**AN INVESTIGATION ON THE ABILITY OF SECOND YEAR**

**STUDENTS OF SMAN 2 PEKANBARU IN USING**

**QUESTION TAGS THROUGH DRAMA SCRIPT**

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***Abstract:*** *The purpose of this study is to find students ability of SMAN 2 Pekanbaru in using question tags. This research focuses in grammar, especially for question tag in simple present tense with “be”, simple past tense with “be”, simple present tense with verb, simple past tense with verb, and modal auxiliaries. The instrument used by the writer to collect the data for this study is drama script and full of incomplete dialogues. Try out was conducted to check validity and reliability of the test. There were 31 students as samples from XI science 1 of the second year students of SMAN 2 Pekanbaru. Based on the research finding, it can be found: first, the ability of the students in using question tags is in* *fair ability level. Second, the students’ scores in using question tags in simple present tense with “be” is 57,5, simple past tense with “be” is 66,1 , simple present tense with verb is 57,5, simple past tense with verb is 67,1, and modal auxiliaries is 58,6. As a result, the highest score obtained by the students in identifying question tags in simple past with “verb”. It is 67,1 that falls into fair ability level, and the lowest score that the students get is in identifying question tags in simple present tense with “verb”. It is 57,5 which falls into poor ability level.*

***Keywords:*** *Ability, Using, Question tags.*

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***Abstract:*** *Tujuan dari penelitian ini adalah untuk menemukan kemampuan siswa SMAN 2 Pekanbaru dalam menggunakan question tags. Penelitian ini berfokus pada grammar, terutama untuk question tags di simple present tense dengan " to be", simple past tense dengan "to be", simple present tense dengan kata kerja, simple past tense dengan kata kerja, dan modal auxiliaries. Instrumen yang digunakan oleh penulis untuk mengumpulkan data untuk penelitian ini adalah naskah drama dan penuh dialog yang tidak lengkap. Try out dilakukan untuk memeriksa validitas dan reliabilitas tes. Ada 31 siswa sebagai sampel dari kelas XI Ipa 1 siswa tahun kedua SMAN 2 Pekanbaru. Berdasarkan hasil penelitian, dapat ditemukan: pertama, kemampuan siswa dalam menggunakan question tags adalah di level sedang. Kedua, nilai siswa dalam menggunakan question tags di simple present tense dengan "to be" adalah 57,5, simple past tense dengan "to be" adalah 66,1, simple present tense dengan kata kerja adalah 57,5, simple past tense dengan kata kerja adalah 67,1, dan modal auxiliaries adalah 58,6. Dari hasil yg didapat, nilai tertinggi diperoleh oleh siswa dalam menggunakan question tags di simple past tense dengan "kata kerja". yaitu 67,1 yang jatuh ke tingkat sedang, dan skor terendah siswa adalah dalam mengidentifikasi question tags di simple present tense dengan "kata kerja". Yaitu 57,5 ​​yang jatuh ke tingkat rendah.*

***Keywords:*** *Kemampuan, Menggunakan, Question tags.*

**INTRODUCTION**

Language is one of the most important things in communication and it is used as a bridge of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

 In learning English as foreign language, there are four skills that expected can be achieved by the students. They are speaking, listening, reading, and writing. Therefore, to achieve this goal the teachers give the students a set of grammatical rules meaningfully.

 The Grammatical rules are very important in composing the English sentences correctly. Generally, there are three basic forms of English sentence. They are positive, negative, and interrogative sentence. Interrogative sentence is a sentence that used in question. According to Azhar (1989), there are four kinds of questions in English; yes-no questions, information questions, negative question, and question tags (tag questions).

 From the four types of questions, the researcher wants to discuss about question tags. Question tags are mini question that often put on the end of sentence and they are used to make one’s sure about something. A question tags consist of two parts; a statement and a tag. If the statement is positive, the tag is negative. On the contrary, if the statement is negative, the tag must be positive. For example, *Johan a student, isn’t he?* (Positive statement), *We don’t have to practice English, do we?* (negative statement).

According to the writer’s survey to the second year students of SMA N 2 Pekanbaru in identifying question tags, the writer found that there were some problems that students faced while they are given a question about grammar. First, most of the students failed answer the question. Second, the students didn’t interest in questions about grammar.

From the result of the survey, the writer got the conclusion that the students have problem in identifying question tags because they don’t interest in question about grammar. Based on this phenomenon, writer thinks to change the way to taking the students’ interest in answering question about grammar. The writer interested to apply the drama script as a media to measure the ability of the students in identifying question tags.

Based on the explanation above the researcher interested in the study which analyzes the students’ ability of the second year student of SMAN 2 Pekanbaru in using question tags through drama script

**METHODOLOGY**

This is a descriptive research which applies only one variable. Gay (2000) stated that description of the study is useful for investigation a variety of educational problem. In this case, the writer describes and interprets the data on the students’ ability in using question tags through drama script of the second year students of SMAN 2 Pekanbaru.

The technique of collecting the data plays an important role in conducting a research. In getting the data, the writer constructs a test as instrument. The students were given drama script, drama script is a written text of drama; there are no stage, real actors, tones, and audience, then they were required to identify the question tags. The test is consisting of 30 items, and then students required completing the sentence with the available options.

**THE RESEARCH FINDINGS**

 The data was carried out at XI Science 4 of the second year students of SMA N 2 Pekanbaru. There were 31 students who did this test. In this chapter, the writer presents the findings concerning the students’ ability in identifying question tags through drama scrip. The result of the test can be seen as in the following:

**The Percentage of the Students’ Ability in Identifying Question Tags in Simple Present Tense with “Be“**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Score Rank** | **Level of Ability** | **Frequency** | **Percentage** |
| 1 | 90-100 | Excellent | 3 | 9,67 |
| 2 | 80-89 | Good | 5 | 16,12 |
| 3 | 70-79 | Fairly good | 0 | 0 |
| 4 | 60-69 | Fair | 8 | 25,80 |
| 5 | 0-69 | Poor | 15 | 48,38 |
| **Total** | **31** | **100%** |

The table above shows that of 31 students who took the test, there are 3 students (9, 67%) who are in Excellent level, 5 students (16, 12%) who are in Good level, none of the students (0%) who is in Fairly Good, 8 students (25, 80%) who are in Fair level, and 15 students (48, 38%) who are in Poor level. In appendix 10 can be seen that average score of the students is 57, 5. Based on the average score, it can be conclude that the students’ ability in identifying question tags in simple present tense with “be” is in poor level.

**The Percentage of the Students’ Ability in Identifying Question Tags in Simple Present Tense with “Verb“**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Score Rank** | **Level of Ability** | **Frequency** | **Percentage** |
| 1 | 90-100 | Excellent | 1 | 3,22 |
| 2 | 80-89 | Good | 7 | 22,58 |
| 3 | 70-79 | Fairly good | 0 | 0 |
| 4 | 60-69 | Fair | 7 | 22,58 |
| 5 | 0-69 | Poor | 16 | 51,61 |
| **Total** | **31** | **100%** |

The table above shows that of 31 students who took the test,1 student ( 3,22%) who are in Excellent level, 7 students (22,58%) who are in Good level, none of the students (0%) who is in Fairly Good, 7 students (22,58%) who are in Fair level, and 16 students (51,61%) who are in Poor level. In appendix 11 can be seen that average score of the students is 57, 5. Based on the average score, it can be conclude that the students’ ability in identifying question tags in simple present tense with “verb” is in poor level.

**The Percentage of the Students’ Ability in Identifying Question Tags in Simple Past Tense with “Be“**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Score Rank** | **Level of Ability** | **Frequency** | **Percentage** |
| 1 | 90-100 | Excellent | 5 | 16,12 |
| 2 | 80-89 | Good | 5 | 16,12 |
| 3 | 70-79 | Fairly good | 0 | 0 |
| 4 | 60-69 | Fair | 10 | 32,25 |
| 5 | 0-69 | Poor | 11 | 35,48 |
| **Total** | **31** | **100%** |

The table above shows that of 31 students who took the test, there are 5 students (16, 12%) who are in Excellent level, 5 students (16, 12%) who are in Good level, none of the students (0%) who is in Fairly Good, 10 students (32, 25%) who are in Fair level, and 11 students (35, 48%) who are in Poor level. In appendix 12 can be seen that average score of the students is 66, 1. Based on the average score, it can be conclude that the students’ ability in identifying question tags in simple past tense with “be” is in fair level.

**The Percentage of the Students’ Ability in Identifying Question Tags in Simple Past Tense with “Verb“**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Score Rank** | **Level of Ability** | **Frequency** | **Percentage** |
| 1 | 90-100 | Excellent | 5 | 16,12 |
| 2 | 80-89 | Good | 9 | 29,03 |
| 3 | 70-79 | Fairly good | 0 | 0 |
| 4 | 60-69 | Fair | 5 | 16,12 |
| 5 | 0-69 | Poor | 12 | 38,70 |
| **Total** | **31** | **100%** |

The table above shows that of 5 students ( 16,12%) who are in Excellent level, 9 students (29,3%) who are in Good level, none of the students (0%) who is in Fairly Good, 5 students (16,12%) who are in Fair level, and 12 students (38,70%) who are in Poor level. In appendix 13 can be seen that average score of the students is 67, 1. Based on the average score, it can be conclude that the students’ ability in identifying question tags in simple past tense with “verb” is in fair level.

**The Percentage of the Students’ Ability in Identifying Question Tags with Modal Auxiliaries**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Score Rank** | **Level of Ability** | **Frequency** | **Percentage** |
| 1 | 90-100 | Excellent | 5 | 16,12 |
| 2 | 80-89 | Good | 2 | 6,45 |
| 3 | 70-79 | Fairly good | 0 | 0 |
| 4 | 60-69 | Fair | 7 | 22,58 |
| 5 | 0-69 | Poor | 17 | 54,83 |
| **Total** | **31** | **100%** |

The table above shows that 5 students (16,12%) are in Excellent level, 2 students (6,45%) are in Good level, none of the students (0%) is in Fairly Good, 7 students (22,58%) are in Fair level, and 17 students (54,83%) are in Poor level. In appendix 14 can be seen that average score of the students is 58, 6. Based on the average score, it can be conclude that the students’ ability in identifying question tags with modal auxiliaries is in poor level.

**CONCLUSIONS**

The main aim of the study is to find out the ability level of second year students of SMA N 2 Pekanbaru in identifying question tags. After the writer analyzed the data, the writer draws some conclusions. First, among 31 students who joined the test, there are 5 students can be classified into excellent ability level, 2 students can be categorized into good ability level, 2 students can be classified into fairly good level, 4 students can be judged as fair ability level, and 18 students can categorized as poor ability level. Second, the average score of the students in answering the question tags is 61, 2. It means that the ability of the second year students of SMA N 2 Pekanbaru in identifying question tags is Fair ability level.

**RECOMMENDATION**

Since the ability of second year students of SMAN 2 Pekanbaru was in fair ability level, improvement still needed. The teacher of SMAN 2 Pekanbaru who teach English subject should make the best effort to improve the quality of their teaching and make the teaching learning process more interesting. The teacher should give more exercise to the students to practice of question tags. The students should do more exercise to improve their understanding of the use of question tags.

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