



**THE PROFILE OF STUDENTS MASTERY OF QUESTION TAGS
THE CASE OF THE THIRD YEAR STUDENTS OF
SLTP INSTITUT INDONESIA SEMARANG
THE ACADEMIC YEAR OF 2005/2006**

FINAL PROJECT

Submitted in partial fulfillment of the requirements for the Degree
of Sarjana Pendidikan in English

by:

Retno Indriyati
2201902004

PERPUSTAKAAN
UNNES

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF SEMARANG**

2007

APPROVAL

This final project was approved by the Board of Examiners of the English Department of the Faculty of Languages and Arts Semarang State University on August 30, 2007.

Board of Examiners:

1. Chairperson,
Prof. Dr. Rustono, M.Hum
NIP. 131281222 _____
2. Secretary:
Drs. A. Sofwan, Ph. D.
NIP. 131813664 _____
3. First Examiner,
Drs. Warsono, M.A
NIP. 130350484 _____
4. Second Advisor as Second Examiner,
Dr. Dwi Anggani L B M. Pd
NIP. 131813665 _____
5. First Advisor as Third Examiner,
Drs. H. Suprpto, M.Hum
NIP. 131125925 _____

Approve by

Dean of Faculty of Language and Arts,

Prof. Dr. Rustono, M. Hum
NIP. 131281222

PERNYATAAN

Dengan ini saya,

Nama : Retno Indriyati
NIM : 2201902004
Fakultas : Bahasa dan Seni
Jurusan : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa Skripsi yang berjudul:

The Profile of Students Mastery of Question Tags The Case of The Third Year Students of SLTP Institut Indonesia Semarang The Academic Year of 2005-2006.

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh melalui sumber perpustakaan, wahana elektronik, observasi langsung maupun dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji atau pembimbingan penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi skripsi ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan saya bersedia menerima akibatnya.

Semarang, Agustus 2007

Yang membuat pernyataan

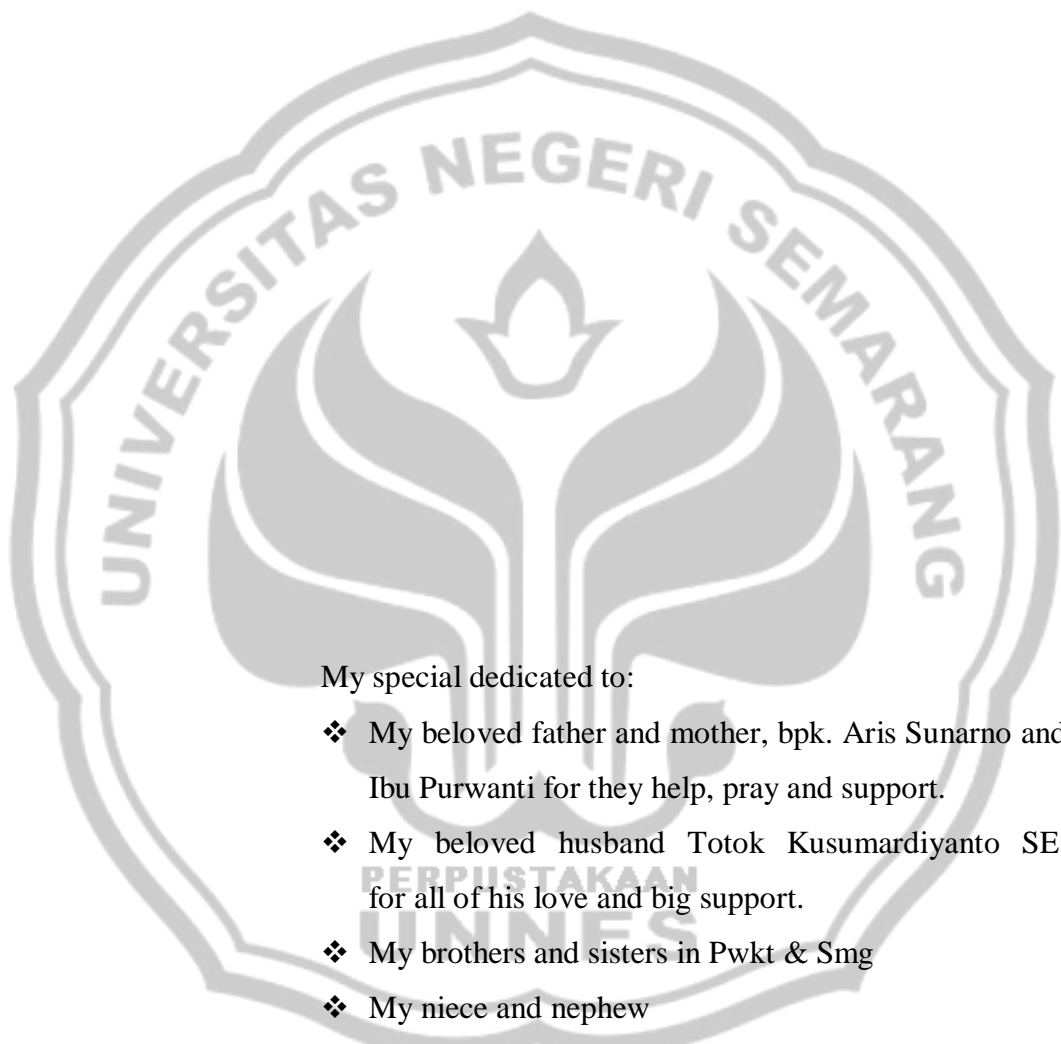
Retno Indriyati
2201902004

WHEN YOU ARE RIGHT NOBODY REMEMBERS,

WHEN YOU ARE WRONG NO ONE FORGETS

(Sutoyo MD)





My special dedicated to:

- ❖ My beloved father and mother, bpk. Aris Sunarno and Ibu Purwanti for they help, pray and support.
- ❖ My beloved husband Totok Kusumardiyanto SE, for all of his love and big support.
- ❖ My brothers and sisters in Pwkt & Smg
- ❖ My niece and nephew
- ❖ My friends in Semarang State University

ABSTRACT

Retno Indriyati . 2007. *The Profile of Students Mastery of Questions Tag, the Case of the Third Year Student of SLTP Institut Indonesia Semarang the Academic Year of 2005/2006*. Final Project. English Educational Program. Bachelor's Degree, Semarang State University.
Supervisor: I. Drs. Suprpto, M. Hum, II. Dr. Dwi Anggani LB,M. Pd

Key words: Mastery, Question Tags, the third semester students of SLTP Institut Indonesia Semarang.

This final project was conducted to know the level of the students' mastery of question tags and to find out the most difficult level made by the students of SLTP Institut Indonesia Semarang, in the academic year of 2005/2006. This study was conducted under the consideration that question tags has a number of types. So, it is possible that learners find it difficult to study. This final project has three objectives; the first is to know the students mastery, the second is to find out the special difficulties of question tags and the third is to find out how should the English teacher of SLTP Institut Indonesia Semarang done to minimize their students mistakes in using question tags. The population of this study was the third semester students of SLTP Institut Indonesia Semarang which consisted of four classes that grouped into classes 3A to 3D and the total number was 120 students; out of which 60 students were chosen as the sample. By random sampling the writer took 50% out of the population that was equal to 60 students as the sample.

To get the data, the writer used a test method. The multiple-choice test type had been try-out before it was used to get the percentage of the mastered of the question tags . The main purpose of conducting the try out was to measure the validity and reliability of the instrument. After the writer did the try-out then the writer did the real test. The result was proportion frequency of occurrence of mastery as a whole was 71.05%. After identifying the degree of dominant mastery of question tags the results are; the Simple Past Tense statement with 'do' (72.8%), Simple Present Tense statement with 'does' (71.2%), Simple Past Tense statement with 'did' (82.5%), Present Continuous Tense statement with 'are' (64%), Present Continuous Tense statement with 'was' (70.2%) and Past Continuous Tense statement with 'were' (70%).

The result of the test shows that 45 students got scores 65 above and 2 students got below 60. After computing the data statistically, then the writer analyzed the data non-statistically by using criterion reference grading according to Tinambunan. It show that 27 students or 45% of the students got B (above average achievement), 18 students or 30% of the students got C (average achievement), 13 students or 21.6% of the students got D (below average achievement) and 2 students or 3.4% of the students got E (insufficient). Based on the test the writer concluded that the most difficult areas faced by the students in mastering the question tags were identifying the statement with 'are' in present

Continuous Tense and identifying the statement with ‘were’ in Past Continuous Tense.

Form the result above, it can be generalized that the students’ mastery of question tags was “average to good”. In other words, the students of the third year of SLTP Institut Indonesia, Semarang have sufficiently mastered question tags.

To improve the quality of teaching learning process and to get better result in teaching question tags in Junior High School, it was suggested that the teacher should explain the use and the forms of question tags in all tenses; give supplementary material and various examples; use appropriate technique in teaching question tags.



ACKNOWLEDGEMENTS

The writer would like to express her gratitude to Allah SWT, for the blessing given to her in completing this final project.

Her sincere gratitude goes to her first advisor, Drs. Suprpto, M. Hum, and her second advisor, Dr. Dwi Anggani LB, M.Pd who gave her continuous guidance and encouragement during the process of accomplishing this final project.

The writer also thanks to all lecturers of the English Department of UNNES, who have transferred valuable knowledge to her. The writer thanks to Drs. Ali Nasikin as the headmaster of SLTP Institut Indonesia, and the English teachers of the third year students who have been very kind to let her carry out at this reseach at school. The writer expresses the deepest loves to her parents, her beloved husband, brothers and sisters, for their love and supports that have been given to her, and also for all her friends for their support.

Finally, the writer has a great expectation that this final project will be useful for teachers and students of English.

Semarang, August 30,2007

Retno Indriyati

PERPUSTAKAAN
UNNES

TABLE OF CONTENTS

ABSTRACT	iv
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES.....	ix
LIST OF APPENDICES	x
CHAPTER	
I. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Reasons for Choosing of the Topic.....	3
1.3 Statement of the Problem	4
1.4 Objectives of the Study	4
1.5 Significance of the Study.....	5
1.6 Method of investigation	5
1.7 The Outlines of the Study	6
II. REVIEW OF RELATED TO LITERATURE	
2.1 The Importance of Learning Grammar	8
2.2 Grammar in Teaching English as a Foreign Language	10
2.3 Question Tags	10
2.4 The Uses of Question Tags.....	12
2.5 The Special Difficulties in Question Tags	16
2.6 Sam Way Question Tags	18
2.7 Question Tag and Reply Question	18
2.8 Contraction	18
2.9 A Confirmative Question	21
2.10 Comment Tags	22
III. METHOD OF INVESTIGATION	
3.1 Population and Sample	24
3.1.1 Population	24
3.1.2 Sample	25

3.2	Instrument.....	26
3.3	Construction of the Instrument	27
3.4	Preparation of Test.....	28
3.4.1	Test Items	28
3.4.2	Arrangement of Test Items	30
3.4.3	Try out Test.....	30
3.4.4	Item Analysis	31
3.4.5	Level of Difficulty.....	31
3.4.6	Discriminating Power.....	33
3.4.7	Validity of the Test.....	34
3.4.8	Reliability of the Test.....	35
IV. ANALYSIS OF THE DATA		
4.1	Statistical Analysis	39
4.2	Non-Statistical Analysis	47
V. CONCLUSIONS AND SUGGESTIONS		
5.1	Conclusions.....	53
5.2	Suggestions	54
BIBLIOGRAPHY		
APPENDICES		

PERPUSTAKAAN
UNNES

LIST OF TABLES

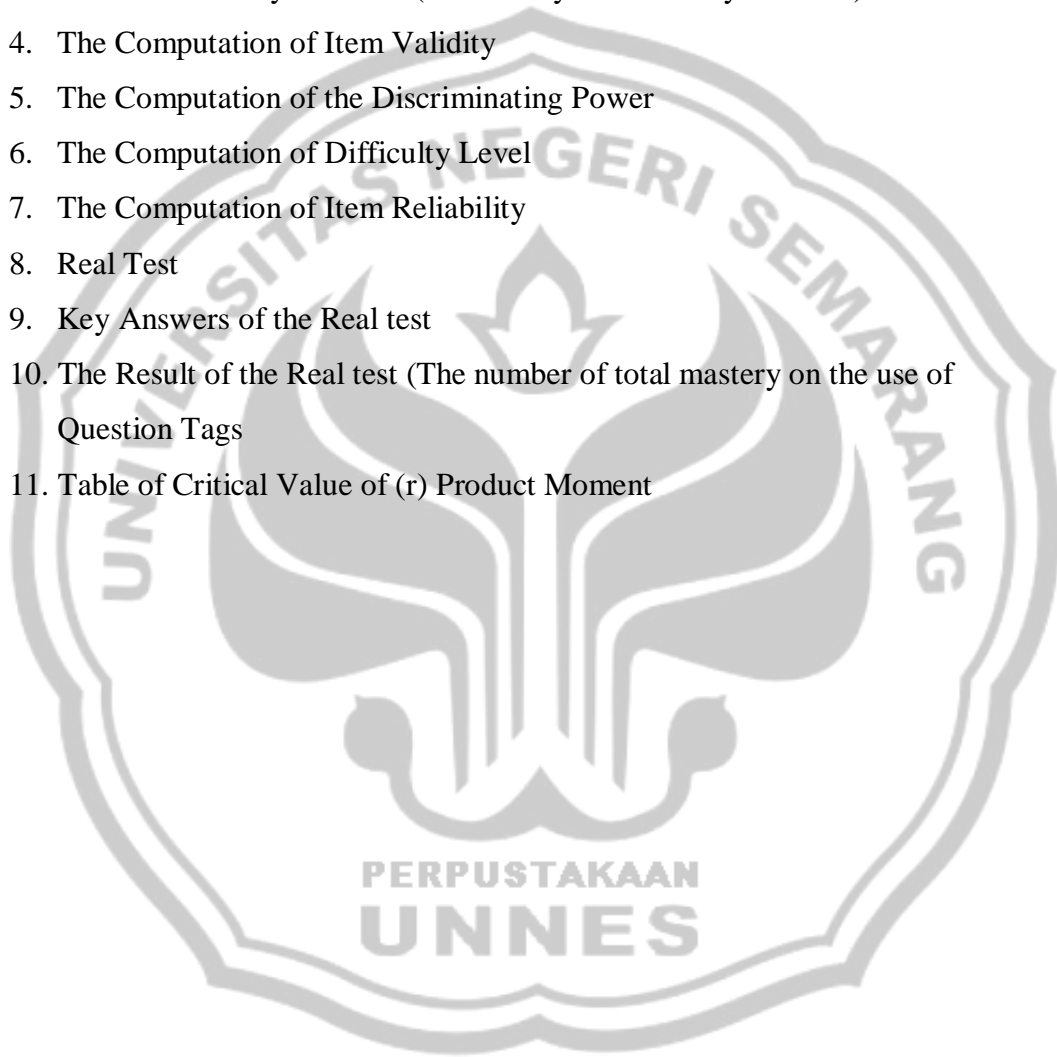
TABLES	Page
1. The proportion of test items on the mastery of question tags.....	29
2. The outlines of the test items on the mastery of question tags.....	30
3. The percentages of question tags mastery made by 60 students	39
4. The degree of dominance mastery of question tags I	44
5. The degree of dominance mastery of question tags II	46



LIST OF APPENDICES

APPENDICES :

1. Try out Test
2. Key Answers of the Try-out
3. The Result of Try-out test (Item Analysis of the Try-out Test)
4. The Computation of Item Validity
5. The Computation of the Discriminating Power
6. The Computation of Difficulty Level
7. The Computation of Item Reliability
8. Real Test
9. Key Answers of the Real test
10. The Result of the Real test (The number of total mastery on the use of Question Tags)
11. Table of Critical Value of (r) Product Moment



CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language which plays important role in international communication and in international relationship. It is not surprising if the number of people who are interested in learning English is getting more and more from time to time. There are many countries in the world which use English when they communicate with each other. Therefore, Indonesian government has chosen English as the first foreign language taught in our school. It is taught in junior high schools, in senior high school and even according to curriculum 2004 : KBK (Kurikulum Berbasis Kompetensi), English has been taught for the students of elementary school and those of kindergarten.

The main purpose of language is to communicate ideas and meanings. (Ramelan; 1992:9) says that language as a means of communication is a system of arbitrary vocal symbols by which human beings cooperate with our interaction. In order to communicate with people from different countries, we need an international language that is English. In the globalization era, the acquisition of English is very important, because it is used as a medium of communication both, in oral and written forms. English is also one of the ways of solving the miscommunication between Indonesian and people from other countries. The Indonesian government has chosen English as the first foreign language. It means

that it is taught at all educational institutions at certain levels, elementary school up to university.

In order to be able to use English well, the students must also master English language in speaking, listening, reading and writing. Besides that, the students of the third grade in junior high school are supposed to master the English components. One of the English components is grammar. English structure also has an important role in misunderstanding when one communicates with others and question tags' is one of the topics that should be taught in the first term in the third year of SLTP. In learning the target language, the students' errors may arise in this component of the language. The students' mastery of question tags is chosen because there are a lot of students who often make errors in this case. The writer known that question tags is very complex to be learned and for students' of junior high school it is one of the subjects which are difficult to learn.

As the writer said above, it is very difficult for students to learn about question tags, in fact most of them still make errors in using question tags and they have not mastered the pattern of English language yet. It is necessary for us to know the question tags pattern in Indonesian language. Question tags in Bahasa Indonesia is 'begitu kan?', 'benar kan?', 'iya kan?'. The writer thinks that it is very interesting to learn in school.

Many people say that question tags are very common in spoken English. English speakers often use them at the end of sentences. The term of the same thing in Bahasa Indonesia it is "kalimat pengukuh". In Bahasa Indonesia it is very common in speech. We often hear Indonesian people say "bukan" at the end of

their sentences. According to (Ahlsh; 1996:45), “tag question adalah bentuk lemah suatu pertanyaan yang di tambahkan di akhir kalimat affirmative yang berfungsi untuk meminta penegasan dari pendengar tentang sesuatu yang belum meyakinkan atau meminta persetujuan pendengar”.

1.2 Reason for Choosing the Topic

In daily life whenever people communicate with one another, they often use question tags but they rarely realize it. The question tags’ is a part of grammar. The function of question tags in English is to show that the speaker is not sure about his/her statements’, she or he doesn’t know whether his or her statement is true or false, or in other words question tags are used to show/express doubt of someone’s statements.

Here is an example of the conversation using question tags.

Andi : Hi, Tommy, you didn’t come late, did you?

Tomy : Oh yes, Andi, I remember that I had to pick up my mother at 07.00 o’clock to go to the market.

From the dialogue above, question tags do not always need an answer with yes or no.

In bahasa Indonesia question tags is called “kalimat pengukuh atau penegas”. Question tags’ is very complex in English, because it has a special pattern in using the question tags in sentences. Therefore it is rather difficult for learners to learn it. In bahasa Indonesia learners do not have to consider many things when they speak using ‘kalimat pengukuh’ or question tags. In bahasa

Indonesia there are not special rules or principles. They can just say “bukan” at the end of their sentences, the examples:

- ‘dia yang paling pintar di kelas ini kan?’
- ‘saudaramu semuanya perempuan bukan?’,

In English learners must consider many things when they use it, for example they have to consider the agreement between subject and verb. Because of those differences, the third year of SLTP students still had problems in mastering the question tags. Therefore, the writer would like to make research on the profile of students’ mastery of question tags.

1.3 Statement of the Problem

Based on the previous explanation the writer presents the problems, as follows:

- a. How well do the students master question tags?
- b. What special difficulties do the students face in using question tags?
- c. How should the teachers of SLTP Institut Indonesia Semarang minimize their students’ mistakes in using question tags?

1.4 Objectives of the Study

In relation to the problems above, the objectives of the study can be elaborated as follows:

- a. To know the students mastery of question tags.
- b. To find out the special difficulties of question tags faced by the students.

- c. To find out how the English teachers of SLTP Institut Indonesia Semarang minimize their students' mistakes in using question tags.

1.5 Significance of the Study

After conducting the research, I hope that it will be helpful:

1.5.1 For teachers

- a. The teachers should know the level of students' mastering of question tags, therefore teachers can prepare the teaching material properly about question tags.
- b. The teachers can find out the special difficulties faced by the students' in mastering question tags and minimize the mistakes.

1.5.2 For students

- a. They can improve their mastery of question tags
- b. They can communicate better especially when they use question tags in their languages.

- ### 1.5.3 For readers, this final project will enlarge the readers' knowledge about question tags.

1.6 Methods of Investigation

In writing this final project, the writer conducted some library research and field research. The writer used research procedure, which is presented in details under chapter III of this final project. There the writer explains how to get the data for her analysis.

a. Library research

In this activity, the writer used some books of related subjects as the references. She explored some important information and ideas for this study. She also used some related references to strengthen her ideas.

b. Fields research

In order to get the data for my findings, the writer administrated the test to the students. Based on the result of the test, the writer analyzed and determined the mastery of question tags.

1.7 The outlines of the Study

They are consists of five chapters. The content of each chapter is as follows:

The first chapter is introduction that covers the information about background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, methods of investigation and the outlines of the study.

The second chapter is the review of related literature. This chapter discusses the importance of learning grammar, grammar in teaching English as a foreign language, question tags, the uses of question tags, the special difficulties in question tags, question tags and reply question, contractions, a confirmative question and the comment tags.

The method of investigation of the study is discussed in the third chapter including the population, sample, the instruments and preparation of the test as well as the procedure of data collection.

The information about the analysis of the data is in chapter IV.

Finally, the writer presents the conclusion and suggestions on the last chapter, is chapter V.



CHAPTER II

THE REVIEW OF RELATED LITERATURE

2.1 The Importance of Learning Grammar

As stated in chapter I, the language components or elements (structure, vocabulary and pronunciation) are taught with a view to supporting the development of the four language skills (reading, listening, writing and speaking). There are many definitions of grammar and there is no universally accepted definition of it. Different experts define the term *grammar* differently. Grammar can be defined as the mechanism according to which language works when it is used to communicate with other people (Leech, 1982:3). Leech also describes the term grammar as a set of rules for constructing and for analyzing sentences. Thus, speaker of a language must know these rule, otherwise they would not be able to put words together in a meaningful way.

The word grammar can also mean a written description of the rules of the language or in other words, a set of rules by which people speak and write Cook and (Suter, 1980:1). It is clear that grammar is very crucial and very useful. Without the ability to use grammar, a speaker would be unable to understand or to produce any sentence that he heard before. Grammar has a close relation with language because grammar is a part of language. If language has no grammar the speaker would never be able to communicate with each other. The utterances or sentences spoken and written by a person would have different idea or meanings to his hearers or readers or even they would not be understood.

Consequently, if a language had no grammar, it would never be spoken because people will only be able to learn a language if the language has fixed patterns or regularities. As stated by (Nasr, 1978:52) that grammar is a part of language. Just as there is no language without sounds (at least no live or oral language), so there is no language without grammar.

From the illustration above it is clear for us that grammar is a part of language. Or in other words we can say that grammar and language cannot be separated. If one wants to speak a language he must know the grammar of the language. In view of the functional grammar, according to (Harmer, 1985:3), the role of grammar in language teaching is that students need to be given details of grammar rules if they want to learn English successfully, it is helpful for students to be aware of grammatical information about the language.

Based on the statement above, it can be concluded that grammar is an important knowledge on learning language. Apparently, it is important to understand the meaning of the individual words in a sentence.

Grammar is very essential and it makes the speakers of language understand each other. If language has no grammar its speaker would never be able to communicate with each other, and thus they would never know each other. According to (Mardiyani, 1998:16) if language has no grammar, no systematic ordering of words in sentences, it could never be learned by native speakers or by foreigners. Nor could two people understand each other in it. Indeed, a language without grammar is no language at all.

2.2 Grammar in Teaching English as a Foreign Language

According to curriculum 2000, the four language components; structure, vocabulary, pronunciation (in speech) or spelling (in writing) are taught with a view to supporting the development of the four language skills. In relation to language components, particularly the grammar, the 2000 English Curriculum of SLTP has stated that in the teaching learning process, the language components which seem difficult for students can be presented part as a time systematically in conformity with the theme being discussed.

2.3 Question Tags

According to (Thomson and Martinet, 1986:113), question tags are “the short addition to sentences used to ask for agreement and confirmation of something they are not sure. These are formed by auxiliary verbs plus personal pronouns. After an affirmative statement, we use an ordinary interrogative tag; after a negative statement, we use a positive interrogative tag.

(While Swan, 1988:465) states that question tags are the small questions that often come at the end of sentences in speech, and sometimes in informal writing. He also states that question tags has various forms, meaning and uses. The writer tries to clarify their distinctions as follows:

- a. A question tags is rather like a “*reply question*”. It is made up of the auxiliary verb + the personal pronoun. It is used at the end of a sentence, to ask for confirmation of something we are not sure about, or ask for agreement. A question tags means something like “*is this true?*” or “*do you agree?*”.

- b. The meaning of a question tags changes with the intonation. If it is said with falling intonation (with the voice getting lower in musical pitch), it makes the sentence sound more like a statement.
- c. People very often ask for help of information by making a negative sentence with question tags at the end.
- d. Here are, some explanations of question tags:

1) After let's, the question tags in "*shall we?*"

Example:

Let's go out for a walk, *shall we?*

2) After the imperative do/don't do something, the tag is "*will you?*"

Example:

Don't be late, *will you?*

3) Note that we say *aren't I?* (=am I not)

Example:

I am late, *aren't I?*

Another writer says that "question tags consists of be or the appropriate auxiliary verb or modal auxiliary which corresponds to the main verb of the sentence" (Lindell, 1990:195)

Question tags occur at the end of a statement. The speaker says something and then adds a question because he or she is not entirely certain of the statement and wants the listener to confirm it. Or, the speaker may be certain of the statement but wants the listener to agree with him or her. In writing, a comma

separates the question tags from the main statement. The tags are affirmative if the verb of the main statement is negative.

Parallel to the paragraph above, (Cook and Suter, 1980:107), say that “question tags are statements which become questions by having *yes – no* question element *tagged* at the very end”. For example:

- a. John can visit you after work, can't he?
- b. Jean has done that home assignment, hasn't he?

The word order in the tags is auxiliary before subject, just as it is for all *yes-no* question and for many of the *Wh-questions*.

Some question tags are intended to be questions in the rhetorical sense only. At such time they are mainly one more way of the expression of an opinion. Doubt, irony and even sarcasm may be expressed by using a positive statement following by negative tags. For example:

Oh, she's worth to be the second best in her class, isn't she?

2.4 The Uses of Question Tags

(Rutherford, 1993:140-141), stated that “One way for the speaker to convey certain moods is through the use of question tags. Tags enable the speaker to invite confirmation from the hearer of the speaker's assertion”.

According to (Alter, 1993:140-141), there are some rules to make question tags:

2.4.1 Question tags are formed from special finites. We used them chiefly in speech to convert a statement into a question.

Example:

You will come to my party, won't you?

2.4.2 A negative question tag follows a positive statement. The answer is in the positive. Example :

a. You can write, can't you? Yes, I can.

b. He is the tallest volleyball player in the terms, isn't he? Yes, he is.

2.4.3 A positive question tags follows a negative statement, the expected answer is negative.

Example:

a. She can not meet us, can not she? No, she cannot.

b. They are not present yet, are they? No, they are not.

2.4.4 The special finite in the statement is always used in the question tags in the expected answer.

Example:

a. We must go now, mustn't we? Yes, we must.

b. He has not read anything of this book, has he? No, he has not.

2.4.5 If the main verb in the statement has not a special finite, the verb "to do" is used in both the question tags and the short answer.

Example:

a. I run very fast, don't I? Yes, you do.

b. You opened the door, didn't you? Yes, I did.

2.4.6 Notice that “I am” is always followed by the negative question tags aren’t I?

Example:

I am a stewardess, aren’t I?

2.4.7 Remember that subjects like “everyone, anyone, someone, nobody, no one, somebody, everybody, etc”, are used with singular verb in the statement. However, their question tags and short answers are in the plural form.

Example:

a. Everyone has gone, haven’t they? Yes, they have.

b. Nobody wants to leave, do they? No, they don’t

2.4.8 The auxiliary

To make question tags, we should choose the right auxiliary to be used in tag question.

Example:

a. You are John’s daughter, aren’t you?

b. She is not doing anything, is she?

But it can be very difficult for the students, when there are no auxiliaries in the statement.

Example:

a. Mrs. Issy teaches speaking, doesn’t she?

b. You make mistake, don’t you?

c. The children play football in the yard, don’t they?

If there is no auxiliary or be in the statement, we use *do*, *did* or *does* as the auxiliary in the question tags, depending on the subject and tense used in the statement (Leech, 1989:458).

(Thomson and Martinet, 1986:113), point out that if the main clause is negative, the tag is affirmative, if the main clause is affirmative, the tag is negative. Don't change the tense. We must use the same subject in the main clause and the tag. The tag must always contain the subject form of the pronoun. They also mention that negative forms are usually contracted (*not*). If they are not, they follow the order *auxiliary + subject + not*, for example:

She came late yesterday, did she not?

There is, *there are* and *it is* contain a pseudo – subject, so the tag will also contain *there* or *it* as if it were a subject pronoun, (Schmidt and Simon, 1988:250).

The verb '*have*' may be used in a main verb, for example *I have a new shirt* or it may be used as an auxiliary, for example *George has gone to bed already*. When it is function as a main verb in American English, auxiliary forms *do*, *does* or *did* must be used in the tags. Look at the examples:

- a. There are only 18 students in that class, aren't there?
- b. It is holiday, isn't it?
- c. It isn't cloudy, is it?
- d. The children don't play in the background, do they?
- e. You and I sing a song beautifully, don't we?
- f. You won't be leaving for another hour, will you?
- g. Gray and Joe have two daughters, don't you?

h. You have two sisters, don't they?

(In British English you would be correct to say "You have two sisters, haven't you?")

"The statement containing word such as neither, *no* (adjective), *none*, *no one*, *nobody*, *nothing*, *scarcely*, *hardly ever*, *seldom* are treated as negative statements and followed by an ordinary interrogative tag", (Thomson and Martinet, 1986:113). Look at the example:

- a. None of your friends came to the party last night, did they?
- b. Nothing was done, was it?
- c. Jim hardly ever studies hard, does he?

"When the subject of the sentence is *anyone*, *no one*, *nobody*, *none*, *neither*, we use the pronoun *they* as the subject of the question tags", (Thomson and Martinet, 1986:113). Look at the example:

- a. I don't suppose anyone will be a volunteer?, do they?
- b. None of the bottles are broken, are they?
- c. Neither of them complained, did they?

With *everybody*, *everyone*, *somebody*, *someone*, we use pronoun *they*, (Thomson and Martinet, 1986:114).

2.5 The Special Difficulties in Question Tags.

As the writer said in chapter I, that in English there are some exceptions to make question tags and the writer will give some reminder for the students.

In using *will not*, most of students also have a difficulty. *Will not* are shortened to *willn't* instead of *won't*, because they know that *cannot* becomes *can't*, or *must not* becomes *mustn't*. It is similarity with *may*. It is necessary to know that *may not* has no contraction. Look at the example below:

- a. Her brother will arrive here tomorrow, won't he?
- b. She may leave the meeting, may not she?

Yet, the words like *will you?*, *would you?*, *can't you?*, and *couldn't you?*, they are can used in question tags often as imperatives. These are not real questions. They mean something like please, but they often have rising intonation.

Won't is used to invite: *will*, *would*, *can* and *can't* to tell people to do things. Look at the examples below!

- a. Do stand up, won't you?
- b. Close the door, would you?
- c. Come here, will you?
- d. Calm down, can't you?
- e. Remember your promise, will you?

Remember that after negative imperative, *only will you? can* be used. Look at the five examples above.

Another case on forming the question tags is in using *there*. They forget that *there* can be used not only as an adverb of place, but also as an introductory subject. As an introductory subject, it can also be used in subject position in question tags. The students think that the word *there* becomes it.

Example:

- a. There is something wrong, isn't there?
- b. There won't be any trouble, will there?

2.6 Same – Way Question tags

It is quite common to use affirmative question tags after affirmative sentence and negative tags after negative sentences. Question tags used in this way have the same meaning as reply question. They can express their feelings like interest, concern, supplies or anger depending on the intonation. For example:
She thinks she's going to become a doctor, does she? Well, well.

2.7 Question Tags and Reply Question

Short questions which are made of *auxiliary verb + pronoun* are very common in spoken English. They are often used at the end of the speech to ask for agreement or confirmation. Look at the example below:

- a. You are a teacher, aren't you?
- b. He doesn't write, does he?

Short questions are also used in replies, for instance to express in what has been said. Look at the example:

- a. X: I watched football game last night
Y: Did you, dear?
- b. X: I've written a letter
Y: Have you, dear?

2.8 Contractions

Contractions are forms such as *don't*, *I've*, in which we turn two words into one. The two words are usually (1) subject and auxiliary verb (*like I've*), or (2) auxiliary verb and the word not (*like don't*). In writing the dropped letters are shown by an apostrophe ('). There are sometimes changes of pronunciation and or spelling, for example: *can't*, *won't*, *aren't*, *haven't*, etc. The common contraction as follows:

1. Subject + auxiliary

I am	————→	I'm
You are, you were	————→	You're
We are, we were	————→	We're
They are, they were	————→	They're
We will	————→	We'll
We had, we would	————→	We'd
They have	————→	They've
They will	————→	They'll
They would	————→	They'd

2. Auxiliary verb + not

Are not	————→	aren't
Cannot	————→	can't
Could not	————→	couldn't
Did not	————→	didn't

Does not → doesn't

Do not → don't

Has not → hasn't

Have not → haven't

Had not → hadn't

Is not → isn't

Must not → mustn't

Need not → needn't

Shall not → shan't

Should not → shouldn't

Was not → wasn't

Were not → weren't

Will not → won't

Would not → wouldn't

3. Other common contraction

Here is → here's

There is → there's

That is → that's

That will → that'll

How is → how's

What will → what'll

What is → what's

When is	————→	when's
Where is	————→	where's
Who is	————→	who's
Who would	————→	who'd
Who will	————→	who'll

2.9 A Confirmative Question

Another speaker may pronounce a confirmative question when the preceding sentence is affirmative and expressing an opinion. Compared!

a. She sings well, doesn't she?

X: She sings well

Y: Doesn't she?

b. He is a director, isn't he?

X: He is a director

Y: Isn't he?

Observe that when pronounced by another speaker the question becomes exclamatory; indeed it might be written *doesn't she! – isn't she!*. (Zandvoort, 1972:230) points out that:

It is possible to divide a compound sentence like *she sings, doesn't she?* Between two speakers. The reason is that the first part of this sentence, if used by itself, serve, not to express an opinion, but to state a fact, and that there would be no point in a second speaker asking the first to confirm his own statement. What the second speaker can do is to intimate that the information is news to him, or even

that he feels slightly doubtful toward it; in this case both sentences are either affirmative or negative.

2.10 Comment Tags

These are formed with auxiliary verb, just like question tags, but after an affirmative statement we use an ordinary interrogative tag; after a negative statement we use a negative interrogative tag, (Thomson and Martinet, 1986:111). A comment tag can be added to an affirmative. It then indicates that the speaker notes the fact.

Let's see the examples below.

- a. *He spoke aloud, did he? = Oh, so he spoke aloud.*
- b. *She's drunk a cup of coffee, has she? = Oh, so she's drunk a cup of coffee.*

Comment tags can also be spoken in answer to an affirmative or negative statement. We can see the examples below:

Example:

- a. X: I'm staying here now.

Y: Are you?

- b. X: I didn't pay Paul!

Y: Didn't you?

When we use it this way, tag is roughly equivalent to:

- a. Really!
- b. Indeed!

The chief use of these tags is to express the speaker's statement. By the tone of his voice he can indicate that is interested, not interested, surprised, pleased, delighted, angry, suspicious, disbelieving, etc. The speaker's feeling can be expressed more forcibly by adding an auxiliary.

Let's look at the example!

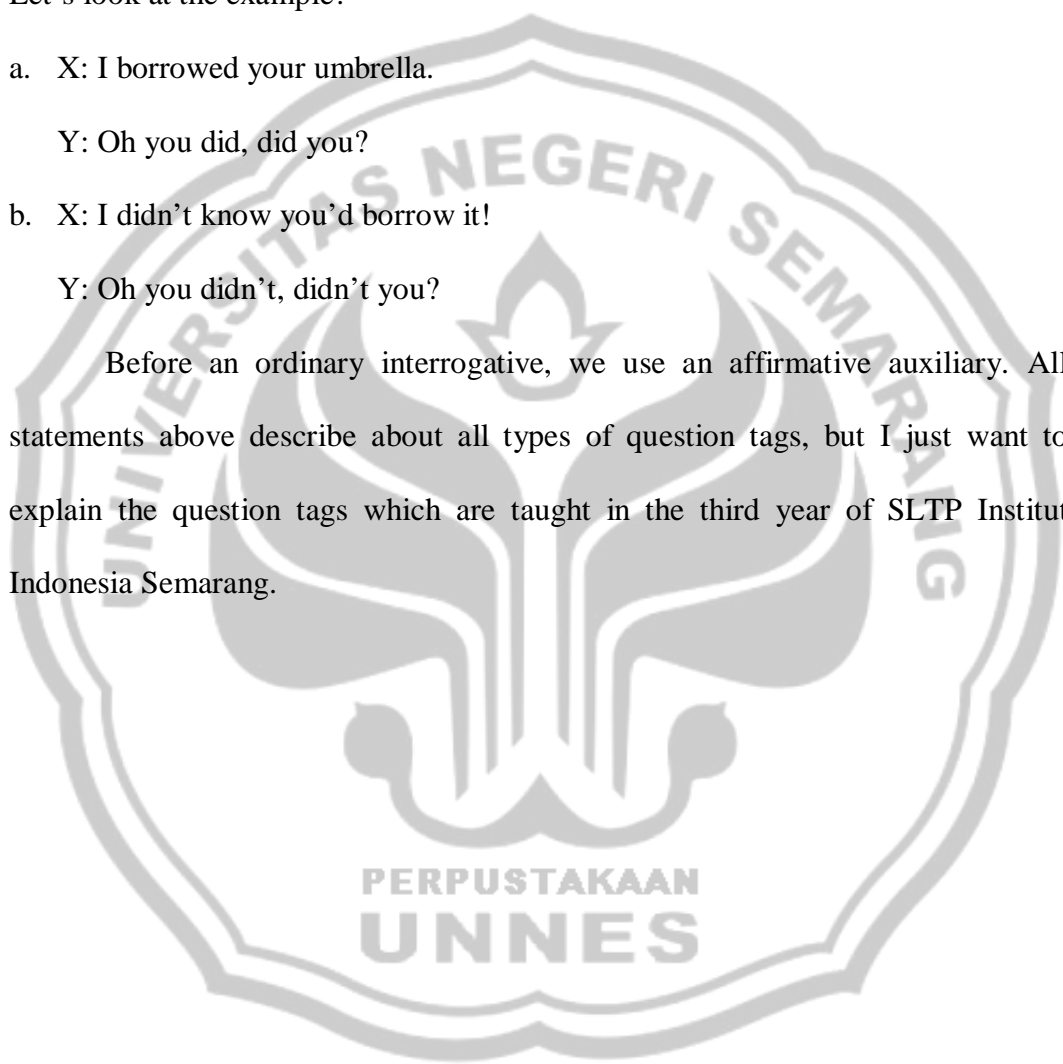
a. X: I borrowed your umbrella.

Y: Oh you did, did you?

b. X: I didn't know you'd borrow it!

Y: Oh you didn't, didn't you?

Before an ordinary interrogative, we use an affirmative auxiliary. All statements above describe about all types of question tags, but I just want to explain the question tags which are taught in the third year of SLTP Institut Indonesia Semarang.



CHAPTER III

METHOD OF INVESTIGATION

3.1 POPULATION AND SAMPLE

3.1.1 Population

Population is the group of interest to a researcher, to which he or she would like the result of the study to be generalized (Gay, 1987:102).

The population selected for the research was the third grade students of junior high school of SLTP Institute Indonesia in the academic year of 2005/2006. The total number of the students was 120 students. They were grouped into classes 3A to 3D. The following table describes the classes of the students:

Class	Number of students
3A	30
3B	30
3C	30
3D	30
Total	120

The choice of students as the population in this research was based on the following consideration:

- a. The population was homogeneous for the research because they all were in the same grade and had been studying English for the same period of time.
- b. They had been taught question tags in the third grade in the class.
- c. By conducting the research to the education class, the writer attempted to render her idea to minimize the students' mistakes of question tags since they prepared to be competent teacher.

3.1.2 Sample

Sample is a part or representative of a population that is investigated (Arikunto, (1998:118). In this study, the writer did not take whole population as sample because of time limitation on financial problem. The writer followed the procedure that if the population is less than 100: a researcher can take 50% out of them as sample (Saleh, 2001:34). Therefore, 50% of the population was taken to be respondents. The third grade of SLTP Institute Indonesia in the academic year 2005/2006 consisted of 4 classes with 120 students. It means that 60 students were taken as a sample of the research.

As stated by (Gay, 1987:101) "sampling is a process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. Consistently the degree to which the selected samples represent the population is the degree to which the results are generalized.

On the average, each class has the same number of students that is 30 students. All of the classes were given the same English materials and treatment

from teachers so they had the same opportunity to be used as sample. It also means that each of the students as the member of the population had equal chance of being included in the sample.

It has been mentioned before that the writer took 60 students as samples or 50% of the total number of the population. To take those 60 students as sample, the writer used a proportional random sampling because she took the number of students from each class proportionally.

After deciding the number of samples of each class, she started to do the random sampling. First, she gave numbers to the students 1-30. Second, she wrote the numbers on small pieces of paper. These small pieces of paper were rolled and put into a box. After being mixed, the pieces were dropped out of the box one by one. The same procedure was done four times until 60 students were obtained.

3.2 INSTRUMENT

All research studies involve data collection. In collecting the data, research instrument is very important in which the validity and reliability of the instrument will influence the validity and reliability of the data obtained.

In general, instruments used to collect the data can be divided into two types, a test and non-test (Arikunto, 1992:122). A test is a written set of questions to which an individual responds in order to determine whether he or she passes. According to Gay, as quoted by (Hapsari, 1998:45), more inclusive definition of a test is a mean of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group. Excluded from the test is said to be a non-test.

In collecting the required data for the analysis in this study, the writer used a test as the instrument to measure the knowledge of the respondent in grammatical structure at the level of question tags. Based on the test, she identified, classified and analyzed the numeral scores of the result of the test.

To collect the data, the writer used only one type of the test that was multiple-choice test. She conducted this kind of test because multiple-choice type test is easy to be scored and also it does not take much time to score because it just has one correct answer. (Harris, 1967:7), points out that because of the highly structured nature of these multiple-choice tests, the writer can get directly at many skills and learning she wishes to measure.

This statement affirms that besides being easily arranged, a multiple-choice test will show the occurrence and frequency of the specific errors right away. Moreover, based on the nature of this study which was designed to find out some specific difficulties of question tags, the writer assumed that multiple-choice test would be the most appropriate type of the test.

3.3 Construction of the Instrument

As has been previously mentioned that the writer chose multiple-choice test, to be the type was applied in the research. The test consisted of 111 items with four options A, B, C and D. Each item represents a certain mastery of question tags in which the students might have difficulty. The range of vocabulary in this test included words that might have never been practiced by the students. In

the instrument the materials were arranged suitable for the third grade students of SLTP Institute Indonesia in the academic year of 2005/2006.

3.4 Preparation of Test

3.4.1 Test Items

The research instrument was the test consisting of 111 items. According from the teacher in SLTP Institut Indonesia, the writer get suggestion to chose the types in mastery of question tags. It is based on the handbook that used in the class and from the average result in the class in master of question tags. So, in this study they were divided into 4 types of possible students' mastery of the question tags. She classified the mastery level of question tags as follows:

- a. Their achievement in identifying 'do' and 'does' in Simple Present Tense statement;
- b. Their achievement in identifying 'did' in Simple Past Tense statement;
- c. Their achievement in identifying 'am', 'are', 'is', in Present Continuous Tense statement;
- d. Their achievement in identifying 'was' and 'were' in Past Continues Tense statement.

Based on the types of possible errors above, the writer then made the proportion of the test items as in the following table. The table can be seen on the next page.

Table 1.

The proportion of test items of the profile of students mastery of questions tags

Coverage	Appearance at the references		Percentage	Portion
	*Understanding & Using English Grammar	*Let's talk		
Simple present tense statement with - do	15	12	$\frac{27}{188} \times 100\% = 14,4\%$	15
	15	25	$\frac{40}{188} \times 100\% = 24,3\%$	25
Simple past tense statement with - did	10	7	$\frac{17}{188} \times 100\% = 9,5\%$	10
Present continues tense with - are	16	12	$\frac{28}{188} \times 100\% = 15,9\%$	16
	15	17	$\frac{32}{188} \times 100\% = 17,0\%$	20
Past continues tense statement - was	8	10	$\frac{18}{188} \times 100\% = 9,6\%$	10
	15	11	$\frac{26}{188} \times 100\% = 13,8\%$	15
Total	97	+ 91		
	= 188			

3.4.2. Arrangements of Test items

After classifying the errors into those types and the proportion of the test items the writer then arranged the outlines of the test items as in the following table: Table 2 .

The outline of the test items on the mastery of question tags

Coverage	Numbers of item	Total
Simple present tense statement with - do - does	1,4,18,25,31,34,46,47,65,70,85,86,96,104,108 5,6,10,12,13,20,21,24,30,32,43,44,45,48,66,69,71 87,88,94,95,101,103,105,107	25
Simple past tense statement with - did	80,89,90,91,93,56,57,60,77,81	10
Present continues tense statement with - are - is	11,16,36,49,50,51,64,72,73,84,3,22,37,38,58,106 2,8,9,14,19,26,27,28,29,33,35,39,40,41,42,59,62, 67,68,79	16 20
Past continues tense statement with - was - were	7,17,23,55,61,76,82,92,100,110 15,52,53,54,63,74,75,78,83,97,98,99,102,109,111	10 15

3.4.3 Try Out test

Before the test was used as instrument to collect the data from the respondents, it was tried out to 40 students' of 'acceleration class' in SLTP Institute Indonesia of the third grade.

The try out test was carried out on March 14th 2006. The 40 students as respondents had to do the test consisting of 111 multiple-choice items in 100 minutes. Before starting to do the test, the writer explained whatever the students had to do. After the test was finished, the test results were collected by the writer to be corrected.

3.4.4 Item Analysis

After a test has been arranged and scored, it is necessary to make an item analysis that is evaluating the effectiveness of the item. Item analysis is meant to check whether or not each item. Meet the requirements of a good test item. Moreover, an analysis of the test is considered as an important thing for the test improvement. The less appropriate items, may influence the test result and finally influence the validity of the data. The test items, which are too easy or too difficult for the students, need some improvement or replacement. Item analysis concentrates on two features. Those are level difficulty and discriminating power as (Heaton, 1975:153) says that all items should be examined from the point of view of their difficulty level and their level of discrimination.

3.4.5 Level of Difficulty

Level of difficulty is necessary, as a criterion in a test item selection to show how easy or difficult a particular item is a test. The index of difficulty (ID) is commonly expressed in the form of a fraction (or percentage) of the students who answered the item correctly.

In order to find the index of difficulty of each item, the writer selected 27% of the upper group and 27% of the lower group of the students' results. The index of difficulty of an item can be calculated by applying the following steps:

Firstly, she arranged the test papers in a rank order from the highest scores to the lowest.

Secondly, she selected 27% of the test papers with the highest scores and called this upper group. She also chose the same number of the test papers with the lowest scores and named this the lower group.

The last, for each item, she counted the number of students, in both the upper and the lowest group, who selected the correct answer of the item and divided the first sum by the second as shown in the following formulas:

$$ID = \frac{U+L}{2N}$$

Where ID = Index of Difficulty;

U = Number of students in the upper group who answered an item correctly ;

L = Number of students in the lower group who answered an item correctly ;

2N = The total number of students in both upper and lower groups.

If the index of difficulty is high, an item is considered easy. If it is low, on the contrary, it is considered difficult. Furthermore an item with index of difficulty $0.3 < ID < 0.70$ can be selected as an item in achievement test. It is clear that from the analysis of instruments, which have been tried out before, the items

numbers: 4, 12, 14, 12, 18, 20, 22, 23, 25, 35, 57, 61, 72, 77, 84, 85, 93, 98, 101 should be discarded (unused). The result of index of difficulty can be seen in appendix 9.

3.4.6 Discriminating power

The writer in the analysis selected 27% of the upper group and 27% of the lower group of the students' results in order to find the discriminating power. Then the number of correct answer made for each item coming from both the lower and the upper group results were counted. The discriminating power of an item can be calculated by applying the following procedure recommended by (Haris, 1969:106), as follows:

Step1. Separate the highest and the lowest 27% percents of the papers.

Step2. For each item, subtract the number of lows who answered the item correctly, from the highs who answer correctly.

Step3. Divide the result of step 2 by the number of papers in each group, highs and lows, to obtain the item discrimination index. The following is the formula of calculating the discriminating power:

$$DP = \frac{FH + FL}{N}$$

Where DP = Index of discrimination power

FH = The number of students in the upper group who answered an item correctly ;

FL = The numbers of students in the lower group who answered an item correctly ;

N = The total number of students in one group.

For example, the computation of the formula for item test number 1 is as follows:

$$FH = 8$$

$$FL = 5$$

$$DP = \frac{8-5}{10} = 0.30.$$

The result of computation the discriminating power of the try out test can be seen in appendix 8. After the try out test was arranged, the test items that did not fulfill the requirements or had low index of discrimination were considered to be invalid.

3.4.7 Validity of the Test

Validity is the most important quality of any test. A test is said to be valid when it actually measures what is intended to measure; (Gronlund, 1976:79). Related to the validity, Harris also states that validity of the test is usually distinguished into three kinds. They are contents validity, empirical validity or statistical validity and face validity. In order to find out the validity of the test, the writer took content validity to measure the test items.

Content validity is one that depends on a careful analysis of the language being tested and the particular course objectives. A test is said to have high content validity if each item used to gather data has relevance to established criteria or objectives and covers representative materials. To find out whether the

test has content validity, the writer compared the test items with the materials dealing with question tag. Related to this case, in constructing the instrument the writer had to look first at the references and find the materials that the students had learned.

Empirical or statistical validity is the way a test shows how the test scores obtained by the testes are related to some outside criterion such as marks they get at the end of a course.

Face validity is the way a test looks to examiners, teachers, and examinees or if a test looks right to other testers, teachers or testes.

3.4.8 Reliability of the Test

Reliability of the test shows stability or the consistency of the test scores when the testes used. In other words, the test measures examinee's ability consistently. Harris states that to have confidence in measuring instruments the researcher needs to make sure of the reliability of the test itself and in the reliability of the scoring of the test. There are several ways of estimating the reliability of the test. The writer used the method that was considered the easiest method to follow, internal consistency method. By using this method she only needed a single arrangement of a test required. In the internal consistency of a test the writer used odd-even method. The test items were divided into two groups which are by placing all odd number items into one half and all even number items into the other half.

The following procedures from Heaton (1975) were taken to facilitate the computation:

1. Arrange the two set of scores for two groups of answers (X & Y) in a table; labeling the column to the left, (X) and the column to right (Y) . Each score under (X) has a corresponding score under (Y) for the same students.
2. Square each set of scores for the two groups of answers and find the sum of them :
 - a. The sum of the X scores;
 - b. The sum of the Y scores;
 - c. The sum of the square of the X scores;
 - d. The sum of the square of the Y scores;
 - e. The sum of the product of each X scores with its corresponding Y scores for the same students.
3. Multiply each set of scores for the two groups of answers and find the sum of them.

The data were needed to compute the correlation between the two sets of half scores by means of the Pearson's Product Moment formula as follows:

$$r_{1/2/2} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where $r_{1/2/2}$ = the correlation of the scores on the two halves of the test;

N = the numbers of the students respondents

$\sum x$ = the sum of x scores;

Σy = the sum of y scores;

Σx^2 = the sum of the square of x scores;

Σy^2 = the sum of the square of y scores;

Σxy = the sum of the product of scores with its corresponding y score for the same students.

Next to this, she computed $r_{1/2/2}$ and the result obtained is the reliability of half of the test. The last step, she used the Spearman Brown formula to estimate the reliability of the entire test. The formula goes like this:

$$r_{11} = \frac{2 \times r_{1/2/2}}{(1 + r_{1/2/2})}$$

Where r_{xy} = the obtained reliability coefficient of the entire test;

r_{11} = the obtained reliability of half the test.

In this study, the writer computed the two types of this multiple-choice test. Before applying the Pearson Product Moment in order to measure the reliability, she made preparatory tables for r value of odd number items (x) and even number items (y).

The scores of odd number item

The scores of even number item

$$\Sigma x = 649$$

$$\Sigma y = 729$$

$$\Sigma x^2 = 11077$$

$$\Sigma y^2 = 13855$$

$$N = 40$$

$$\Sigma xy = 12328$$

$$r_{1/2/2} = \frac{40 (12328) - (649) (729)}{\sqrt{\{40 (11077) - (649)^2\} \{40 (13855) - (729)^2\}}}$$

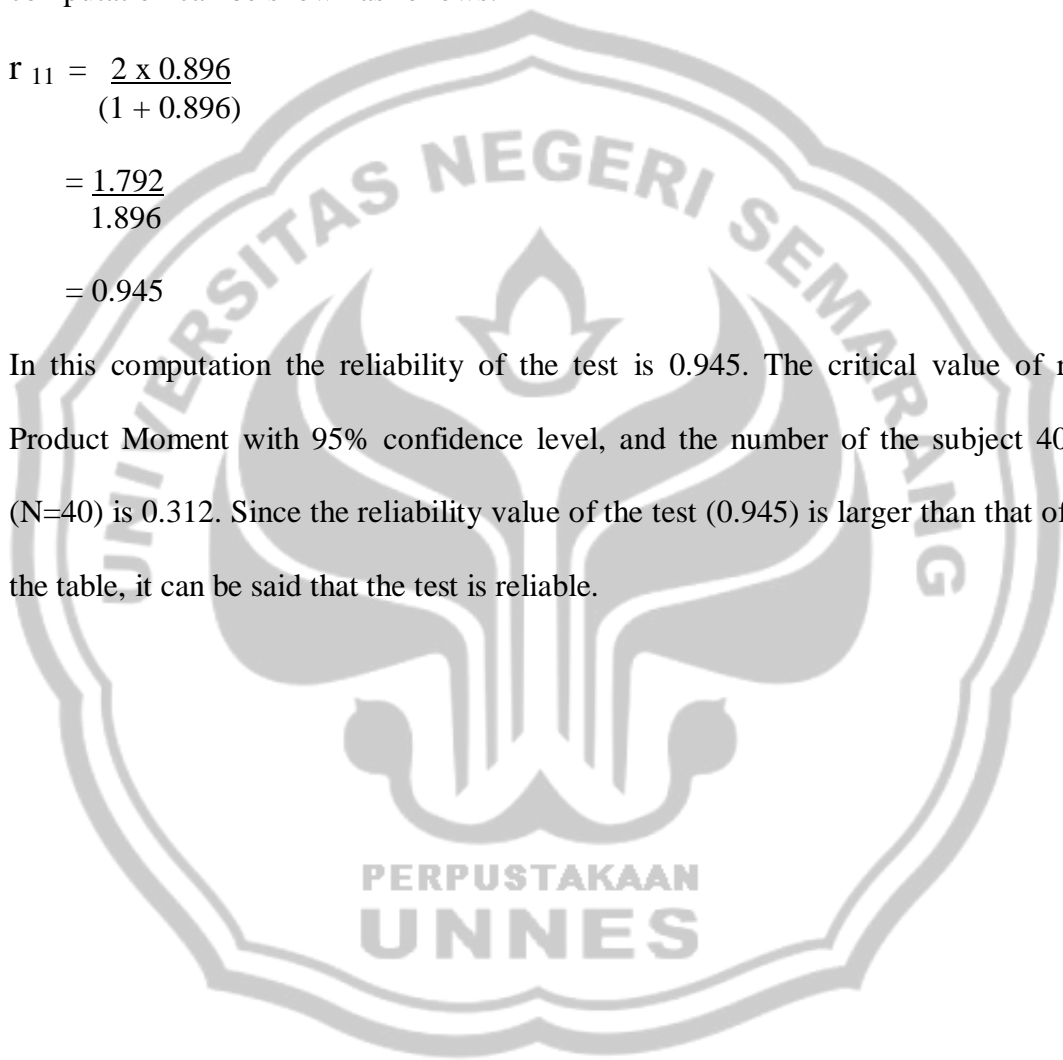
$$= 0.896$$

The above computation procedures 0.896

The result was obtained from an odd even method; the result had to be computed again by using this formula to determine the reliability of the entire test. The computation can be shown as follows:

$$\begin{aligned} r_{11} &= \frac{2 \times 0.896}{(1 + 0.896)} \\ &= \frac{1.792}{1.896} \\ &= 0.945 \end{aligned}$$

In this computation the reliability of the test is 0.945. The critical value of r Product Moment with 95% confidence level, and the number of the subject 40 (N=40) is 0.312. Since the reliability value of the test (0.945) is larger than that of the table, it can be said that the test is reliable.



CHAPTER IV

ANALYSIS OF THE DATA

4.1 Statistical Analysis

As has been previously mentioned in Chapter I, in this statistical analysis the writer employed the percentage descriptive analysis using a simple formula :

$$\Sigma = \frac{\sum E}{\sum T} \times 100\%$$

Where X = The percentage of mastering

E = Various kinds of mastering

T = Test item

Σ = The sum of

In this step the writer had 60 computation of such percentage of mastering since the study involved 60 respondents. The following table is the computation of the percentage of mastering the question tags made by 60 students.

Table3.

The percentage of question tags mastery made by 60 students

Number of Subject	ΣE	Σ Test Item	Percentage of Mastery
(1)	(2)	(3)	(4)
1	83	90	92 %
2	78	90	87 %
3	84	90	93 %
4	78	90	87 %
5	76	90	84 %
6	76	90	84 %

Number of Subject	ΣE	Σ Test Item	Percentage of Mastery
7	68	90	76 %
8	75	90	83 %
9	63	90	70 %
10	72	90	80 %
11	73	90	81 %
12	74	90	82 %
13	75	90	83 %
14	82	90	91 %
15	75	90	83 %
16	83	90	92 %
17	86	90	96 %
18	74	90	82 %
19	82	90	91 %
20	79	90	88 %
21	82	90	91 %
22	82	90	91 %
23	86	90	96 %
24	81	90	90 %
25	80	90	89 %
26	69	90	77 %
27	75	90	83 %
28	78	90	87 %
29	74	90	82 %
30	75	90	83 %
31	79	90	88 %
32	72	90	80 %
33	41	90	46 %
34	34	90	38 %
35	24	90	27 %
36	45	90	50 %
37	70	90	78 %

Number of Subject	ΣE	Σ Test Item	Percentage of Mastery
38	42	90	47 %
39	29	90	32 %
40	42	90	47 %
41	57	90	63 %
42	44	90	49 %
43	32	90	36 %
44	43	90	48 %
45	47	90	52 %
46	51	90	57 %
47	54	90	60 %
48	70	90	78 %
49	51	90	57 %
50	63	90	70 %
51	52	90	58 %
52	55	90	61 %
53	45	90	50 %
54	46	90	51 %
55	67	90	74 %
56	61	90	68 %
57	63	90	70 %
58	35	90	39 %
59	55	90	61 %
60	50	90	56 %
Σ	3837	5400	4265

In order to make the readers understand clearly about the table, the writer gives a brief explanation about it, as below:

- a. The first column is the subject number. There were 60 respondents participating in the test.

- b. The second column is the sum of various level of mastery by each respondent out of the 90 items or the sum of the correct answers.
- c. The third column is the sum of the test items which is 90
- d. The last column is the percentage of mastery that is derived from the number of the correct answers by the students divided by go times 100%..

The next step was to carry out analysis of the mastery of question tags in order to find out the dominant mastery of question tags. In this analysis the writer used the Pre selected Category Approach favored by Atherton (1977) in which the statistical computation is based on Gulo's formula:

$$P_i = \frac{f_i}{n} \times 100\%$$

Where P_i = the proportion of frequency of occurrence of mastery;

f_i = absolute frequency of a partial type of mastery of a level;

n = the total number of possible mastery.

Related to mastery of question tags, the writer divided into seven kinds in using question tag to be analyzed:

- a. Simple present tense statement with 'do'
- b. Simple present tense statement with 'does'
- c. Simple past tense statement with 'did'
- d. Present continuous tense statement with 'are'
- e. Present continuous tense statement with 'is'
- f. Past continuous tense statement with 'was'
- g. Past continues tense statement with 'were'

In order to find out the proportion of occurrence of mastery as a whole, the writer computed it using Gulo's formula as follow:

$$P_i = \frac{f_i}{n} \times 100\%$$

Where P_i = the proportion of frequency of occurrence of mastery as a whole;

f_i = absolute frequency of a partial type of mastery of all the levels;

n = the total number of possible mastery of all the levels;.

The computation of P_i can be shown as follows:

$$\begin{aligned} P_i &= \frac{f_i}{n} \times 100\% \\ &= \frac{3837}{5400} \times 100\% \\ &= 71.05\% \end{aligned}$$

Thus, the final step was to identify the degree of dominance of a particular mastery. Any mastery if the degree of dominance ($p_i - P_i$) is plus (+) it means that the mastery is dominant. On the other hand, if ($p_i - P_i$) is zero or minus (-) it means that the mastery is less dominant. There fore, the result of the computation of the degree of dominant mastery can be described in a table as shown as below:

Table 4.

The degree of dominant mastery of question tags I

The use of Question Tags in statement	Items	N	Mastery of Question Tag		Pi – PI
			fi	Pi %	
Simple present tense statement with 'do'	12	720	524	72.8	1.75
Simple present tense statement with 'does'	19	1140	820	71.2	0.15
Simple past tense statement with 'did'	8	480	396	82.5	11.45

The use of Question Tags in statement	Items	N	Mastery of Question Tag		Pi – PI
			fi	Pi %	
Present continues tense statement with 'are'	15	900	576	64	-7.05
Present continuous tense statement with 'is'	20	1200	859	71.6	0.55
Past continuous tense statement with 'was'	7	420	295	70.2	0.85
Past continuous tense statement with 'were'	9	540	378	70	-1.05

The explanation about the table above can be seen below :

- a. The first column is the number of the level of the use of question tags in statement.
- b. The second column is the sum of items for each predicted mastering.
- c. The third column (n) is the total number of possible mastery of the level and it derives from the sum of the items for each level times the total number of test items which is 90
- d. The fourth column (fi), is the absolute frequency of a partial type of mastery of the level.
- e. The fifth column (Pi%) is from the absolute frequency of partial type of mastery of a level divided by the total number of possible mastery of the level times 100%.
- f. The last column is (pi-PI). PI is taken from the absolute frequency of types of mastery of all levels divided by the total number of possible mastery of all the level times 100%.

From the table above, we can see that there are two levels whose degree of dominant result in positive. They are the mastery of question tag in simple present tense statement with 'do' (1,75%) and in simple past tense statement with 'did' (11,45%). Whereas, there are five levels whose degrees of dominant result in negative including the use of question tag in simple present tense statement with 'does' (0.15%), in present continues tense statement with 'are' and 'is' (-7.05%) and (0.55%), and in past continues tense statement with 'was' and 'were' (0.85%) and (-1.05%). It means that there are two dominant mastery levels that students made on the use of question tags in many kinds of statement, and there are five dominant in mastered levels that student made on the use of question tags in many kinds of statements. The computation also shows that there are 71.05% is the frequency of occurrence of mastery in question tags as a whole.

Table 5.

The degree of dominance Mastery of question tags II

The use of Question Tag in statement	Items	N	Correct Answer		Wrong Answer	
			Total	Percent	Total	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Simple present tense statement with 'do'	12	720	524	72.8	196	27.2
Simple present tense statement with 'does'	19	1140	820	71.2	320	28.8
Simple past tense statement with 'did'	8	480	396	82.5	84	27.5
Present continuous tense statement with 'are'	15	900	576	64	324	36
Present continuous tense statement with 'is'	20	1200	859	71.6	361	28.4

The use of Question Tag in statement	Items	N	Correct Answer		Wrong Answer	
			Total	Percent	Total	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Past continuous tense statement with 'was'	7	420	295	70,2	125	29,8
Past continuous tense statement with 'were'	9	540	378	70	162	30

The explanation about the table above can be seen below:

- The first column is the number used of the question tags in statement.
- The second column is the sum of item for each predicted mastery
- The third column is (n) is the total number of possible mastering of the level and it derived from the sum of the item for each level times the total number of the test items which is 90.

4.2 Non-Statistical Analysis

The result can be analyzed descriptively. The writer classified the students' achievement to categorize the results. The classification was taken from (Tinambunan, 1988:129) which expresses various levels of achievement by using five letters: A,B,C,D and E.

The grades assigned are based upon the following percentage. According to (Suharsimi Arikunto, 1998) to determinate the degree of the difficulties question we used the formula :

$$DP = \frac{BA}{JA} - \frac{BB}{JB} \times 100\%$$

Where DP : the capacity of differences

BA : the number of test participants in the low category which answered correctly response.

JA : the number of test participants in the upper category

JB : the number of test participant in the low category

The classification of capacity differences question is as follow:

93 – 100% (A) = Outstanding

85 – 92% (B) = Above average

75 – 84% (C) = Average

60 – 74% (D) = Below average

Below 60% (E) = Insufficient.

To do non-statistical analysis, the writer done based on the interpretation of the statistical one. The writer conducted non-statistical analysis in order to find the source of cause or the dominant mastery based on the data presented above, namely the mastery made by the respondents.

The writer also classified students' scores as follows:

The number of students	The grade in test	Percentage of students
0	(A) Out standing	0%
27	(B) Above average	45%
18	(C) Average	30%
13	(D) Below average	21.6%
2	(E) Insufficient	3.4%

The result of the test shows clearly that 45% students of the third year got mark above average achievement, 30% average achievement, 21.6% below average achievement and 3.4% insufficient. It meant that the students of the third year had mastered question tag well, although there were some who had not.

According to the teaching learning guidance in junior high school, students are classified as successful if they get 65 or above, and students who get 64 or below must be given remedial treatment, but if the majority of the students get 65 or below, the teaching learning activity must be repeated. The data above shows that 45 students got score 65 above and 2 students got below 60. This means that the majority of the students had mastered the material, in this case question tag. So, the teaching learning activity need not be repeated.

Having found the mastered made by the respondents, the writer then classified those mastery in seven statement categories of mastering question tags based on understanding and English grammar, they were ;

4.2.1. Mastering question tags in simple present tense statement with ‘do’ and ‘does’

In general, the simple present expresses events or situation that always exist, they exist now, have existed in the past and probably will exist in the future, according to (Betty Scramper Azar, 1989:02). In question tags uses ‘do’ and ‘does’ in the statement simple present tense, example:

Do : I don’t know you, do I?

You and I have to do the work together, don’t we?

Does : He never goes to the movie, does he?

Lisa likes dancing, doesn't she?

Student can master this question when they can differ about using 'do' and 'does'.

Errors occurred when student confuse about using 'do' and 'does' on the statement..

4.2.2 Mastering question tag in simple past tense statement with 'did'.

According to (Betty Schramper Azar, 1989:02) simple past tense statement at one particular time in the past this happened. It began and ended in the past. In question tags usually uses 'did', example:

Did : I won the game, didn't I?

I didn't see you yesterday, did I?

Student can master this question when they can differ about using 'did'. Errors occurred when student confuse about using 'did' in the statement.

4.2.3 Mastering question tags in present continuous tense statement with 'are' and 'is'.

According to (Betty Schramper Azar, 1989:04), present continues tense statement that the progressive tense give the idea that an action in progress during a particular times. The tense say that an action begins before, is in progress during and continues after another time or action. In question tags statement uses 'are' and 'is', example:

Are : You and I aren't always busy, are we?

The children are your classmates, aren't they?

Is : Your uncle is a doctor, isn't he?

John is not a careless boy, is he?

Students can master this question when they can differ about using 'are' and 'is'. Errors occurred when student confuse about using 'are' and 'is'.

4.2.4 Mastering question tags in past continuous tense statement with 'was' and 'were'.

According to (Betty Schramper Azar, 1989:02), the past continuous tense statement that an action in progress during a particular time in the past. It probably continued. In question tags statement usually used 'was' and 'were' example:

Was : Jimmy wasn't absent last Monday, was he?

I was your neighbor, wasn't I?

Were: You were not late yesterday, were you?

They were not my friends, were they?

Student can master this question when they can differ about using 'was' and 'were'. Error occurred when student confuse about using 'was' and 'were' on the statement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

From the analysis, the writer draws some conclusion as the result of the study of the third year student of SLTP Institute Indonesia in the academic year of 2005/2006 in mastering question tags. From the study the writer know that 27 students or 45% students of the third year got mark above average achievement, 18 students or 30% average achievement, 13 students or 21.6% below average achievement and 2 students or 3.4% insufficient. It means that the students of the third year had mastered question tags well, although there were some who had not.

The data analysis shows that 45 students got score above average and 2 students who got insufficient. This means that the majority of the students had mastered the material, in this case is question tags well. So, teaching learning activity not needed to be repeated. But for the best result of mastery this material is good if the teacher do the test again. For the student who got mark less than 65 he or she must do the examples of another exercise in the class or in they home for many times. They have to try they skill to improve they ability of question tags. Most of the third year students have mastered question tags well, but some of them still faced some difficulties in mastering them.

As a conclusion of the study, the writer reported that:

- a. Based on the test result 45 students in third year student of SLTP Institute Indonesia got good score in question tags. It means that the majority of them have mastered the material well.
- b. 15 students still face some difficulties in mastering the question tags to identify the use of 'does', 'was', and 'were' in question tags.
- c. 2 students got bad mark it means that they have some difficulties to identify the seven levels in use of question tags in the statements.

5.2 Suggestions

The writer suggested that:

- a. The teacher should more explain the use and the form of question tags in all tenses. After that the teacher should emphasis or give more explanation dealing with the correct use and form of do, did, does, are, is, was and were in question tags to make better result in the future.
- b. It is better for the teacher to give supplementary material and some various examples or methods and then followed by giving home assignment to enrich students' knowledge of question tags.
- c. The teacher should use English to communicate orally with student in class so the students get used to hearing English words. It will be able to help students mastering question tags faster and more easily
- d. After analyzing the result of the test, teacher should give remedial teaching to students who get low score and enrichment to those who get satisfactory score

BIBLIOGRAPHY

- Akhlis, Nur. 1996. *Let's Study English*. Kediri: BEC-EECC Pare.
- Alexander, L.G. 1986. *Practice and Progress*. Yogyakarta: Yayasan Kanisus.
- Allen, W. Stannard. 1975. *Living English Speech*. London: Longman Group Limited.
- Alter, M.A. 1993. *Essential English Usage Grammar 5*. Jakarta: BinaRupa Aksara Preston Corporation, ltd.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Cook, Stenley J. and Richard W. Suter. 1980. *The Scope of Grammar*. New York: Mc. Graw – Hill.
- Cranmer and Mathews Alan. 1989. *At the Chalk Face. Practical Technique in Language Teaching*. Glossary. London Melbourne Auckland: Edward Arnold.
- Gay, L. R. 1987. *Educational Research: Competencies for Analysis and Application*: New York: Merrill Publishing Company
- Gronlund, E. Norman. 1982. *Measurement and Evaluation in Teaching*. New York. Mc Millan: Publishing Company Ltd.
- Harmer, Jeremy. 1985. *Teaching and Learning Grammar*. Hongkong: Longman Group (FE) Limited.
- Harris, D.P. 1969. *Testing English As a Second Language*. New York: Mc Graw-Hill, Inc,
- Heaton, JB. 1975. *Testing English Language Test*. London: Longman Ltd
- Krohn, Robert. 1971. *English Sentence Structure*. Ann Arber: The University of Michigan Press.
- Leech, Geoffrey; Benita Cruickshank and Roz Ivanic. 1998. *An A-Z of English Grammar and Usage*. London: Edward Arnold.
- Lindell, Anne. 1990. *Intensive English for Communication*. Jakarta: Binarupa Aksara.

- Mardiani, Sri. 1998. *The profile of Student's Mastery of Tag Question in the Future Tense*. IKIP Semarang: (unpublished).
- Nasr, R.T. 1978. *The Essentials of Linguistic Science*. London: Longman.
- Ramelan. 1992. *Introduction to Linguistics Analysis*, Semarang: IKIP Semarang Press.
- Rutherford, William E. 1986. *Modern English*, New York: Addison Wesley Publishing Company.
- Saleh. 2001. *Pengantar Praktik: Penelitian Pengajaran Bahasa*. Semarang: IKIP Semarang Press.
- Swan, Michael. 1988. *Practical English Usage*. Oxford: Oxford University.
- Thomson, A.J and A.V Martinet. 1986. *A practical English Grammar*. London: Oxford University Press.
- Zandvoort, R. W. and J. A. Van Ek. 1972. *A Handbook of English Grammar*. London: Longman Group Ltd.



33. The girl with the blue skirt is Intan,....?
a. isn't she c. is it
b. is there d. aren't they
34. You speak several languages,.....?
a. aren't you c. is it
b. aren't they d. don't you
35. There isn't a doctor in the hospital,?
a. isn't he c. isn't she
b. is there d. are there
36. I am mistaken,.....?
a. are me c. do you
b. aren't I d. are they
37. You and I aren't always busy,.....?
a. do there c. are we
b. are you d. isn't they
38. Rina and Rini are close friends,.....?
a. do they c. do there
b. aren't there d. are there
39. This old lady is sick,.....?
a. are we c. isn't she
b. are you d. is her
40. Nancy isn't my classmate,.....?
a. does he c. do you
b. do I d. is she
41. Saturday is holiday,.....?
a. isn't it c. does it
b. do you d. do it
42. It is not a beautiful night,.....?
a. was not c. does it
b. is it d. do they
43. He doesn't care too much about it,.....?
a. does she c. do you
b. does he d. do they

66. The night train has several sleeping carriages,.....?
a. didn't it c. do it
b. doesn't there d. doesn't it
67. The Dispensary is open now,.....?
a. do there c. isn't it
b. doesn't there c. doesn't it
68. It isn't easy,.....?
a. is there c. did it
b. is it d. is that
69. Yanto or Yanti wants to go with you,.....?
a. do you c. doesn't she
b. didn't you d. didn't it
70. Everybody enjoys music,.....?
a. didn't he c. don't they
b. do you d. didn't they
71. He never goes to the movie,....?
a. does he c. did he
b. didn't he d. isn't she
72. These aren't your note books,.....?
a. isn't she c. isn't you
b. are they d. don't she
73. You are busy everyday,.....?
a. is you c. does you
b. aren't you d. did you
74. The dancers were dancing very beautifull,.....?
a. weren't they c. will they
b. won't you d. won't she
75. You were Anne's neighbor,.....?
a. weren't you c. were she
b. will he d. could she
76. Jimmy wasn't absent last Monday ,.....?
a. isn't he c. isn't he
b. was he d. were he

77. Your brothers played football this morning ,.....”
a. didn't you c. didn't they
b. did them d. was they
78. We were in the same elementary school,.....?
a. did you c. are we
b. didn't we d. weren't we
79. The gas station is a short drive from here,.....?
a. was is c. do it
b. isn't it d. are there
80. The children came to your party last night,.....?
a. do they c. does you
b. didn't they d. don't they
81. You went to Bangkok yesterday,.....?
a. are you c. didn't you
b. do you d. are we
82. I was not a children,.....?
a. isn't it c. isn't you
b. wasn't I d. isn't he
83. They were late two days ago,.....?
a. aren't they c. are we
b. do we d. weren't they
84. The cars aren't new ,.....?
a. was it c. are they
b. are we d. are there
85. You seldom get up early ,.....?
a. will you c. was you
b. no didn't d. do you
86. Nobody wants to be failed,.....?
a. will you c. isn't it
b. do you d. was you
87. She hardly has time to review her lessons,.....?
a. does she c. hasn't you
b. isn't she d. is you

99. We were at the doctor's until eleven o'clock last night,....?
a. were we c. was you
b. weren't we d. was he
100. Susan was a good singer,....?
a. wasn't she c. wasn't he
b. was she d. was he
101. He never read a book story,.....?
a. doesn't he c. wasn't he
b. does he d. was them
102. They were not late for school yesterday,.....?
a. weren't they c. was they
b. were they d. were she
103. Mary speak French,.....?
a. doesn't he c. do she
b. doesn't she d. will she
104. My mother and I make chicken soup in the kitchen,.....?
a. did her c. don't we
b. did I d. do we
105. Dr. Jones has a lot of patients,.....?
a. do he c. didn't he
b. doesn't he d. doesn't she
106. The boys are not tired to play foot ball,.....?
a. do they c. was he
b. are they d. are he
107. Mr. Smith doesn't like beer,.....?
a. does he c. didn't he
b. does she d. didn't she
108. Nobody open the door,.....?
a. do you c. don't he
b. don't they d. will she
109. You were here last night,.....?
a. were you c. was you
b. weren't you d. was he

110. The girls wasn't my partner on the study club,.....?
a. was she c. was you
b. was they d. were he
111. Agus and Joko were not in school two days ago,.....?
a. was she c. were he
b. was they d. were they



KEY ANSWERS OF THE TRY OUT TEST

1. A	31.C	61.A	91.A
2. D	32.A	62.A	92.A
3. D	33.A	63.A	93.C
4. A	34.D	64.A	94.A
5. B	35.B	65.C	95.A
6. B	36.B	66.D	96.A
7. C	37.C	67.C	97.C
8. A	38.A	68.B	98.B
9. D	39.C	69.C	99.D
10.A	40.D	70.C	100.A
11.C	41.A	71.A	101.A
12.A	42.B	72.B	102.B
13.C	43.B	73.B	103.B
14.A	44.B	74.A	104.C
15.B	45.A	75.A	105.B
16.A	46.A	76.B	106.B
17.C	47.C	77.C	107.A
18.A	48.A	78.D	108.B
19.A	49.C	79.B	109.B
20.D	50.A	80.B	110.B
21.D	51.A	81.C	111.D
22.C	52.B	82.B	
23.C	53.C	83.D	
24.D	54.C	84.C	
25.B	55.D	85.D	
26.C	56.D	86.B	
27.B	57.D	87.A	
28.D	58.B	88.B	
29.A	59.A	89.A	
30.C	60.D	90.A	

REAL TEST

Subject : Question Tag

Choose the correct answer with give the (x) on the right answer.

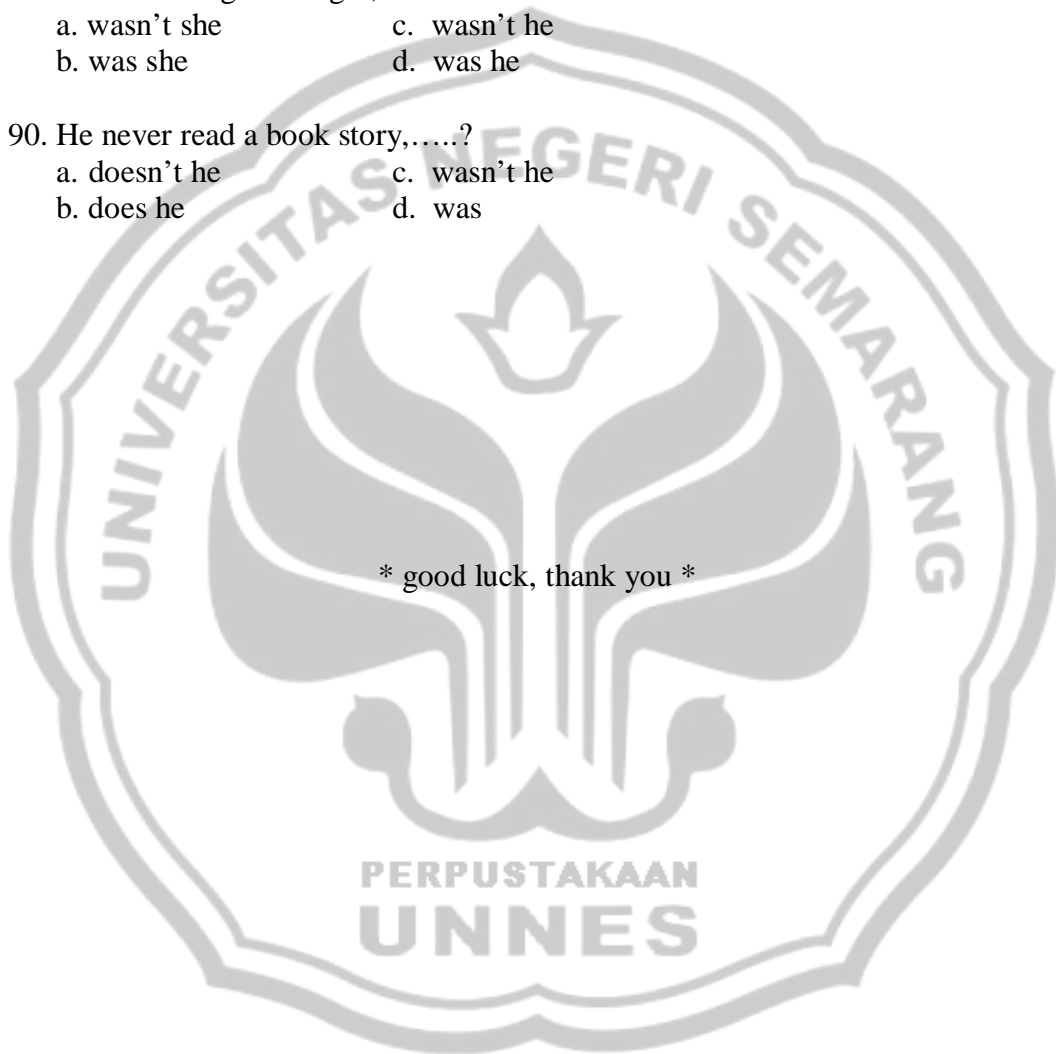
1. I don't know you ,.....?
a. do I
b. I do
c. don't I
d. don't you
2. Your uncle is a doctor,.....?
a. is it
b. isn't it
c. isn't you
d. isn't he
3. Lisa likes dancing,.....?
a. does she
b. doesn't she
c. does her
d. do you
4. Your brother participates in the game,.....?
a. does he
b. doesn't he
c. does him
d. doesn't him
5. I was your neighbor,.....?
a. was you
b. wasn't she
c. wasn't I
d. was her
6. John is not a careless boy,.....?
a. is he
b. isn't he
c. is she
d. isn't she
7. English isn't difficult,.....?
a. was it
b. is not
c. isn't it
d. is it
8. Mr. Rahardi doesn't drive the taxi,.....?
a. doesn't he
b. does he
c. do him
d. is he
9. I am smart,.....?
a. am I
b. do I
c. aren't I
d. are you

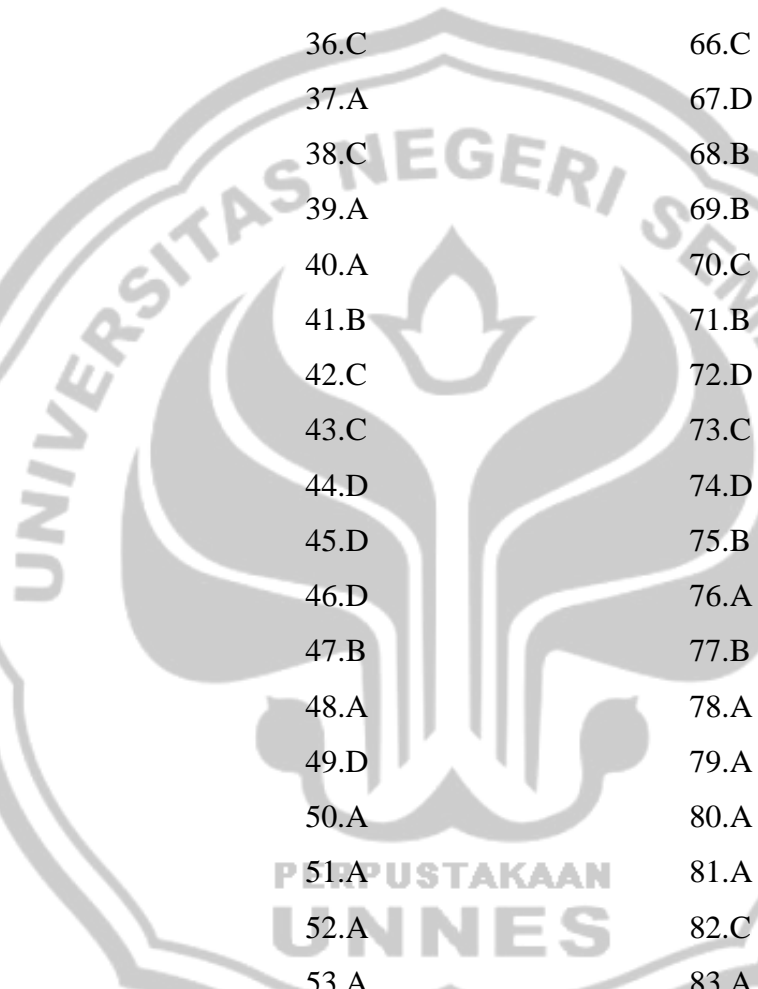
32. He doesn't care too much about it,.....?
a. does she c. do you
b. does he d. do they
33. The books belong to you,.....?
a. does he c. do they
b. does it d. aren't they
34. Your brother wants to be a lawyer,.....?
a. doesn't he c. does she
b. does him d. does you
35. The restaurants around here serve good food,.....?
a. don't they c. was it
b. do it d. do you
36. Many people don't believe it,.....?
a. do you c. do they
b. did you d. does they
37. It doesn't take a long time,.....?
a. does it c. does they
b. do you d. didn't it
38. Everybody is busy,.....?
a. do she c. aren't they
b. are you d. does he
39. Everything isn't expensive in this city,.....?
a. aren't they c. doesn't she
b. isn't she d. doesn't it
40. There are many patients at the health centre everyday,.....?
a. aren't they c. are you
b. does you d. doesn't it
41. Linda and I were not classmates in grade seven,.....?
a. didn't we c. was I
b. were we d. do you
42. You were not at home last night,.....?
a. won't you c. were you
b. does you d. did you

43. The children weren't surprised,.....?
a. can them c. were they
b. will they d. did they
44. I wasn't your group's member,.....?
a. does he c. do you
b. were I d. was I
45. Your parents didn't leave you,.....?
a. do you c. can you
b. will they d. did they
46. You didn't cheat on the exam yesterday,.....?
a. don't you c. can you
b. can you d. did you
47. There aren't any dogs,.....?
a. will you c. will they
b. are there d. shouldn't you
48. My grandfather is watching television now,....?
a. isn't he c. does he
b. doesn't you d. did him
49. Ratih and Lisa performed the Javanese dance last night,.....?
a. doesn't he c. doesn't she
b. do they d. didn't they
50. Leo wasn't your best friend,.....?
a. was he c. does he
b. do he d. doesn't her
51. The green book is about geography,.....?
a. isn't it c. did there
b. don't it d. was it
52. They were not my best friend,.....?
a. were they c. did them
b. do we d. doesn't they
53. Those are new books,.....?
a. aren't they c. doesn't they
b. is it d. doesn't it

76. She hardly has time to review her lessons,....?
a. does she c. hasn't you
b. isn't she d. is you
77. He has no time to meet you personally,....?
a. did he c. will he
b. does he d. don't she
78. I won the game,.....?
a. didn't I c. aren't there
b. aren't you d. yes it is
79. Rika borrowed your novel last night,.....?
a. didn't she c. does it
b. do you d. are you
80. Mr. Indra wore glasses this morning,....?
a. didn't he c. do him
b. aren't she d. was him
81. The soldier was very handsome,....?
a. wasn't he c. are he
b. were he d. aren't he
82. I didn't see you yesterday,.....?
a. is me c. didn't I
b. do I d. does she
83. She barely has time to go out with you,....?
a. does she c. don't she
b. didn't he d. are she
84. Everyone in my house doesn't smoke,....?
a. does he c. is it not
b. doesn't she d. always
85. We don't want to force anyone in this case,....?
a. didn't she c. do we
b. are we d. do you
86. We were playing badminton last night,.....?
a. were they c. weren't we
b. were you d. were we

87. You weren't here yesterday,.....?
a. were you c. was you
b. weren't we d. was he
88. We were at the doctor's until eleven o'clock last night,.....?
a. were we c. was you
b. weren't we d. was he
89. Susan was a good singer,.....?
a. wasn't she c. wasn't he
b. was she d. was he
90. He never read a book story,.....?
a. doesn't he c. wasn't he
b. does he d. was



KEY ANSWERS OF THE REAL TEST

1. A	31.B	61.B
2. D	32.B	62.B
3. B	33.B	63.A
4. B	34.A	64.A
5. C	35.A	65.B
6. A	36.C	66.C
7. D	37.A	67.D
8. A	38.C	68.B
9. C	39.A	69.B
10.C	40.A	70.C
11.B	41.B	71.B
12.A	42.C	72.D
13.A	43.C	73.C
14.D	44.D	74.D
15.D	45.D	75.B
16.C	46.D	76.A
17.B	47.B	77.B
18.D	48.A	78.A
19.A	49.D	79.A
20.C	50.A	80.A
21.C	51.A	81.A
22.A	52.A	82.C
23.A	53.A	83.A
24.D	54.C	84.A
25.B	55.D	85.A
26.C	56.C	86.C
27.A	57.B	87.B
28.C	58.C	88.D
29.D	59.C	89.A
30.A	60.A	90.A

Appendix 3
ANSWER SHEET

Nama :
No.absen :
Class :

1. ABCD	31. ABCD	61. ABCD	91. ABCD
2. ABCD	32. ABCD	62. ABCD	92. ABCD
3. ABCD	33. ABCD	63. ABCD	93. ABCD
4. ABCD	34. ABCD	64. ABCD	94. ABCD
5. ABCD	35. ABCD	65. ABCD	95. ABCD
6. ABCD	36. ABCD	66. ABCD	96. ABCD
7. ABCD	37. ABCD	67. ABCD	97. ABCD
8. ABCD	38. ABCD	68. ABCD	98. ABCD
9. ABCD	39. ABCD	69. ABCD	100. ABCD
10. ABCD	40. ABCD	70. ABCD	101. ABCD
11. ABCD	41. ABCD	71. ABCD	102. ABCD
12. ABCD	42. ABCD	72. ABCD	103. ABCD
13. ABCD	43. ABCD	73. ABCD	104. ABCD
14. ABCD	44. ABCD	74. ABCD	105. ABCD
15. ABCD	45. ABCD	75. ABCD	106. ABCD
16. ABCD	46. ABCD	76. ABCD	107. ABCD
17. ABCD	47. ABCD	77. ABCD	108. ABCD
18. ABCD	48. ABCD	78. ABCD	109. ABCD
19. ABCD	49. ABCD	79. ABCD	110. ABCD
20. ABCD	50. ABCD	80. ABCD	111. ABCD
21. ABCD	51. ABCD	81. ABCD	
22. ABCD	52. ABCD	82. ABCD	
23. ABCD	53. ABCD	83. ABCD	
24. ABCD	54. ABCD	84. ABCD	
25. ABCD	55. ABCD	85. ABCD	
26. ABCD	56. ABCD	86. ABCD	
27. ABCD	57. ABCD	87. ABCD	
28. ABCD	58. ABCD	88. ABCD	
29. ABCD	59. ABCD	89. ABCD	
30. ABCD	60. ABCD	90. ABCD	

APPENDIX 4

The Computation of Item Validity

Formula :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Criteria

The item is valid if $r_{xy} > r_{table}$

The following is the example of counting the validity of item number 1 and for the other items will use the same formula.

No	Code	X	Y	X ²	Y ²	XY
1	S-20	1	43	1	1849	43
2	S-11	0	37	0	1369	0
3	S-23	1	43	1	1849	43
4	S-26	1	38	1	1444	38
5	S-35	1	37	1	1369	37
6	S-08	1	40	1	1600	40
7	S-32	1	34	1	1156	34
8	S-10	1	37	1	1369	37
9	S-22	1	27	1	729	27
10	S-06	0	36	0	1296	0
11	S-14	1	34	1	1156	34
12	S-15	1	31	1	961	31
13	S-30	1	37	1	1369	37
14	S-01	1	42	1	1764	42
15	S-21	0	35	0	1225	0
16	S-33	1	42	1	1764	42
17	S-05	1	44	1	1936	44
18	S-16	0	35	0	1225	0
19	S-18	1	42	1	1764	42
20	S-25	1	37	1	1369	37
21	S-29	1	42	1	1764	42
22	S-12	1	39	1	1521	39
23	S-31	1	43	1	1849	43
24	S-02	1	40	1	1600	40
25	S-04	0	40	0	1600	0
26	S-19	0	32	0	1024	0
27	S-38	0	34	0	1156	0
28	S-09	0	36	0	1296	0
29	S-17	0	33	0	1089	0
30	S-03	0	34	0	1156	0
31	S-36	0	39	0	1521	0
32	S-07	1	29	1	841	29

33	S-34	1	30	1	900	30
34	S-24	0	26	0	676	0
35	S-13	1	29	1	841	29
36	S-37	1	24	1	576	24
37	S-40	1	26	1	676	26
38	S-39	0	23	0	529	0
39	S-27	0	17	0	289	0
40	S-28	0	11	0	121	0
Σ		25	1378	25	49588	910

$$r_{xy} = \frac{40(910) - (25)(1378)}{\sqrt{\{40(25) - (25)^2\} \{40(49588) - (1378)^2\}}}$$

$$= 0.346$$

For $\alpha = 5\%$ and number of subject 40, $r_{table} = 0.312$

Because $r_{xy} > r_{table}$, then item number 1 is valid



APPENDIX 5

The Computation of the discriminating power

Formula

$$DP = \frac{FH - FL}{N}$$

Explanation

- ID : The discrimination index
 FH : The number of students in upper group who answered the item correctly
 FL : The number of students in lower group who answered the item correctly
 N : The number of the students in upper group or in lower group

Criteria

Interval	Criteria
$ID \leq 0.00$	Very poor
$0.00 < ID \leq 0.20$	poor
$0.20 < ID \leq 0.40$	Medium
$0.40 < ID \leq 0.70$	Good
$0.70 < ID \leq 1.00$	Excellent

The following is the example of computation of the item discrimination of item number 1, and for the other items will used the same formula

Upper group			Lower group		
No	Code	Score	No	Code	Score
1	S-20	1	1	S-36	0
2	S-11	0	2	S-07	1
3	S-23	1	3	S-34	1
4	S-26	1	4	S-24	0
5	S-35	1	5	S-13	1
6	S-08	1	6	S-37	1
7	S-32	1	7	S-40	1
8	S-10	1	8	S-39	0
9	S-22	1	9	S-27	0
10	S-06	0	10	S-28	0
Sum		8	Sum		5

$$ID = \frac{8 - 5}{10}$$

$$= \frac{3}{10} = 0.30$$

According to the criterions, the item number 1 is medium

APPENDIX 6

The Computation of Difficulty Level

Formula

$$IF = \frac{FH + FL}{2N}$$

Explanation

- IF : The facility value (index of difficulty)
 FH + FL : The number of students who answered correctly
 N : The total number of the students

Criteria

Interval	Criteria
$IF \leq 0.00$	Too difficult
$0.00 < IF \leq 0.30$	Difficult
$0.30 < IF \leq 0.70$	Medium
$0.70 < IF \leq 1.00$	Easy
$1.00 < IF$	Too Easy

The following is the example of computation of the facility value of item number 1, and for the other items will used the same formula

Upper group			Lower group		
No	Code	Score	No	Code	Score
1	S-20	1	1	S-36	0
2	S-11	0	2	S-07	1
3	S-23	1	3	S-34	1
4	S-26	1	4	S-24	0
5	S-35	1	5	S-13	1
6	S-08	1	6	S-37	1
7	S-32	1	7	S-40	1
8	S-10	1	8	S-39	0
9	S-22	1	9	S-27	0
10	S-06	0	10	S-28	0
Sum		8	Sum		5

$$IF = \frac{8 + 5}{2 \times 10}$$

$$= \frac{13}{20} = 0.65$$

According to the criterions, the item number 1 is medium

APPENDIX 7

The Computation of Item Reliability

Formula :

$$r_{11} = \frac{2 \times r^{1/2} \cdot 1/2}{(1 + r^{1/2} \cdot 1/2)}$$

Where,

$$r^{1/2} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Criteria

The test is reliable if $r_{11} > r_{table}$

Computation :

No	Code	X(ganjil)	Y(genap)	X ²	Y ²	XY
1	S-20	20	23	400	529	460
2	S-11	17	20	289	400	340
3	S-23	20	23	400	529	460
4	S-26	18	20	324	400	360
5	S-35	18	19	324	361	342
6	S-08	19	21	361	441	399
7	S-32	17	17	289	289	289
8	S-10	18	19	324	361	342
9	S-22	13	14	169	196	182
10	S-06	16	20	256	400	320
11	S-14	14	20	196	400	280
12	S-15	15	16	225	256	240
13	S-30	19	18	361	324	342
14	S-01	20	22	400	484	440
15	S-21	17	18	289	324	306
16	S-33	19	23	361	529	437
17	S-05	21	23	441	529	483
18	S-16	17	18	289	324	306
19	S-18	21	21	441	441	441
20	S-25	17	20	289	400	340
21	S-29	20	22	400	484	440
22	S-12	18	21	324	441	378
23	S-31	21	22	441	484	462
24	S-02	19	21	361	441	399
25	S-04	17	23	289	529	391
26	S-19	16	16	256	256	256

27	S-38	16	18	256	324	288
28	S-09	17	19	289	361	323
29	S-17	15	18	225	324	270
30	S-03	16	18	256	324	288
31	S-36	18	21	324	441	378
32	S-07	14	15	196	225	210
33	S-34	15	15	225	225	225
34	S-24	11	15	121	225	165
35	S-13	14	15	196	225	210
36	S-37	13	11	169	121	143
37	S-40	13	13	169	169	169
38	S-39	10	13	100	169	130
39	S-27	6	11	36	121	66
40	S-28	4	7	16	49	28
Σ		649	729	11077	13855	12328

$$r_{xy} = \frac{40(12328) - (649)(729)}{\sqrt{\{40(11077) - (649)^2\} \{40(13855) - (729)^2\}}}$$

$$= 0.896$$

For $\alpha = 5\%$ and number of subject 40, $r_{table} = 0.312$
 Because $r_{11} > r_{table}$, then item number 1 is reliable

