

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of the Research Location

1. Geographical Position of MA SMIP 1946 Banjarmasin

The research has been conducted at Islamic Senior High School SMIP 1946 Banjarmasin. SMIP (*Sekolah Menengah Islam Pertama*) is located on Jl. Mesjid Jami No. 41 Rt. 2 Kelurahan Surgi Mufti Banjarmasin Utara District, Banjarmasin, South Kalimantan. This school has a private status with the School Statistic Number (NSS) is 312637204082 and the accreditation is B (Good).

Generally, the physical condition of MA SMIP 1946 Banjarmasin building is good and it has permanent construction. The location of the school is will be described as follows:

- a. To the north is bordered with field.
- b. To the south is bordered with MTs and SMP SMIP 1946 Banjarmasin.
- c. To the west is bordered with the house of resident.
- d. To the east bordered with the house of resident.

2. Brief History on Establishing of MA SMIP 1946 Banjarmasin

SMIP is the first Islamic school in Banjarmasin. It means that it is the oldest Islamic school in Banjarmasin. It was held on October 15th, 1946 or 20 Dzulqa'dah 1365 by Khatib Syarbaini Yasir as a leader of PGSI (*Persatuan Guru Sekolah Islam*). He held SMIP with friends and some Islamic figure in Banjarmasin, such as H. M. Hanafi Gobit, H. A. Gazali, H. A. Amin, H. Busra Qasim, H. M. Yasin Amin, H. Hasan Mugeni Marwan, Abu Bakar Razy, H. Djarkasyi, H. Hasan Baseri, H. Zailani Sahari, H. M. Dahlan, H. Masykur, H. Raden, etc.

According to the "*Buku Kenang-Kenangan 50 Tahun SMIP 1946*", SMIP is the first Islamic school which was led by *Yayasan Pendidikan Islam*. There were some leaders of *Yayasan Pendidikan Islam* in SMIP, such as H. M. Hanafi Gobit (1946-1984), Drs. H. M. Asy'ari, MA (1984-1989), and H. Syukran AM, BA (1989-2000).

The first leader of SMIP was Khatib Syarbani Yasir (1946-1951). Then, SMIP was led by some leaders, such as H. Hasan Mugeni (1951-1954), H. Tarmiji Abbas (1954-1958), H. Ijab (1958-1964), H. Syahrani (Pjs), Aspan (1964-1967), H. Abdul Majid Salman (1968-1972), Abdurrahman (1973-1976), Aliansyah Ismail (1976-1995), Bahri Aspan (1981-1984), and Hj. Siti Wardah Hanafi (1984-1988).

Actually, SMIP was educational problem SLP with the period of study five years. It used the curriculum 50% for religion and 50% for common educational. But

in 1992, the period of study was changed to four years. Then, based on the “*Surat Keputusan Bersama Menteri Agama, Menteri Pendidikan dan Kebudayaan, dan Menteri Dalam Negeri No 6 Tahun 1973*” SMIP was divided to two educational programs, they were Islamic Junior High School (MTs) and Senior High School (SMP) in 1978.

On October 15th, 1988, Islamic Senior High School was held by A. Rasyid Rahman, SH as the first leader. He led from 1988 until 1996. Then, the second leader was Dra. Hj. Rahimah (1997-2009). After that, Dra. Hj. Unaziah Hanafie who led from 2009 until 2010. Now, the leader is Dra. Naimah. She leads MA SMIP 1946 Banjarmasin from 2010 until now.

3. Description about Teachers, Administration staffs, Students, and the Condition of School Facilities at MA SMIP 1946 Banjarmasin in Academic Year 2012/ 2013

Teachers, administration staffs, students, and the school facilities are the communities at school. They cannot be separated each others. Therefore, the writer will explain about them one by one, as follows:

a. Teachers and Administration Staffs

MA SMIP 1946 Banjarmasin has many teachers. The total numbers of them are 18 teachers. They came from different educational background, and most of the latest educations of teachers are *Sarjana* degree (S1). There is one English teacher at

MA SMIP 1946 Banjarmasin. The English teachers' name is Abdul Basith. He teaches the students in tenth, eleventh and twelfth grades at MA SMIP 1946 Banjarmasin.

Then, MA SMIP 1946 Banjarmasin has two administration staffs. The first is Abdul Wahid S.H.I as the head of administration staff. He graduated from *Syariah* Faculty at IAIN Antasari Banjarmasin. The second is Muhammad Arabi, S.Pd.I as administration staff. He graduated from *Tarbiyah* Faculty at IAIN Antasari Banjarmasin.

Furthermore, the data about all of teacher and administration staff at MA SMIP 1946 Banjarmasin academic year 2012/2013 can be seen at the appendix table 3.1. and 3. 3.

b. Students

The total numbers of students who are administratively registered at Islamic Senior High School SMIP 1946 Banjarmasin in academic year 2012/2013 are 137 students. They consist of 38 students of tenth grade, 63 students of eleventh grade, 36 students of twelfth grade. They are divided into 6 classes. Class of tenth grade is divided into 2 classes, like class 10A and 10B. Class of eleventh grade is divided into 2 classes. It consists of XI IPA (Science Program) and XI IPS (Social Program). Also, class of twelfth grade is divided into 2 classes, they are XII IPA (Science Program) and XII IPS (Social Program). The specific information of the total number of the students can be seen in the appendix 3.2.

c. School Facilities

Based on the writer observation, the physical condition of Islamic Senior High School SMIP 1946 Banjarmasin has considerably good facilities. Those available school facilities can help the teaching and learning process at MA SMIP 1946 Banjarmasin. The data about school facilities also can be seen in the appendix 3.4.

B. Findings

This chapter is intended to present the results of data collected on the research. This part covers primary data about the analysis of the students' ability in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013 and some common errors in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013.

Also, in this part the writer describes about result of research on the field based on the test as the primary data to know about the students' ability in using question tag and some common errors in using question tag.

1. Description about the Students' Ability in Using Question Tag of the Eleventh Grade Students at MA SMIP 1946 Banjarmasin Academic Year 2011/2012

This part is intended to present result of the data analysis and their presentation that could be derived from the analysis. It consists of the result of the

study based on facts found in the research. It covers the students' ability in using question tag.

Before analyzing the data, the writer must collect the data first, in order to know the data of the students' ability in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013, the writer carried out a written test toward 60 from 63 students of eleventh grade at MA SMIP 1946 Banjarmasin academic year 2012/2013 as respondents. It is because from the total of eleventh grade students at MA SMIP 1946 Banjarmasin, just 60 students enrolled the test and there 3 students did not come to the class when the test was held at the time.

The test of the students' ability in using question tag had been performed once at the eleventh grade students. The writer conducted a test on May 16th 2013 at class of XI IPS and May 17th 2013 and at class of XI IPA through 60 minutes for 45 questions. The test contains 45 written questions which consist of 20 questions for multiple choice items, 15 questions for short answer (completion) form, and 10 questions for matching form. In each item have 1 point for multiple choice items, 4 points for short answer (completion) form, and 2 points for matching form.

Based on the result of using question tag test of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013, it is found the data that the highest score is 89 and the lowest score is 41. The accumulated score is 3917. The test result can be seen in this following table:

Table 4.1 The Test Result of the Students' Ability in Using Question Tag of Eleventh Grade Students at MA SMIP 1946 Banjarmasin Academic Year 2012/2013

Subject Number	Total Score of Students' Correct Answer	Total Score of Students' Wrong Answer
1.	67	33
2.	62	38
3.	86	14
4.	62	38
5.	79	21
6.	73	27
7.	64	36
8.	55	45
9.	87	13
10.	59	41
11.	77	23
12.	63	37
13.	58	42
14.	80	20
15.	69	31
16.	69	31
17.	63	37
18.	63	37
19.	49	51
20.	49	51
21.	79	21
22.	69	31
23.	54	46
24.	41	59
25.	53	47
26.	53	47
27.	61	31
28.	58	42
29.	65	35
30.	83	17
31.	42	58
32.	69	31
33.	86	14

Subject Number	Total Score of Students' Correct Answer	Total Score of Students' Wrong Answer
34.	67	33
35.	68	32
36.	46	54
37.	68	32
38.	59	41
39.	55	45
40.	68	32
41.	82	18
42.	59	41
43.	69	31
44.	77	23
45.	57	43
46.	71	29
47.	56	44
48.	89	11
49.	59	41
50.	85	15
51.	43	57
52.	77	23
53.	52	48
54.	63	37
55.	57	43
56.	86	14
57.	59	41
58.	59	41
59.	51	49
60.	88	12
Total Score	3917	2075

To know the students' ability in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013, the writer uses the mean formula as follows:

$$M = \frac{\sum X}{N}$$

M : Mean

$\sum X$: Accumulative score of students' correct answer

N : Total number of respondents

$$M = \frac{3917}{60}$$

M = 65.3 (Fair Category)

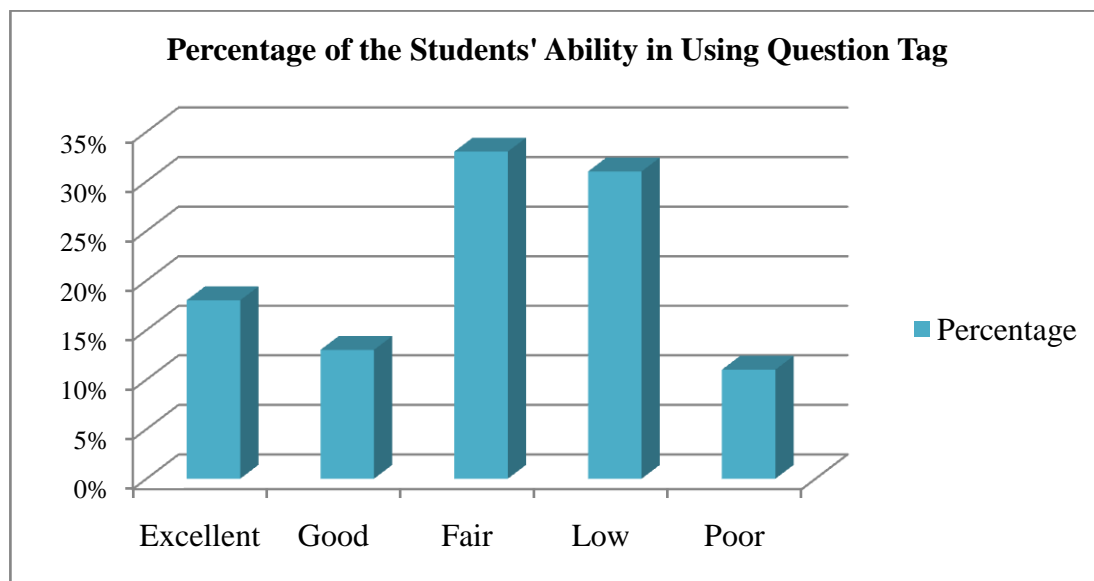
Based on the data above, the total score is 3917 of 60 students. The mean score is 65.3 shows that the student's ability in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013 is categorized into fair category.

According to the test result category in percentage of the students' ability in using question tag has made by eleventh grade students in their written test, it is showed in the following table:

Table 4. 2. The Frequency Distribution of the Test Result of the Student Ability in Using Question Tag of Eleventh Grade Students at MA SMIP 1946 Banjarmasin Academic Year 2012/2013

No.	Category	Score	Frequency	Percentage
1	Excellent	80 – 100	10	16.6%
2	Good	70 – < 80	7	11.6%
3	Fair	60 – < 70	19	31.6%
4	Low	50 – < 60	18	30%
5	Poor	0 – < 50	6	10%
Total			60	100%

From the table above, it shows that the students' ability in using question tag based on its categories there are 10 students in excellent category which the percentage is 16.6%, 7 students (11.6%) get the score 70-<80 (good category), 19 students (31.6%) get the score 60-<70 (fair category), there are 18 students (30%) get the score 50-<60 (low category), and 6 students (10%) get the score 0-<50 (poor category). For more clearly, the percentage of the students' ability in using question tag can be seen in this chart below:



2. Description about the Most Students' Common errors in Using Question Tag of the Eleventh Grade Students at Islamic Senior High School SMIP 1946 Banjarmasin in Academic Year 2012/2013

To know the students' ability in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013, the writer uses the mean formula as follows:

$$M = \frac{\sum X}{N}$$

M : Mean

$\sum X$: Accumulative score of students' wrong answer

N : Total number of respondents

$$M = \frac{2075}{60} = 34.6 \text{ (Low Error Category)}$$

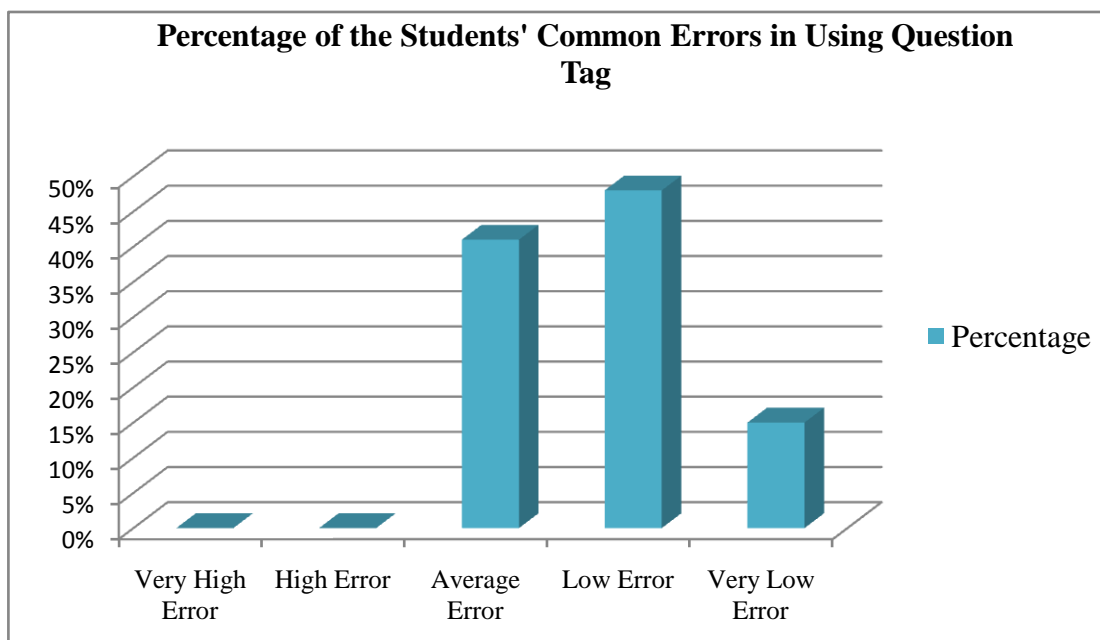
Based on the calculation above, the total score or wrong answer is 2075 of 60 students. The mean score is 34.6 shows that the student's common errors in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013 is categorized into low error category.

Based on the test result category in percentage of the students' ability in using question tag has made by eleventh grade students in their written test, the writer will present the category of students' common errors in using question tag based on the students' score and its percentage in the following table:

Table 4.3. Category of the Students' Common Errors in Using Question Tag

No.	Category	Error Score	Frequency	Percentage
1	Very high error	80 - <100	-	0
2	High error	60 - <80	-	0
3	Average error	40 - <60	24	40%
4	Low error	20 - <40	28	46.6%
5	Very low error	1 - <20	8	13.3%
Total			60	100%

From the table above, it can be seen that there is no student in very high and high error category, 24 students whose the percentage is 40% in average error category, 28 students whose the percentage is 46.6% in low error category, and 8 students whose the percentage is 13.3% in very low error category. For more clearly, the percentage of the students' common errors in using question tag can be seen in this chart below:



Then, to know about the most students' common errors in using question tag deeply, the writer presents the data based on the test result by writing all most students' common errors of each form of the test. Before presenting them specifically, the writer will show the frequency distribution of the students' errors of all of items number in each form of test as follows:

a. Students' Common Errors in Using Question Tag in Multiple Choices Test

To know the students' errors in multiple choice test, the writer presents the data, as follows:

Table 4. 4. The Frequency Distribution of the Students' Errors in Multiple Choice Test

Item Number	Frequency	Item Number	Frequency
1	6	11	42
2	31	12	41
3	29	13	11
4	3	14	30
5	6	15	6
6	12	16	49
7	4	17	7
8	29	18	23
9	35	19	4
10	34	20	1
Total			403

From table above, it is known that the most students' common errors in multiple choice test are in number 2, 3, 8, 9, 10, 11, 12, 14, 16, and 18. Then, writer will show the data about the most students' common errors in multiple choice test deeply. The data is shown on the following table:

Table 4. 5. Students' Common Errors in Multiple Choices Test

No.	Number of Test	F	Answer Key	Form		
				Affirmative-Negative	Negative-Affirmative	Exception
1.	2	31	e. didn't they?	√		
2.	3	29	b. isn't he?	√		

No.	Number of Test	F	Answer Key	Form		
				Affirmative-Negative	Negative-Affirmative	Exception
3.	8	29	d. is it?			√
4.	9	35	c. will you?			√
5.	10	34	e. aren't they?			√
6.	11	42	b. aren't there?			√
7.	12	41	e. hasn't she?	√		
8.	14	30	b. isn't he?	√		
9.	16	49	a. will you?			√
10.	18	23	e. can he?			√
Total				4	-	6

Based on the table above, it can be seen the data about students' common errors for multiple choices test. There are 20 questions with 10 numbers of question are the most students common errors. They are number 2 and 3 are made by 31 and 29 students which the correct answer in affirmative-negative form. Number 8 with 29 students and number 9 with 35 students which the correct answer in exception form. There are 34 students made errors for question number 10 which the correct answer in exception form. Then, there are 42 students made error for question number 11 which the correct answer in exception form too.

Then, there are 41 and 30 students made errors in number 12 and 14 which the correct answer in affirmative-negative form. Also, question number 16 with 49 students and 18 with 32 students which the correct answer in exception form. In conclusion, the total of students' common errors for multiple choice test are 4 errors in affirmative-negative form, 6 errors in exception form, and no error in negative-affirmative form.

b. Students' Common Errors in Using Question Tag in Short Answer (Completion) Test

To know the students' errors in short answer (completion) test, the writer presents the data, as follows:

Table 4. 6. The Frequency Distribution of the Students' Errors in Short Answer Test

Item Number	Frequency	Item Number	Frequency
1	7	9	2
2	40	10	40
3	4	11	6
4	51	12	43
5	48	13	52
6	1	14	26
7	27	15	1
8	7	Total	355

From table above, it is known that the most students' common errors in multiple choice test are in number 2, 4, 5, 7, 10, 12, 13, and 14. Then, writer will show the data about the most students' common errors in short answer (completion) test deeply. The data is shown on this following table:

Table 4. 7. Students' Common Errors in Short Answer (Completion) Test

No.	Number of Test	F	Answer Key	Form		
				Affirmative-Negative	Negative-Affirmative	Exception
1.	2	40	Is he?			√
2.	4	51	Didn't it?	√		
3.	5	48	Will they?			√
4.	7	27	Was it?			√

No.	Number of Test	F	Answer Key	Form		
				Affirmative-Negative	Negative-Affirmative	Exception
5.	10	40	Shall we?			√
6.	12	43	Are they?		√	
7.	13	52	Was it?			√
8.	14	26	Don't they?	√		
Total				2	1	5

Based on the table above, the writer presented data about the most students' common errors for short answer (completion) test. The writer asked the students to fill the appropriate question tag for each sentences. There are 8 numbers of the most students' common errors in using question tag of 15 question were given. There are 40 students made error for question number 2 which the correct answer in exception form.

Then, there are 51 students made error for question number 4 which the correct answer in affirmative-negative form. Question number 5 with 48 students, 7 with 27 students, and 10 with 40 students which the correct answer in exception form. There are 43 students made error for question number 12 which the correct answer in negative- affirmative form.

Further, the most difficult question number 13 with 52 students and the correct answer in exception form. Then, question number 14 with 26 students which the correct answer in affirmative-negative form. In conclusion, the total of students' common errors for completion (short answer) test are 2 errors in affirmative-negative form, 1 error in negative-affirmative form, and 5 errors in exception form.

c. Students' Common Errors in Using Question Tag in Matching Test

Data about students' errors in matching test can be seen as follows:

Table 4. 8. The Frequency Distribution of the Students' Errors in Matching Test

Item Number	Frequency	Item Number	Frequency
1	7	6	3
2	5	7	2
3	30	8	7
4	3	9	28
5	16	10	2
Total		103	

From table above, it is known that the most students' common errors in matching test are in number 3, 5, and 9. Then, writer will show the data about the most students' common errors in matching test deeply as follows:

Table 4. 9. Students' Common Errors in Matching Test

No.	Number of Test	F	Answer Key	Form		
				Affirmative-Negative	Negative-Affirmative	Exception
1.	3	30	e. do they?			√
2.	5	16	f. didn't he?	√		
3.	9	28	a. do we?			√
Total				1	-	2

Based on the table above, the writer presents the data about the most students' common errors for matching test. There are 3 numbers of the most students' common errors of 10 questions were given. They are question number 3 are made by 30 students which the correct answer is in exception form of question tag. Question

number 5 has 16 students' errors which the correct answer is in affirmative-negative form.

Then, question number 9 with 28 students which the correct answer is in exception form of question tag. Thus, the total of students' common errors for matching test are 1 error in affirmative-negative form, 2 errors in exception form, and no error in negative-affirmative form.

Based on the data above, those are taken from each form of the question tag test, the writer concludes that the most students' common errors are in affirmative-negative and exception form, it is shown by the frequency of errors for each table with the following number of students' errors:

7 : total number of item tests' error in affirmative-negative form

1 : total number of item tests' error in negative-affirmative form

13 : total number of item tests' error in exception form

N : 21

$$\frac{7 \times 100\%}{21} = 33.3\% \text{ (errors in affirmative-negative form)}$$

$$\frac{1 \times 100\%}{21} = 4.8\% \text{ (errors in negative-affirmative form)}$$

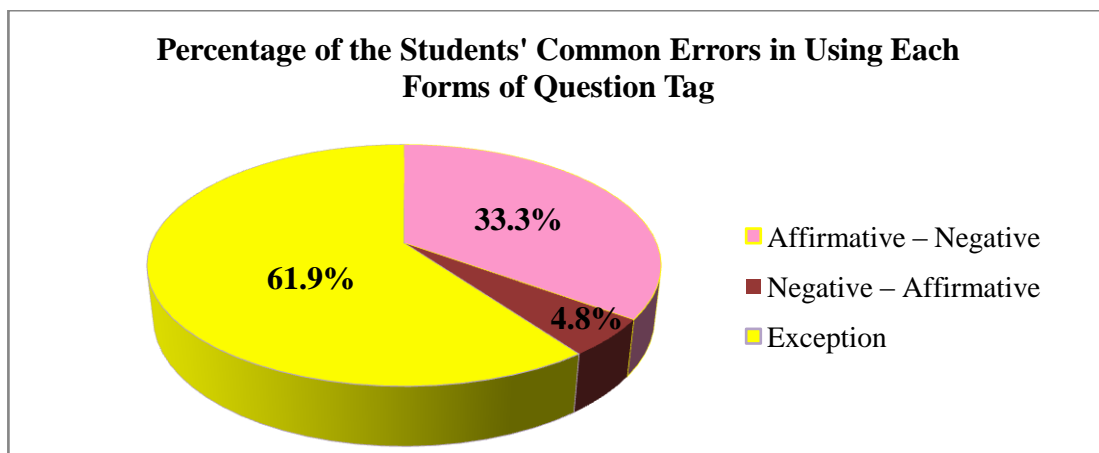
$$\frac{13 \times 100\%}{21} = 61.9\% \text{ (errors in exception form)}$$

To describe the data about students' common errors, the writer will present the data about it that can be seen in the following table:

Table 4. 10. The Frequency of the Students' Common Errors in Using Question Tag

No.	The Form of Students' Common Errors	Frequency	Percentage
1.	Affirmative – Negative	7	33.3%
2.	Negative – Affirmative	1	4.8%
3.	Exception	13	61.9%
Total		21	100%

The table above shows the students' common errors in using question tag based on each form in question tag. In affirmative-negative form, there are 7 numbers of the most students' common error with the percentage is 33.3%, 1 number of students' common errors in negative-affirmative form with the percentage is 4.8%, and 13 numbers of students' common errors in exception form with the percentage is 61.9%. It can be taken as a conclusion that the most students' common errors are in exception form which take 61.9%. For more clearly, it can be seen in this chart below:



C. Discussion

After all of the data has been completed and presented in findings, then the writer analyzes them. Discussion is needed to better understand about the students' ability in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013 and to know some common errors in using question tag that were made by eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013. To better understand and more clearly about the data analysis the writer does it, as follows:

1. The Students' Ability in Using Question Tag of the Eleventh Grade Students at MA SMIP 1946 Banjarmasin Academic Year 2012/2013

After paying attention to the findings about the students' ability in using question tag, it could be known that there are 10 students (16.6%) who got score around 80 - 100, they are classified in excellent category. There are 7 students (11.6%) who got score are around 70 - <80, they are classified in good category. Then, there are 19 students (31.6%) who got score around 60 - <70, they are classified in fair category. There are 18 students (30%) whose score around 50 - <60, they are classified in low category. Meanwhile, there are 6 students (10%) who got score <50, they are classified in poor category. The mean of the result of the test is 65.3 shows that the students' ability in using question tag of eleventh grade students at MA SMIP 1946 Banjarmasin academic year 2012/2013 is in fair category.

2. The Most Students' Common Errors in Using Question Tag of the Eleventh Grade Students at MA SMIP 1946 Banjarmasin Academic Year 2012/2013

Based on the written test to the students, the writer found many of the students have wrong answer in exception and affirmative-negative form. That is happened because many of the students are interested in using negative-affirmative form of question tag rather than exception and affirmative-negative form. They consider that negative-affirmative form is easier to understand rather than exception and affirmative-negative form. Many of students also consider that the grammar that they learn is difficult enough. It is caused the students less understand in understanding the form.

It is shown based on the percentage for every kind of the most students' common errors which the total of errors is 21, that is 7 numbers of students' common errors in affirmative-negative form (33.3%), 1 number of students' common errors in negative-affirmative form (4.8%), and 13 numbers of students' common errors in exception form (61.9%).

The writer concludes that the students' ability in using question tag is in fair category based on the calculation of mean formula which the result is 65.3 and the students' common errors in using question tag is in low error category based on the calculation of mean formula is 34.6. After analyzing each kind of test, the writer found that the most students' common errors is in exception form which the

percentage is 61.9% and affirmative-negative form which the percentage is 33.3%, those are more difficult than negative-affirmative form which the percentage of students' common errors is 4.8%. But, it can be taken as a conclusion that the most students' common errors is in exception form which take 61.9%. Then, writer explains the most students' common error based on each part clearly, as follows:

a. Students' Common Errors in Negative Tag (Affirmative-Negative Form)

In affirmative-negative form, there are 2 numbers of multiple choices test that the students could not answer well. From the data that the writer has checked, there are 31 students false in answering the question number 2. The question is *The cats ate all the fish on the table two days ago,.....?*. Most of them answered option *b. didn't it*, while the right answer is *e. didn't they*. Most of the students were not carefully in reading the question. The word *cats* in the question means the subject is in plural form, so the pronoun should be *they* not *it*.

There are 29 students false in answering the question number 3. The question is *The man who came to your home last night is a manager,?*. Most of them answered option *c. doesn't he*, while the right answer is *b. isn't he*. Most of students were not carefully in identifying the tense form of the question. Most of the students thought that the question is a verbal sentence so that they chose *does* as auxiliary.

Then, there are 2 numbers of completion test that the students could not answer well, those are question number 4 and 14. It is known that there are 40 students false in answering the question number 4. The question is *Jazz music originally came from the United States,?*. Several of them made error answer *doesn't it*. Meanwhile the correct answer is *didn't it*. Most of students were not carefully in identifying the tense form of the question. They thought that the question is simple present tense so that they chose *does* as auxiliary. In question number 14, there are 26 students made errors. The question is *They always get up early,?* Several of them answered *do they*. While, the correct answer is *don't they*. It means some students forgot the rule of affirmative-negative form, that if the statement is positive, the question tag should be in negative form.

In matching test, there is 1 number of item test that the students could not answer well. That is number 5 which there are 16 students false in answering that question. They matched the statement with incorrect question tag. They matched the statement *Your nephew wrote this letter last night* with the question tag *don't we*, while the appropriate question tag for that statement is *didn't he*.

b. Students' Common Errors in Affirmative Tag (Negative-Affirmative Form)

In negative-affirmative form, there is 1 number of short answer test that the students could not answer well. There are 43 students false in answering the question number 12. The question is *Your younger sisters are not happy in Bali,?*.

Most of them made error answer *are she* while the correct answer is *are they*. Most of them felt confused to determine the pronoun for the subject *your younger sisters*. They thought *your younger sisters* is singular form and the pronoun for subject *sisters* is *she* so that most of them chose them chose *she* rather than *they*. Several of students also did not understand the pair of each auxiliary and pronoun well. Thus, it caused them made that error answer.

c. Students' Common Errors in Exception Tag (Exception Form)

The most common errors in using question tag is in exception form. Based on the data of the students answer sheet, it was found that there are 6 numbers of multiple choices test that the students could not answer well. Those are question number 8, 9, 10, 11, 16, and 18.

There are 29 students false in answering the question number 8. The question is *Nothing is cheap in the big cities,?*. Most of them answered option *a. isn't it*. While, the correct answer is *d. is it*. Most of students did not know the rule of exception in question tag, such as the positive sentence that contains negative word or meaning such as sentence which contains the words *nothing* which the question tag should be in positive form so that they answered *isn't it* which the question tag is in negative form.

In number 9, there are 35 students made error answer. The question is *Shut the door,?* Most of them answered option *a. do you*. While, the correct answer

is *c. will you*. Several of the students did know the rule of exception tag if the tag is in imperative form (a command or request form), the question tag should be *will you*.

In number 10, there are 34 students made error answer. The question is *Everyone is ready for the test now,?*. Most of them answered option *d. isn't it*. While, the correct answer is *e. aren't they*. Most of students did know the rule of pronoun of *everyone* in question tag should be change to *they*.

In number 11, there are 42 students made error answer. The question is *There are three people including me in the class,?*. Most of them answered option *c. aren't we*. While, the correct answer is *b. aren't there*. Most of students did know the rule of pronoun of *there* in question tag is should be unchanged.

In number 16, there are 49 students made error answer. The question is *Don't turn on the radio,?*. Most of them answered option *c. do you*. While, the correct answer is *a. will you*. Most of students did not know the rule for exception form which if the statement is negative imperative or prohibition sentence, its question tag should be *will you?*. They also thought that the statement contains auxiliary *do*, so that they decided the question tag is *do you?*.

In number 18, there are 23 students made error answer. The question is *He can never answer question in the class well,?*. Most of them answered option *b. can't he*. While, the correct answer is *e. can he*. Almost same with the case of question number 8, most of students did not know the rule of exception in question

tag, such as the positive sentence that contains negative word or meaning such as sentence which contains the words *never, seldom, nothing, few, little, etc* which the question tag should be in positive form so that they answered *can't he* which the question tag is in negative form.

Then, there are 5 numbers of completion (short answer) test that the students could not answer well. Those are question number 2, 5, 7, 10, and 13. It is known that there are 40 students false in answering the question number 2. The question is *Your father is seldom, in the office on Friday,?* Several of them made error answer *isn't he*. Meanwhile the correct answer is *is he*. It is same with the case of question before, most of students did not know the rule of exception in question tag, such as the positive sentence that contains negative word or meaning such as sentence which contains the words *never, seldom, nothing, nobody, few, little, etc* which the question tag should be in positive form.

Then, there are 48 students false in answering the question number 5. The question is *Nobody will believe it,?*. Most of them make error answer *won't they*. Meanwhile the correct answer is *will they*. This case is same with the question before (item number 2).

There are 27 students false in answering the question number 7. The question is *Nothing was stolen from the house last night,?*. Some of students made

error answer *wasn't it*. Meanwhile the correct answer is *was it*. This case is same with the question before (number 2 and 5).

In question number 10, there are 40 students false in answering the question. The question is *Let's sing together,?* Several of them made error answer *will you*. Meanwhile the correct answer is *shall we*. Most of the students did know the rule that if statement contains the word *Let's (Let us)*, the question tag should be *shall we*.

In question number 13, as the number of the most difficult question, there are 52 students false in answering the question. The question is *Little money was left in the stolen wallet,?* Most of them made error answer *wasn't it*. Meanwhile the correct answer is *was it*. It is same with the case of question before, most of students did not know the rule of exception in question tag, such as the positive sentence that contains negative word or meaning such as sentence which contains the words *never, seldom, nothing, nobody, few, little, etc* which the question tag should be in positive form.

In matching test, there are 2 numbers of test that the students could not answer well. Those are question number 3 and 9. There are 30 students false in answering the question number 3. Several of them matched the statement with incorrect question tag. They matched the statement *No one helps the old woman,?* with the question tag *do we* or *doesn't she*, while the appropriate question tag for that

statement is *do they*. Then, there are 28 students false in answering the question number 9. Several of them matched the statement with incorrect question tag. They matched the statement *We seldom break the school rules,?* with the question tag *don't we*, while the appropriate question tag for that statement is *do we*.

Generally, in exception form, most of students forgot even did not know some rules of exception in question tag. For instance, most of students did not know the rule of exception in question tag that the positive sentence which contains negative word or meaning such as sentence which contains the words *never, seldom, nothing, nobody, few, little, etc* which the question tag should be in positive form, the question tag for imperative or prohibition (negative imperative) sentence is *will you?*, and the question tag for *let's ...* should be *shall we?*.

From the analysis above, it can be concluded that the errors that made by students is caused by the students do not know and understand well about tenses of English grammar for example simple present tense, past tense, and present perfect tense. They are also still confused to determine pronoun for the subject and its auxiliary verb.

Then, some of them do not know well the rule of affirmative-negative form which if the statement is positive, its question tag should be in negative as well as negative-affirmative form which if the statement is negative form, its question tag should be in positive form.

Most of students also do not know some exception rules in question tag well. They do not know subject in sentence such as *nobody*, *everybody*, *somebody* is changed to be pronoun *they*. Also, subject in sentence such as *nothing*, *everything*, *something* is changed to be pronoun *it*. Several of them also do not know positive sentence that contains negative word or meaning such as *never*, *seldom*, *rarely*, *few*, *little*, *nothing*, *nobody*, *etc* which the question tag should be in positive form.

Moreover, most of the students do not know that the imperative or prohibition (negative imperative) sentence (e.g. *Open the door!* and *Don't smoke here!*) has the rule of question tag is *will you*. For sentence contains the word *Let's* (e.g. *Let's go there*), its question tag should be *shall we*. Therefore, it makes the students cannot answer the test of using question tag as well as possible.