out the reason why the students got difficulties in learning question – tags, the writer did an interview to six of students class XI IPA – 3 MAN 1 Padangsidimpuan. In doing her interview, the writer gave for nine questions related to the topic and the teaching learning English activities which must be answered by the students.

After the writer finished interviewing, the writer found some reason why they got difficulties in learning question-tag. The difficulties happened because there were many students who haven☐t mastered yet about the rules of some tenses, they forgot the exception rules in question-tags, because their teacher explained unclear. Consequently the students still confuse to decide the auxiliary verb must be used in one sentence of question-tag and in the exception rules, they

still so hard to decide the tag. They said that they were still confused to decide the auxiliary verb, if one sentence there is no the auxiliary verb including the exception rules. And they also poor in Vocabulary, they still felt difficult to decide the appropriate tag in sentence.

However, the internal factor and external factor influenced the students□ difficulties in their learning. First, they faced the difficulties because of their worse mind set or opinion. They believe that grammar is difficult subject. Then, they felt afraid to ask to their teacher, because they thought their teacher is "killer". Consequently, they can□t communicate their difficulties to their teacher. Lastly, they have low enthusiasm and motivation in learning question-tags.

From the explanation above, the writer would like to conclude that the most mistakes done by the students are in the form of question-tags in multiple choice forms and fill forms.

4. Result of the test

Having done the test, the writer collects the data needed. The test covers four question tags areas which consist of 25 questions. After that the writer will analyze the students' error in question tags and the account the errors by tabulating and calculating the result of errors. Finally the writer will change the result of the errors into percentage.

Table VI
Question tags and each item

No	Question tags	Number of item
1	Simple present tense	3, 7, 13, 20, 25
2	Simple past tense	1, 10, 14, 16, 24
3	Future tense	2, 6, 15, 19, 22
4	Present continuous tense	5, 8, 12, 18, 21
5	Present perfect tense	4, 9, 11, 17, 23

a) Simple present tense

Table VII
Frequency of error in simple present tense

Question tags	Number of item	Frequency of error (F)	Percentage (P) of error, N=37=100%
	3	15	40,54 %
	7	9	24,32 %
Simple	13	20	54,05 %
present tense	20	13	35,13 %
	25	16	43,24 %
Total	5 items	73	197,28 %

From those items, the highest error is made on number 13 with 54,05% and the lowest one is on number 7 with 24,32 %. The average of error in simple present tense is:

$$P = \frac{73}{37 \times 5} \times 100\% = 39,45\%$$

b) Simple Past Tense

Table VIII
Frequency of error in simple past tense

Question tags	Number of item	Frequency of error (F)	Percentage (P) of error, N=37=100%
Simple past tense	1	15	40,54 %
	10	22	59,45 %
	14	18	48,64 %
	16	25	67,56 %
	24	16	43,24 %
Total	5 items	96	295, 43 %

In those items, we know the highest error made by students on number 16 with 67,56 % and the lowest one on number 1 with 40,54 %. To looked for the average of error in simple past tense the writer using the formula below:

$$P = \frac{96}{37 \times 5} \times 100\% = 51,89\%$$

c) Future tense

Table IX
Frequency of error in future tense

Question tags	Number of item	Frequency of error (F)	Percentage (P) of error, N=37=100%
	2	15	40,54 %
	6	9	24,32 %
Future tense	15	6	16,21 %
	19	24	64,86 %
	22	16	43,24 %
Total	5 items	70	189,17 %

From those items, the highest error is made on number 19with 64,86% and the lowest one is on number 15with 16,21 %. The average of error in simple present tense is:

$$P = \frac{70}{37 \times 5} \times 100\% = 37,83\%$$

d) Present continuous tense

Table X
Frequency of error in present continuous tense

Question tags	Number of item	Frequency of error (F)	Percentage (P) of error, N=37=100%
	5	9	24,32 %
	8	15	40,54 %

Present	12	18	48,64 %
continuous	18	10	27,02%
tense	21	16	43,24 %
Total	5 items	68	183,76 %

In those items, we know the highest error made by students on number 12 with 48,64 % and the lowest one on number 5 with 24,32 %. To looked for the average of error in present continuous tense the writer using the formula below:

$$P = \frac{68}{37 \times 5} \times 100\% = 36{,}75\%$$

e) Present perfect tense

Table XI
Frequency of error in present perfect tense

Question tags	Number of item	Frequency of error (F)	Percentage (P) of error, N=37=100%
	4	27	72,97 %
	9	25	67,56 %
Present perfect tense	11	18	48,64 %
	17	20	54,05 %
	23	30	81,08 %
Total	5 items	120	324,3 %

In the calculation mentioned above, the highest error made on number 23 with 81,08 % and the lowest one is on number 11 with 48,64% and the average of error in present perfect tense is

$$P = \frac{120}{37 \times 5} \quad X \ 100\% = 64{,}86\%$$

1.Interpretation of data analysis

Table XII

The sequence of error based on its high frequency of errors.

Question tags	Number of item	Number of error	Frequency of error	Average of error
Simple present tense	5	73	197,28%	39,45%
Simple past tense	5	96	295,43%	51,89%
Future tense	5	70	189,17%	37,83%
Present continuous tense	5	68	183,76%	36,75%
Present perfect tense	5	120	324,3%	64,86%

Based on table above, we can know that the highest error made by students in present perfect tense of error 324,3 % and the average is 64,86%. It means that most of students are still confused question tags in present perfect tense. But the lower also made in present continuous tense with 183,76% or with average 36,75% in average while frequency of error in simple present tense 197,28% with average 39,45% , simple past tense 295,43% with average 51,89% and future tense with 189,17% and average 37,75%. With those frequencies, the teacher should more pay attention in explain these parts.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer discusses about conclusion and suggestion from all the research.

A. CONCLUSION

Based on the data collected, tabulated and interpret, the writer would like to conclude that:

1. Students are still confused in present perfect tense from of question tags because they made the highest in the part. Error in present perfect tense is 324,3%.

2. Students faced difficulty in learning question tags because they confused about the formula, to be and vocabulary , because vocabulary is very important in learning English not only in learning question tags.

B. SUGGESTION

At the end of this skripsi the writer would like to say that many students have difficulties in learning question tags. In order to reduce the errors in question tags, the writer would like to present some suggestion

1. To the English teachers; the English teacher must have a capability to motivate student in learning English and change the students' assumption that English is hard.

2. To students should prepare themselves to accept the material before teaching and learning began and they should more pay attention when teacher explain about question tags and if they faced difficulties in question tags they should ask to their

teacher. And to   other researcher; It is expected to other researcher to make a deeper research about this topic so it will give much reference to science world.

REFERENCES

Abdallah Yousep Ali, *The Glorious Qur'an,* Beirut: Dar EL. Fikr SAL, 2009.

Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, Jakarta: Rineka Cipta, 2006.

Amirul Hadi and Haryono, *Metodologi Penelitian*, Bandung: Pustaka Setia, 1998.

Anas Sudijono*, Pengantar Statistik Pendidikan,* Jakarta: Raja Grafindo Persada, 1991.

Azar, Betty Schrampfer, *Understanding and Using English Grammar 2nd Edition*, New edition

Beaumont, Digby and Colin Granger, *The Heinemann English Grammar With Answer Key*, Oxford: Heinemann International, 1989.

Burhan Bungin, *Analisis Data Penelitian Kualitatif*, Jakarta:PT Raja Grafindo Persada, 2003.

Burton, S.H., *Mastering English Language*, London : Longman, 1982.

Cholid Narbuko, *Metode Penelitian*, Jakarta: Bumi Aksara, 1997.

Cook, Stanley J. and Richard W. Stanley and Suter, *The Scope of Grammar,* New York: Mc.Graw-Hill Book Company, 1986.

Creswell, Jhon W. *Research Design*, *Qualitative, Quantitative, and Mixed Methods Approaches,* USA: Saga Publications, Inc, 2002.

Dalimunthe, Nurmayan, *The Analysis of Stidents' Ability in Mastering Five Basic Tenses at Grade XI in Vocational High School (SMK) Negeri I Batang Angkola Benteng Huraba*, A Thesis, Stain Padangsidimpuan, 2012.

Deddy Mulyana, *Metodologi Penelitian Kualitatif* , Bandung: PT. Remaja Rosdakarya, 2003.

Erna Syamsiah,. *An Analysis on the Difficulties Faced by The Second Grades Students of SMPN 4 Tangerang Selatan in Learning Question-Tags*, (unpublished thesis), Jakarta UIN, 2010.

Frank, Marcella, *Modern Engtish a Practical Reference Guide*, New Jersey: Prentice Hall,Inc, 1972.

Gay, L.R. & Peter Airasian, *Educational Research Competence for Analysis and Application,* USA: Prentice Hall 2000.

Hancock, Craig, *Meaning-Centered Grammar an Introductory Text* , London: Equinox Publishing Ltd.

Harmer, Jeremy, *The Practice of English Language Teaching, 3rd Edition*, London: Person.

Horby, A.S., *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 2000.

Hornby. *Oxford Advanced Leaner's Dictionary,* New York: Oxford University Press, 1995.

Kennedy, Graeme, *Structure And Meaning In English*, Great Britain : Pearson Education Limited, 2003.

Lexy J. Moleong, *Metodologi Penelitian Kualitatif* , Bandung: Rosda Karya, 2009.

Marianne Celce-Murcia, *The Grammar Book An ESL/EFL Teacher's course*, London Newburry House Publishers,Inc, 1983.

Marianne, Celce-Murcia, (editor), *Teaching Grammar In Teaching English As A Second Or Foreign Language*, USA: Heile & Heile Publisher, 2001.

Nasution, S., *Metode Research (Penelitian Ilmiah),* Jakarta: PT. Bumi Aksara, 2003.

Pyle, Michael A., at all, *Cliffs Toefl Preparation Guide Test Of English As A Foreigh Language*, New Delhi : wiley dreamiech, 2002.

Riduan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, 2005.

Ridwan Idris. "*Mengatasi Kesulitan Belajar Dengan Pendekatan Kognitif*", dalam jurnal *Lentera Pendidikan,* Volume 12, No. 2, Desember 2009.

Suharsimi Arikunto, *Manajemen Penelitian,* Jakarta: Rineka Cipta, 2003.

Sunarto & Agung Hartono, *Perkembangan Peserta Didik,* Jakarta : PT Rineka Cipta, 2006.

Syaiful Bahri Djamarah. *Guru dan Anak Didik Dalam Interaksi Edukatif*, Jakarta: RinekaCipta, 2002.

T. Sutjihat Soemantri, *In Psikology Anak Luar Biasa*, Bandung:Refika Aditama,2006.

Thornbury, Scott, *How to Teach Grammar*, London : Pearson Education limited, 1999.

Veit, Richard, *Discovering English Grammar*, Boston: Houghton Mifflin Company, 1986.

Westwood, Peter, *Learning and Learning Difficulties* ,A handbook for teachers, University of Hong Kong, 2004.

William, J.M., *The New English*, New York: The Free Press. A Division of the Macmillan company, 1970.

Yatim Riyanto, *Metodologi Penelitian Pendidikan*, Surabaya: SIC, 2010.

APPENDIX I
INSTRUMENT OF THE TEST

1. He called me last night, _____?
   a. did he
   b. doesn't he
   c. don't he
   d. didn't he

2. But you'll tell me if she calls, ?
   a. Won't you
   b. Will you
   c. Won't I
   d. Will I

3. Kinmy reads Al – Qur'an everyday,
   a. Does he
   b. Doesn't he
   c. Didn't he
   d. Will he

4. You have cleaned your bike, _____?
   a. Haven't you
   b. Have you
   c. Didn't you
   d. Did you

5. My house is painting, ___?
   a. Are you
   b. Aren't you
   c. Isn't it
   d. Is it

6. You won't tell anyone,_____?
   a. Shall you
   b. Will you
   c. Are you
   d. Have you

7. We take another way, _____?
   a. isn't we
   b. Will we
   c. Doesn't we

d. don't we

8. He's not finishing the work,?____?
   a. has he
   b. does he
   c. is he
   d. have he

9. You haven't got a computer_?
   a. haven't I
   b. have you
   c. has I
   d. hasn't you

10. Everybody made a mistake,____?
    a. is they
    b. didn't they
    c. isn't she
    d. did she

11. Sally hasn't taken a bath, _____?
    a. Is she
    b. Hasn't she
    c. Haven't she
    d. Has she

12. My niece is playing dolls____?
    a. Is she
    b. Does she
    c. Didn't she
    d. Isn't she

13. They always get up early_____?
    a. don't they
    b. shall they
    c. didn't they
    d.   do they

14. Helen and Monica went to London a week ago_____ ?
    a. didn't they
    b.   did they
    c. do they
    d.   haven't we

15. Anna will sing a song tomorrow,____?
    a. Will she
    b. Will not she
    c. Did not she
    d. Does not she

16. A few students spoke English well, _____?
    a. didn't they
    b. don't they
    c. aren't they
    d. haven't they

17. She has lived here since 1990
    a. Does she
    b. Doesn't she
    c. Hasn't she
    d. Has she

18. Teachers are meeting in the office,_____?
    a. Aren't they
    b. Isn't he
    c. Are they
    d. Isn't they

19. Parents will go to mecca,____?
    a. Are they
    b. Aren't they
    c. Will they
    d. Will not they

20. You don't like football, _____?

a. Does you
b. Do you
c. Are you
d. Do I

21. Father is still working in the office now,_____?
    a. Doesn't he
    b. Does he
    c. Isn't he
    d. Will not she.

22. She will take English course next month, ___?
    a. Will not she
    b. Doesn't she
    c. Didn't she
    d. Hasn't she

23. You have smoked two packs of cigarette today,_____?
    a. Will you
    b. Have you
    c. Hasn't you
    d. Haven't you

24. you wrote a letter for him,_____?
    a. Didn't he
    b. Did you
    c. Didn't you
    d. Did he

25. Nobody live in this house,___?
    a. Do they
    b. Did they
    c. Do she
    d. Did she

APPENDIX II

KEY ANSWER

1. D
2. A
3. B
4. A
5. C
6. B
7. D
8. C
9. B
10. B
11. D
12. D
13. A
14. A
15. B
16. A
17. C
18. A
19. D
20. B
21. C
22. A
23. D
24. C
25. A

APPENDIX III

STUDENTS SCORE

NO.	NAME OF STUDENTS	SCORE
1	A Sf	48
2	A S	60
3	A Si	56
4	C H	48
5	D A	88
6	D B	36
7	F R	40
8	H P	40
9	I A	48
10	I Z	40
11	J	48
12	K M	36
13	Kh	68
14	L S	52
15	Le	48
16	L S	52
17	L Y	48
18	M S	52
19	M P	48
20	M A	56
21	M U	72
22	N Sh	48
23	N P	44
24	N S	80
25	Nu	44
26	R H	52
27	R R	32
28	R A	84
29	S R	48
30	S W	48
31	S A	60
32	S N	52
33	S H	80
34	T I	52
35	U F	60
36	Y H	40
37	Z R	64

No	Name	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	T	F
1	A Sf	□	X	□	X	□	X	□	X	X	□	X	□	X	□	X	□	X	□	X	X	□	X	□	□	X	12	13
2	A S	X	□	X	X	□	□	□	X	X	□	□	□	X	□	□	X	□	□	□	X	X	□	X	□	□	15	10
3	A Si	□	□	□	X	X	X	□	□	X	□	□	□	□	X	□	□	X	□	□	□	X	X	□	X	□	14	11
4	C H	□	X	X	□	□	□	□	X	X	X	X	□	□	X	□	□	X	□	X	□	X	□	X	X	□	12	13
5	D A	□	□	X	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	X	□	□	□	X	22	3
6	D B	X	□	X	X	□	X	X	□	X	X	X	□	X	X	X	□	X	□	X	□	X	□	X	X	□	9	16
7	F R	X	X	□	X	□	□	X	□	X	X	□	□	X	X	□	X	□	□	X	□	X	X	X	X	X	10	15
8	H P	□	□	X	X	□	□	X	X	X	□	□	□	X	X	X	□	X	□	X	X	□	X	X	□	X	10	15
9	I A	X	X	□	X	□	X	□	X	□	□	X	□	□	X	X	□	X	□	X	X	□	X	□	X	X	12	13
10	I Z	X	□	X	X	□	X	□	X	X	X	X	□	X	□	X	□	X	□	□	X	X	□	X	X	□	10	15
11	J	□	X	□	X	□	□	X	□	□	X	X	X	□	□	X	□	X	□	X	□	X	□	X	□	X	12	13
12	K M	X	□	X	□	□	□	X	X	X	□	X	X	□	X	X	□	X	□	X	X	□	X	□	X	X	9	16
13	Kh	□	X	□	□	□	□	□	□	X	□	X	□	X	□	X	□	X	□	□	□	X	□	X	X	□	17	8
14	L S	X	□	X	X	□	□	X	□	X	X	□	X	□	X	□	X	□	□	□	X	X	X	□	X	□	12	13
15	Le	□	X	□	X	□	X	□	X	□	□	X	□	X	□	X	X	□	X	□	□	X	X	□	□	X	13	12
16	L S	X	X	□	□	□	□	□	X	□	X	X	□	X	□	X	□	□	□	X	X	□	□	□	X	□	12	13
17	L Y	□	□	X	X	□	□	□	X	X	□	X	□	X	X	□	X	□	X	X	□	□	□	□	X	□	13	12
18	M S	□	X	□	□	X	□	X	□	X	X	□	X	□	□	X	□	□	□	X	□	X	□	□	X	13	12
19	M P	□	□	X	X	□	□	X	□	X	X	□	X	□	X	□	X	□	□	X	□	X	□	X	X	□	12	13
20	M A	□	□	□	X	X	□	X	□	X	□	X	X	□	□	X	□	X	□	□	□	□	X	X	X	□	14	11
21	M U	□	□	X	□	□	□	□	□	□	X	□	X	□	□	□	□	X	□	□	X	□	□	□	□	X	18	7
22	N Sh	□	□	X	X	□	□	□	X	□	X	□	X	X	□	X	□	X	□	X	□	X	X	X	X	X	12	13
23	N P	□	□	X	X	□	□	□	X	X	X	X	X	□	X	□	□	X	□	□	X	X	X	X	X	□	11	14
24	N S	□	□	X	□	□	□	□	□	□	X	□	□	□	□	□	X	□	□	□	□	□	X	□	□	X	20	5
25	Nu	□	X	□	X	□	X	□	□	X	□	X	X	□	X	□	X	X	□	X	□	X	X	X	X	□	11	14
26	R H	X	□	□	X	□	X	□	X	X	□	□	X	X	□	□	X	□	X	X	□	□	X	X	□	13	12
27	R R	X	X	□	X	X	X	□	X	X	X	X	X	□	X	□	X	□	X	X	□	X	□	X	X	X	8	17
28	R A	□	□	□	X	□	□	□	□	□	x	□	□	□	□	□	X	□	□	□	□	□	X	□	□	□	21	4

29	S R	□	X	□	X	□	□	□	□	X	□	X	□	X	X	□	X	□	X	X	□	□	X	X	X	X	12	13
30	S W	X	□	X	□	X	□	□	X	□	X	□	X	X	□	□	X	□	□	X	X	X	□	X	□	X	12	13
31	S A	□	X	□	X	□	□	□	□	□	X	□	□	X	X	□	X	X	□	X	□	□	X	X	□	□	15	10
32	S N	X	□	□	X	X	□	□	□	X	X	□	X	X	□	□	X	□	□	X	□	X	□	X	□	X	13	12
33	S H	□	□	□	X	□	□	□	X	□	□	□	□	□	X	□	□	□	X	□	□	□	□	X	□	□	20	5
34	T I	X	□	□	X	X	□	□	X	X	□	X	X	□	□	X	□	X	X	□	□	X	X	□	□	X	13	12
35	U F	X	□	□	X	□	□	□	X	□	X	□	X	X	□	□	X	□	X	X	□	□	X	X	□	□	15	10
36	Y H	X	X	□	□	X	□	□	X	X	X	□	X	X	□	□	□	X	X	X	□	X	X	X	□	X	10	15
37	Z R	□	X	□	□	□	□	□	X	□	X	□	□	X	□	□	□	X	X	X	□	□	□	X	□	X	16	9
	Number Of True	22	22	22	10	28	28	28	22	12	15	19	19	17	19	31	12	17	30	13	24	21	15	7	21	21		
	Number Of False	15	15	15	27	9	9	9	15	25	22	18	18	20	18	6	25	20	10	24	13	16	22	30	16	16		

INTERVIEW GUIDELINES

a. **Interviewee : Headmaster MAN 1 Padangsidimpuan**

1. Berapa banyak guru bahasa inggris di MAN 1 Padangsidimpuan ini?

   (How many English teachers do MAN 1 Padangsidimpuan have?)

   The Answer : 5 (five)

2. Apakah guru bahasa inggris yang ada di MAN 1 Padangsidimpuan ini semuanya alumni dari jurusan bahasa inggris?

   (Are English Teachers at MAN 1 Padangsidimpuan at all graduation for English diplomat department?)

   The Answer : iya (yes)

3. Berapa banyak guru yang S1 and S2?

   (How many teachers graduate from diplomat and graduated program?)

   The Answer : semua alumni S1, (all from diplomat)

4. Apakah ada fasilitas - fasititas untuk meningkatkan pembelajaran bahasa ingggris di MAN 1 Padangsidimpuan ini?

   (Is there the facilitate in supporting learning process at MAN 1 Padangsidimpuan?)

   The Answer : ada Perpustakaan, (There is, a Library)

5. Apakah ada extra pembelajaran bahasa inggris di MAN 1 Padangsidimpuan ini?

   (Is there extra English lesson in MAN 1 Padangsidimpuan?)

   The Answer : iya (yes there is)

6. Apakah siswa di MAN 1 Padangsidimpuan ini di sarankan untuk berbahasa inggris di area MAN 1 Padangsidimpuan ?

(Do the students suggest to speak English in MAN 1 Padangsidimpuan area?)

The Answer : Tidak, (No, they don't)

b. Interviewer : English Teacher

1. mampukah ibu berbahasa inggris?

    (Do you make lesson plan in every your meeting?)

    The Answer : iya (yes, of course)

2. Sejak kapan Ibu mengajar di MAN 1 Padangsidimpuan Ini, dan mata pelajaran apa saja yang Ibu pegang?

    (When have you been taught at MAN 1 Padangsidimpuan, and what kind of subject have you been taught?)

    The Answer : 1997, bahasa inggris saja. (I have English)

3. Berapa kelas yang ibu masuki? Dan berapa jam ibu dalam seminggu?

    (how many class do you have? And how many work hour do you have in a week?)

    The Answer : 5 dan dalam seminggu saya masuk 24 jam mata pelajaran

    (five. And 24 hour in a week)

4. Bagaimana antusias siswa terhadap mata pelajaran bahasa inggris terutama di kelas XI IPA-3?

    (how do students enthusiastic in English especially class XI IPA-3?)

    The Answer : biasa biasa saja, tergantung kepada siswanya.

    (hang up for themselves)

5. Apa buku yang ibu gunakan sebagai sumber bahan mengajar bahasa inggris?

(what kinds of book does   English teacher use as learning source?
)

The Answer : banyak, salah satunya English Zone buku pegangan
siswa

(many, any one is English Zone)

6. Metode pengajaran apa yang ibu gunakan dalam mengajar bahasa
   inggris?

   (what kinds of method does used by teacher in English learning
   process?)

    The Answer : Tergantung situasi pelajaran tersebut, bisa metode
   diskusi, individual dll

   (hang up for situation, can discation method, individual method, e.t

7. Bagaimana Ibu mengajarkan materi grammar khususnya Question
   tags?

   (how does your way in teaching grammar especially in question
   tags?)

   The Answer : dengan mengenalkan penggunaan *to be,* dengan
   menekankan *full verb,* dengan menekankan statement.

   (introduce using *to be,* with emphasize *full verb*, and emphasize
        statement.)

8. Apakah ibu merasa kesulitan mengajari siswa tentang question
   tags? Apa saja?

   (do you have same difficult in teaching your subject? What are
   them?)

   The Answer : Tidak (no, I don't)

9. Tindakan apakah yang ibu lakukan sebagai pemecahan kesulitan
   siswa dalam memahami Grammar dalam Question tags?

   (when you find the students difficult, what does solve him you
   give?)

The Answer : membimbingnya. (to lead by the hand)

c. Interviewee: The students

1. Apakah adik menyenangi bahasa Inggris?

   (Do you enjoy with English?)

   The Answer :

   A. Tidak (No, I don't)

   B. Iya   (Yes, I do)

   C. Iya (Yes, I do)

   D. Tidak (No, I don't)

   E. Tidak (No, I don't)

   F. Iya (Yes, I do)

2. Apakah adik membawa kamus setiap ada mata pelajaran bahasa inggris?

   (did you bring dictionary in every English seasion?)

   The answer:

   A. Tidak (No, I didn't)

   B. Iya   (Yes, I did)

   C. Iya (Yes, I did)

   D. Iya (Yes, I did)

   E. Tidak (No, I didn't)

   F. Iya (Yes, I did)

3. Dalam belajar bahasa inggris, cara belajar apa yang adik gunakan selama ini?

   (In learning English, do you have some strategies, what are them?)

   The answer :

   A. Mendengarkan musik, membaca buku,(listening music and reading book.

B. Mendengarkan musik kemudian menulis teks nya. Dan juga menghapal kosa kata. (listening the music and than write the text, and also memories of vocabulary.

C. Mendengarkan music (listening music)

D. Mendengarkan music dan membaca buku (listening the music and reading books)

E. Membaca buku- buku bahasa inggris seperti komik, dan menuliskan kembali apa yang saya abaca. (reading English book like comics and then write again.)

4. Pelajaran bahasa inggris adik lebih suka pelajaran apa?(speaking, reading, listening, and writing), kenapa?

(English has some language skill, speaking, reading, listening, and writing, which one do you like?)

The answer :

A. Listening

B. Writing

C. Listening

D. Listening

E. Reading

F. Listening

5. Bagaimana menurut adik tentang grammar?

(have you ever listened grammar?)

The answer :

A : Sulit di pahami (difficult)

B: Saya suka (I Like that)

C: Sulit (difficult)

D: Sulit (difficult)

E: Sulit (difficult)

F: Saya suka (I like that)

6. Di dalam pelajaran grammar adik sudah belajar tentang lima tenses dasar? , Apakah ada kesulitan adik dalam mempelajari lima tenses dasar?

(in grammar, you have studied five basic tensies, do you get it?, do you have some difficult in understanding it them?)

The answer :

A. Sudah, kesulitannya ada seperti membuat contoh (already, that difficulty is making the example.

B. Sudah , kesulitannya ada seperti membuat contoh (already, that difficuly is making the example)

C. Sudah, kesulitannya ada seperti membuat contoh dan juga mengartikan kosa kata- kosa kata yang ada. (already, that difficulty is making the example, and to interpret that vocabulary.

D. Sudah, memasukkan to be ketika membuat contoh kalimat dan juga rumusnya. (already, used to be when making the example and also used the formula).

E. Sudah, membuat contoh karena kosa kata saya kurang (already, making the example because my vocabulary is low)

F. Sudah, kesulitannya seperti membuat contoh dan kosa kata yang kurang (already, that difficult making the example and my vocabulary is minus.

7. Didalam tenses adik sudah mempelajari Question tags, tenses mana yang menurut adik sulit untuk di pahami tentang question tags ? kenapa?

(have you ever learnt question tags? Any tense make you confuse? Why?

The answer :

A. sudah, present perfect tense, karena gak paham membuat contohnya tentang penggunaan to be

    (Yes, present perfect tense, because I don't understand make the example above use *to be*)

B. sudah, present perfect tense, karena susah membedakan V1, V2, V3

    (Yes, present perfect tense, because I have difficult to differ V1, V2, V3)

C. sudah, present perfect tense dan past tense, karena susah membedakan V1, V2, V3 dan juga penggunaan to be

    (Yes, present perfect tense and past tense, because I have difficult to differ V1, V2, V3 and how to use *to be*)

D. sudah, present perfect tense, past tense, karena tidak tahu tentang rumusnya, dan memasukkan penggunaan to be dalam question tags.

    (Yes, present perfect tense, past tense, because I don't know about the formula and how to use the to be in question tags)

E. sudah, past tense, present continuous tense and present perfect tense, karena saya tidak tahu tentang rumusnya, dan juga apabila di masukkan ke dalam contoh saya kurang paham mengenai penggunaan to be dan saya kurang tata bahasa.

    (Yes, past tense, present continuous tense and present perfect tense, because Idon't know used the formula, and when the use the example how to used to be, and also in vocabulary.

F. sudah, present perfect tense, karena susah membedakan V1, V2, V3

    (Yes, present perfect tense, because I have difficult to differ V1, V2, V3)

8. Bagaima cara guru bahasa inggris adik menerangkan tentang question tags? kamu bisa mengerti?

   (How is your teacher teach question tags? Do you get it?

   The answer :

   A. Menjelaskan dan memberikan contoh (explain and give the example)

   B. Menjelaskan dan memberikan contoh (explain and give the example)

   C. Menjelaskan dan memberikan contoh (explain and give the example)

   D. Menjelaskan dan memberikan contoh (explain and give the example)

   E. Menjelaskan dan memberikan contoh (explain and give the example)

   F. Menjelaskan dan memberikan contoh (explain and give the example)

9. Apa yang adik inginkan dari guru bahasa inggris adik supaya adik tidak merasa kesulitan lagi mempelajari question tags?

   (what do you hope for your English teacher in learning question tags?)

   The answer:

   A. Menjelaskan question tags dengan jelas (to explained the question tags with distinct)

   B. Menjelaskan question tags dengan bentuk-bentuknya dan membedakannya tenses per tenses. (to explained the question tags with the form and to distinguish tenses by the tenses).

   C. memperbanyak membuat contoh terutama present perfect tense (to increase is making the example especially present perfect tense).

D. Menjelaskan question tags harus jelas(to explained the question tags with distinct)

E. Kalau membuat contoh question tags kata kerjanya jangan yang sulit-sulit. (if making the example of question tags Verb don't be difficulties)

F. dengan mengenalkan penggunaan *to be,* dengan menekankan statement dan menggunakan kosa kata yang mudah. (introduce using *to be,*Emphasize *statement.*

NAME OF STUDENTS INTERVIEWEE

A: SR

B: RA

C: LS

D: ZR

F: MU

CURRICULUM VITAE

A. Identity

Name	: SOLAT MAIYA
Nim	: 10 340 0111
Place and Birthday	: Lumban Pasir, 02 mart 1992
Sex	: Female
Religion	: Islamic
Address	: MUARA MAIS JAMBUR
	Kec. Tambangan, MADINA

B. Parent

1. Father's name   : BUSTAMI MATONDANG

2. Mother's name   : YUSRAH LUBIS

C. Educational background

1. Graduated from Primary School Number 142649 Lumban Pasir in 2004.

2. Graduated from SMP Negeri 1 Kotanopan in 2007.

3. Graduated from SMK Negeri 1 Kotanopan in 2010.

4. Institute Agama Islam Negeri Padangsidimpuan 2010 - 2014