

CHAPTER I

INTRODUCTION

1.1 Background of the study

Grammar is essential as the rules of word to make meaningful utterances. English grammar has three major types of tenses, which are present, past, and future based on the time when event takes place. The three types of tenses have different rules, especially rules related to verb form. The use of verb forms and time signal will be different in each tense that indicates event happened in present, past, and future time. Tenses may also indicate whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time. Tense plays an important role that learners will have to face when they learn English anyway, which are past, present, and future.

Students sometimes seem too difficult to comprehend or understand core system tense (five basic important tenses) in writing tag question which students have learned in school. It is difficult to avoid those learners for making mistake in learning the target language. However, this phenomenon should be considered natural. Because of these difficulties, students think that making a mistake and error are not some problems because they do not know the best form of writing tag question. They don't understand to make a good sentence. Then, they usually have errors. They also have no ideas, guidance, example, and enough source to make a good form as teacher wants, and also lack of teacher's explanation make them often make an error.

Error is something done wrong by students in writing or making something. Dulay (1982:138), “errors are the flawed side of learner speech of writing”. Students made errors frequently because they still do not have much experiences in comprehending target language well.

Based on the writer’s experience in teaching program (PPL), most of students made error on making tag question in core system tense and they still don’t understand the usage of tag question well. When the writer gave students some questions about tag question to know and classify students’ knowledge in the highest class to the lowest class, they still keep doing wrong. In fact, most of them made errors in answering those tagquestion in core system tense. So that’s why, the writer is interested in analyzing errors in tagquestion.

So, based on the background above the title of this research is **“An Error Analysis on Making Tag Question in Core System TenseMade Bythe EleventhGrade Students”**.

1.2 Problems of the study

Based on the background of the study above, the problems are:

1. What types of errors are made by students on makingtag question in core system tense?
2. What types of error is the dominant?

1.3 The objectives of the study

Based on the explanation above, some objectives are:

1. This study aims to find outtypes of errors are made by students on makingtag question in core system tense.

2. To find the dominant types of error

1.4 The scope of the study

The writer analyze the types of error. There are 4 types of error but the writer only focuses on surface strategy, namely, omission, addition, misformation, and misordering. Then, there are five question sentences, the writer only focuses on tag question. Then, there are some types of tenses, the writer only focuses in core system tense, namely, Simple Present Tense, Present Progressive Tense, Simple Past Tense, Simple Future Tense, and Present Perfect Tense, also. The scope of this study focuses on an error analysis on making tag question in core system tense made by the 2nd grade students of SMA Swasta Hosana.

1.5 The significances of the study

This study attempts to identify and classify the type of errors on making tag question in core system tense made by students. For students, it is expected to increase student's knowledge about the usage, pattern, and function of English tense especially in tag question best form, so that, students are able to make a good sentence on making tag question, and students can minimize their errors. For the teacher, it is expected that teacher gives more attention in teaching tag question in classroom. And for the further writer, it is expected that the writer presents a good proposal on making tag question in core system tense, or make a new different tenses, so that this proposal can help somebody else on making tag question.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing a research, theories are needed to explain some related concepts or terms applied in research concern. The term function to give a limited concepts which is specifically mean in a particular context. It is important to explain the following terms for the aim of the research.

2.2 Error Analysis

There are so many definition of error analysis. According to James (1996:1) “error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language”. It means that error analysis is the process of unsuccessful understanding forms.

In learning and using a foreign language, one of the most inhibiting factors is the fearfor making errors. The making errors are signs that students have not yet mastered the rules of the language being learned. To overcome this problem, one of the strategies used by linguist is error analysis. According to H. Douglas Brown (2007:218) said that “learners do make errors, and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner’s error”, called error analysis’. Brown implies that error analysis can keep too closely focused on the specific language rather than viewing universal aspects of language.

Error analysis will show teachers some problems confronting students. It is an advantage that error analysis may be tracked down to the importance of students' errors. And, an analysis of the learners' errors give the teacher evidence of the students' competences in the foreign language. The teacher will also gain information concerning students' difficulties at different levels. Such information is important for planning of courses and the construction of the teaching material.

2.2.1 Error and Mistake

In order to analyze students' errors, it's very necessary to make distinction between error and mistake because they are both two different understanding. According to Corderin Muriel's book (2006:39), the making of errors is significant because it is part of the learning process itself: "a way the learner has of testing his hypothesis about the nature of the language he is learning." This includes testing whether aspects of existing L1 knowledge can be used in the L2. Errors are thus a sign that the learner is (perhaps unconsciously) exploring the new system rather than just experiencing "interference" from old habits.

Error reflects gaps in a students' knowledge. And mistake reflects occasional lapses in performance. It means that the reflect gaps occur because the student doesn't know what the correct form. The occasional lapses occur because in a particular instance, the students are unable to perform what they know.

Then, James in Brown's theory (2007:217-218) defines error and mistake, "Error cannot be self-corrected while mistakes can be self-corrected if the deviation is pointed out to the speaker". From the definition above, the writer can conclude that mistake is students'

faults which are made by students and they can make correction. Meanwhile, error is students' faults which are made by students and they are unable to make any correction.

To strengthen this, Brown (2007:217) declares that:

“A mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Meanwhile, an error is noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner”.

By so mean of Brown above, the writer concludes that error is a systematic and noticeable deviation in students' language from the lack of grammar, of course. Meanwhile, mistake is a deviation in a students' language which is known by the result of the failure to perform students' competence and to utilize a known system correctly but they are able to correct their fault. According to Krashen and Seliger in James M. Hendrickson (1978:389), “Error correction is especially useful to adult second language learners because it helps them learn the exact environment in which to apply rules and discover the precise semantic range of lexical items”.

2.2.2 Types of Error

Dulay, et.al (1982:146), states that “commonly used bases for the descriptive classification of errors are linguistic category, surface strategy, comparative taxonomy and communicative effect taxonomy”.

1. Linguistic Category

According to Dulay et.al (1982:146) Linguistic category taxonomies classify errors according to either or both the language component the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and

morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style). For example, one of syntax linguistic category is noun phrase consists of determiners, nominalization, number, use of pronouns, and use of preposition.

2. Surface Strategy Taxonomy

According to Dulay, et.al (1982:150-163), “a surface strategy taxonomy highlights the ways surface structures are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* item or *misorder* them”.

1) Omission

“Omission errors are characterized by *the absence of an item that must appear in a well-formed utterance*”. Content morpheme carry the bulk of the referential meaning of a sentence: adjectives, adverbs. For example, *Billy no milk*. From the example one item is omitted, it is ‘has’. As a verb ‘has’ is important role in constructing a sentence. We have to use the predicate after the subject and plus the object. It is actually, *Billy has no milk*. Omission errors are found in greater abundance and across a greater variety of morphemes during the early stage of L2 acquisition.

2) Addition

“Addition errors are the opposite of omission. They are characterized by *the presence of an item which must not appear in well-formed utterance*”. Three types of addition errors have been observed in the speech of both L1 and L2 learners: double markings, regularization, and simple addition.

3) Misformation

“Misformation errors are characterized by the use of the wrong form of the morpheme or structure”. For example, “*the cat eated the fish*”. A simple past tense marker was supplied by the learner, it was just not the right one. The well-formed sentence is “the cat ate the fish”. As in the case of additions, misformations are usually not random. Thus far, three types of misformation have been frequently reported in the literature, they are regularizations, archi-forms, and alternating forms.

4) Misordering

“Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance”. For example, (He is everyday busy). There is a misorder word ‘everyday’ and the well-formed sentence is (He is busy everyday). Misordering errors occur systemically for both L₂ and L₁ learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions.

3. Comparative Taxonomy

According to Dulay et.al (1982:163), comparative category is based on comparisons between the structure of target language errors and certain other types of constructions. These constructions have yielded the two major error categories in this taxonomy: developmental errors and inter-lingual errors. Two other categories that have been used in

comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or inter-lingual; and, of course, the grab bag category, other, which are neither.

4. Communicative Effect Taxonomy

According to Dulay et.al (1982:189) the communicative effect classification deals with errors from the perspective of their effect on the listener or reader.

2.2.3 Significances of Error

A number of studies about errors have been conducted for over decades. In language learning, the study of students' errors has become important and has many advantages for the teacher. It has been used as indicator of learning a guide in teaching and help the teacher establish some solutions of the problem in language learning.

According to Richards (1974:25) A learner's errors, then, provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some system). They are significant in three different ways. Firstly to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learners has progressed and, consequently, what remains for him to learn. Secondly, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly (and in a sense this is their most important aspect) they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.

2.2.4 Sources of Error

There are four major source of learner's errors. They are: inter-lingual transfer, context of learning, communication strategy (Brown, 1997:224-227) and intra-lingual transfer (Richards, 1974:174-181).

1. Inter-lingual Transfer

The beginning stages of learning a second language are especially vulnerable to inter-lingual transfer from the native language, or interference. For example, we say 'sheep' for 'ship' or 'the book of jack' instead of 'Jack's book'. All these errors are attributable to negative inter-lingual transfer.

2. Intra-Lingual Transfer

Intra-lingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. For convenience of presentation, be discussed in terms of: over-generalization, ignorance of the rule restrictions, incomplete application of rules, and false concept hypothesized.

1) Over-generalization

“Over-generalization is associated with redundancy reduction. It may occur, for instance, with items which are contrasted in the grammar of the language but which don't carry significant and obvious contrast for the learner”.

Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the

target language. For example, he can sings, we are hope, it is occurs, and he come from. Over-generalization generally involves the creation of one deviant structure in place of two regular structures. For example, “*She bringed dictionary to the library*”, where the correct sentence is ‘*She brought dictionary to the library*’. There is an over form by adding –ed to all past verb, while the verb is irregular verb.

2) Ignorance of Rule Restrictions

“Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to contexts where they do not apply”. For example, *Hemade me to rest* through extension of the pattern found with the majority of verbs that take infinitival complements, for example *Heasked/wanted/invited/ me to go*. This sentence “*jangananggusaya*” is translated into “*don’t wait me*”. This translation is not well-formed sentences. As well as the sentences “*diasedangmencaripekerjaan*” is translated into “*She is looking a job*”. The two sentences are not well-formed sentences because students do not apply the preposition ‘*for*’. The sentence should be, “*don’t wait for me*” and “*she is looking for a job*”.

3) Incomplete Application of Rules

“Under this category we may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances”. Forexample, “*Ibusayatadiberbelanjakepasar*” is translated into “*Mother I shoped to the*

market”, and then, “*Anna akanmembacabukubaru di perpustakaan*” is translated to “*Anna will read book new in the library*”. It should be, “*My mother shopped to the market*” and “*Anna will read a new book in the library*”.

4) False Concept Hypothesized

“In addition to the wide range of intra-lingual errors which have to do with faulty rule-learning at various levels, there is a class of developmental errors which derive from faulty comprehension of distinctions in the target language”. For example: *He isdoes the exercise* instead of *He does the exercise*, where this tense is actually simple present.

3. Context of learning

A third major source of error, although it overlaps both types of transfer, is the context of learning. ‘Context’ refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. Students often makes error because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.

4. Communication strategy

Were defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of error. For example, the learners will mix all languages that they know in conversation

2.3 Tag Question

There are many definition about tag question. According to Azar (2002:A15), “tag question is a question added at the end of the sentence”. Speakers use tag question to make sure the correctness of information has given. Meanwhile, according to Swan (1980:515), tag question is a reply question. It’s replaced by auxiliary verb and personal pronoun. Tag question is used at the end of the sentence to ask for information of something or to ask for agreement.

Examples: She travels to Paris, doesn’t she?

She doesn’t travel to Paris, does she?

2.3.1 The Rules of Tag Question

There are many experts state the rules of tag question. According to Martinet and Thompson (1981:300) the rules of tag question are as follows:

- a) When the main verb is affirmative, the question is negative.

Examples:

Affirmative

She likes him

Mr. Smith was tall

She’ll go

Negative

doesn’t she?

wasn’t he?

won’t she?

- b) When the main verb is negative, tag question is affirmative.

Examples:

She doesn’t like him, does she?

Mr. Smith wasn't tall, was he?

She won't go, will she?

- c) The sentence before tag question is usually a sentence (+) or (-). Tag question are added to question.

Examples:

You've gone to Bali, haven't you?

He isn't studying hard, is he?

- d) The subject of the tag question should be pronoun

Examples:

Tomi won't kill the snake, will he?

Sasha and Santika have paid the bill, haven't they?

- e) The subject of the statement and the subject of the tag question should be the same person.

Examples:

She went to Singapore, didn't she?

She goes to Singapore, doesn't she?

But there are some exceptions as follows:

- a) In sentence with there + be, there is used in the tag

example: there is my brother over there, isn't there?

- b) Personal pronouns are used to refer to indefinite pronouns. It is usually used in a tag to refer to nothing, each, everything, something, and anything. Then, they is usually used

in a tag to refer to no one, nobody, somebody, someone, all, some, everybody, and everyone.

examples: nothing left for you, did it?

somebody will arrest the thief, won't they?

c) The tag pronoun for this/that = it. The tag pronoun for these/those = they.

examples: those cars have broken, haven't they?

this computer is processing the data, isn't it?

d) Sentence with negative words take affirmative tag, namely, never, seldom, rarely, hardly, nothing, nobody, none, neither, and few/little.

example: she has never bought the jewelry, hasn't she?

2.4 Tenses

According to Ion Androutsopoulos (2002:9) in English, “temporal information is conveyed by verb forms (e.g., simple past, past continuous, present perfect, etc), nouns (e.g., *beginning*, *predecessor*, *day*), adjectives (*earliest*, *next*, *annual*), adverbs (*yesterday*, *twice*), prepositional phrases (*at 5:00 pm*, *for two hours*), and subordinate clauses (*while tank 4 was empty*), to mention just some of the available temporal mechanisms”.

Comrie discloses that (1985:3) tenses are marked with morphemes at the beginning of a verb phrase. The verb phrase usually begins with a subject pronoun. By so mean that, tense is structural system of a group of writing which can be marked as marker of sentence. Ion (2002:10) shares that English tense is a property of verbs, which possibly extends to the syntactic constituents that contain them. For example, temporal adverbials. For example, *to run*, as in *John ran*, is said to be an activity verb; *to know*, as in *John knows the answer*, is a

state verb; *to build*, as in *John built a house*, is an accomplishment verb; and *to find*, as in *Mary found the treasure*, is an achievement verb.

2.5 Core System Tense

According to Celce Murcia (1999:62), core system tense is important tense which stands systemically and the meaning of tense entails a language specific way of dealing with time and the relationship of events and interlocutors to time. Because system tenses are language-specific, it's not surprising that ESL/EFL learners have a great deal of difficulty mastering the English tense-aspect system. So, important tenses are, simple present, present progressive, simple past, simple future, and present perfect. The table 2.1 will explain about all types of the most important tenses.

Table 2.1

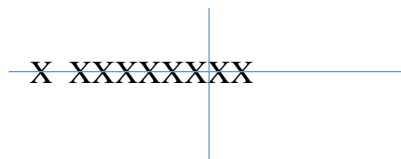
¹The Table of the Five Most Important Tenses

	PRESENT SIMPLE	PAST SIMPLE	FUTURE SIMPLE	PRESENT PERFECT	PRESENT CONTINUOUS
When do I use this tense?	Used for present facts and repeated actions.	Used for completed actions in the past.	Used for future actions, even if they are only a few seconds in the future.	Used for actions which started in the past and are still true now.	Used for temporary actions going on now.
Words that signal use of the tense:	every (day, week, month, year, etc.), always, usually, often, sometimes,	Yesterday, last (week, month, year, etc.), when I was a child, this morning (if it	Tomorrow, next (week, month, year, etc.), in the future, when I retire, when I	Since, for, ever (with questions), up to now, how long (with questions),	Now, at the moment, today, this week, presently, etc.

¹Handy Hint. "Common Tenses", (<http://www.world-english.org/common-tenses.htm>) (Accessed on April 15th, 2018 11.26 pm)

	etc.	is no longer morning), etc.	get home, etc.	etc.	
How do I make the tense?	The first form of the verb is used to make the Present Simple. For questions and negatives the helping verb (do / does) is used with the first form of the verb. An important rule with the Present Simple is: Don't forget the "s" with he, she & it!	The second form of the verb is used for the Past Simple. However, when making questions and negatives in the Past Simple, we use the helping verb "did" and leave the main verb in its infinitive form (1st form).	The Future Simple is formed with the helping verb will and the first form of the verb.	The Present Perfect is formed with the helping verb have (or: has) and the third form of the verb.	The Present Continuous is formed with the helping verb to be (am, are, is) and the "-ing" form of the verb.
Which Helping Verb?	Do / Does	Did	Will	Have / Has	To Be (Am, Are, Is)

2.5.1. Simple Present Tense



According to Azar et.al (2002:2), simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Simple present is used to express general statements of fact and timeless truths. Simple present verb forms with infinitive+s/es.

E.g.: *Dede always plays volleyball.*

2.5.1.1 The Pattern of Simple Present

The form of simple present is statement, negative, and question sentence.

(a) For Verba

(+) S + V_(S/ES) + O/C

(-) S + don't/doesn't + V_{INF} + O/C

(?) Do/Does + S + V_{INF} + O/C ?

E.g: **Dede plays** volley **everySunday**

Dede doesn't play volley **every Sunday**

Does Dede play volley **every Sunday?**

(b) For Nomina

(+) S + Be (is/am/are) + Adj/N/Adv

(-) S + Be (is/am/are) + Adj/N/Adv

(?) Be (is/am/are) + S + Adj/N/Adv?

E.g. : **Dede is** a good brother

Dede isn't a good brother

Is Dede a good brother?

(Note): where She, He, It use final -S/-Es, not added to most verbs. Many verbs end in -E. final -S is simply added. Final -Esis added when words that end in -Ch, -Sh, -S, -X, and -Z. if word ends in a consonant -Y, it change -Y to -I and add -Es.

2.5.2. Present Progressive Tense



According to Azar (2002:13) Present progressive expresses an activity that is in progress at the moment speaking. It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.

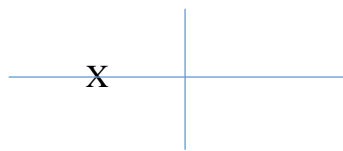
e.g.: Dede is taking five courses this semester.

2.5.2.1 The Pattern of Present Progressive

The form of present progressive is statement, negative, and question sentence.

- | | |
|---|---|
| (+) S + Be (IS/AM/ARE) + V _{ING} + O/C | (Dede is taking five courses this semester) |
| (-) S + Be (IS/AM/ARE) + V _{ING} + O/C | (Dede isn't taking five courses this semester) |
| (?) Be (IS/AM/ARE) + V _{ING} + O/C ? | (Is Dede taking five courses this semester?) |

2.5.3. Simple Past Tense



Azar (2002:27) simple past indicates that an activity or situation began and ended at a particular time in the past.

E.g: Dede walked to school yesterday.

2.5.3.1 The Pattern of Simple Past

- | | |
|--|------------------------------------|
| (a) For Verba | (B) For Nomina |
| (+) S + V ₂ + O/C | (+) S + Be (Was/Were) + Adj/N/Adv |
| (-) S + Did Not + V _{INF} + O/C | (-) S + Be (Was/Were) + Adj/N/Adv |
| (?) Did + S + V _{INF} + O/C? | (?) Be (Was/Were) + S + Adj/N/Adv? |

E.g: **Dede walked** to the school **yesterday**

E.g. : **Dede was** a policeman

Dede didn't walk to the school **yesterday**

Dede was not a policeman

Did Dede walk to the school **yesterday?**

Was Dede a policeman?

(Note): In positive form, every subject is made by past form whether **regular** or **irregular** form. In regular verb is **ended with -ed**, i.e walk to *walked*. Then, teach to *taught*.

2.5.4. Simple Future Tense



According to Comrie (1985:73), future tense refers to any event conceived of as occurring after the present moment. The form of this tense with will + infinitive or be going to, Azar (2002:52).

e.g.: *Dede will come to his friend's graduation party next month*

Dede is going to check up his condition to the hospital tomorrow.

2.5.4.1 The Pattern of Future Tense

a) To express willingness: use only WILL

(a) For Verba

(+) S + Will/shall + V_{INF} + O/C

(-) S + Won't + V_{INF} + O/C

(?) Will/shall + S + V_{INF} + O/C?

(B) For Nomina

(+) S + will be + Adj/N/Adv

(-) S + won't be + Adj/N/Adv

(?) Will + S + be + Adj/N/Adv?

E.g: Dede will come next month

Dede won't come next month

Will Dede come next month?

e.g.: **Dede will be very happy in Japan**

Dede won't be very happy in Japan

Will Dede be happy in Japan?

b) To express a prior plan: use only BE GOING TO.

For Be Going to verb form

(+) S + Be (Is/Am/Are) Going to + V_{INF} + O/C

(-) S + Be (IS/AM/ARE) Not Going to + V_{INF} + O/C

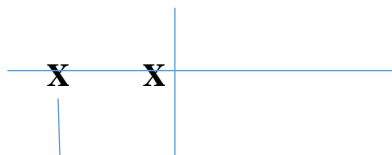
(?) Be (IS/AM/ARE) + S + Going to + V_{INF} + O/C

(Dede is going to check up now)

(Dede isn't going to check up now)

(Is Dede going to check up now?)

2.5.5. Present Perfect Tense



XXXX

According to Azar (2002:36), present perfect expresses the repetition of an activity before now. It expresses an idea that something happened (or never happened) before now, at an unspecified time in the past. Present perfect verb forms are made with have/has + past participle.

e.g. : *Dede has drawn some beautiful pictures in his lifetime.*

Dede has been in Bandung since 2017

2.5.5.1 The Pattern of Present Perfect

(a) For Verba

(b) For Nomina

(+) S + Have/Has + V₃ + O/C

(+) S + Have/Has + been + Adj/N/Adv

(-) S + Have/Has + NOT + V₃ + O/C

(-) S + Have/Has Not + been + Adj/N/Adv

(?) Have/Has + S + V₃ + O/C ?

(?) Have/Has + S + been + Adj/N/Adv?

e.g: **Dede has drawn** himself

e.g: **Dede has been** in Bandung since 2017

Dede hasn't drawn himself

Dede hasn't been in Bandung since 2017

Has Dede drawn himself?

Has Dede been in Bandung since 2017?

2.6 Previous Study

In the research, it is necessary to find reviews of previous studies to avoid the reduplication. Some similar studies have been conducted to find out the common errors that occurred in the use of five tenses (core systemtense).

The first research was conducted by **AdiSamrin** (State Islamic University of Sultan SyarifKasim Riau), entitled "An Analysis on the 2nd Years Students' Errors in Constructing Tag Question in SMPN 3 Mandau". The subject of this research was the 2nd grade students of SMPN 3 Mandau and the object of this research was students' errors in constructing

English tag question. The researcher took 15% of the population and to collect the data needed for that research, researcher used test, interview, and questionnaire. The test was used to find the students' errors in constructing tag question and it consisted of 30 items, meanwhile, interview and questionnaire are used to obtain the factors influencing the students' errors in constructing tag question. The differences of this study were this study only discuss about tag question, not the core system tense, using interview and questionnaire for collecting data and also the result of data analysis. The equalization of this study is discussing tag question.

The next research was conducted by **IisFabriani** (State Institute for Islamic Studies), entitled "An Error Analysis of Core System Tense Produced by the Second Year Students of *mtsMamba'ul – UlumBedantenBungah Gresik*". The result of data showed that the type of tense in the core system tense that the second year students of *mts.Mamba'ul – UlumBedantenBungah Gresik* frequently produced error are simple present tense 19%, present progressive 20.30%, past tense 23.31%, simple future 16%, and present perfect 21.42%. The errors found are caused by Interlingua and Intralingua: overgeneralization 40.79, ignorance of rule restriction 1.32, incomplete application of rules 17.11%, and also false concept hypothesized 19.73%. In addition, she found that overgeneralization was the dominant error that occur in the work of the students. The differences of this study were this study only discuss about tag question, not the core system tense, using interview and questionnaire for collecting data and also the result of data analysis. The equalization of this study is discussing tag question.

2.7 Conceptual Framework

Error analysis is attempted to study the learners' errors. There are four types of error, namely: omission, addition, misformation, and misordering. In this research, the writer asks students to make some sentences of core system tense. The writer analyzes those sentences in tag question of the core system tense.

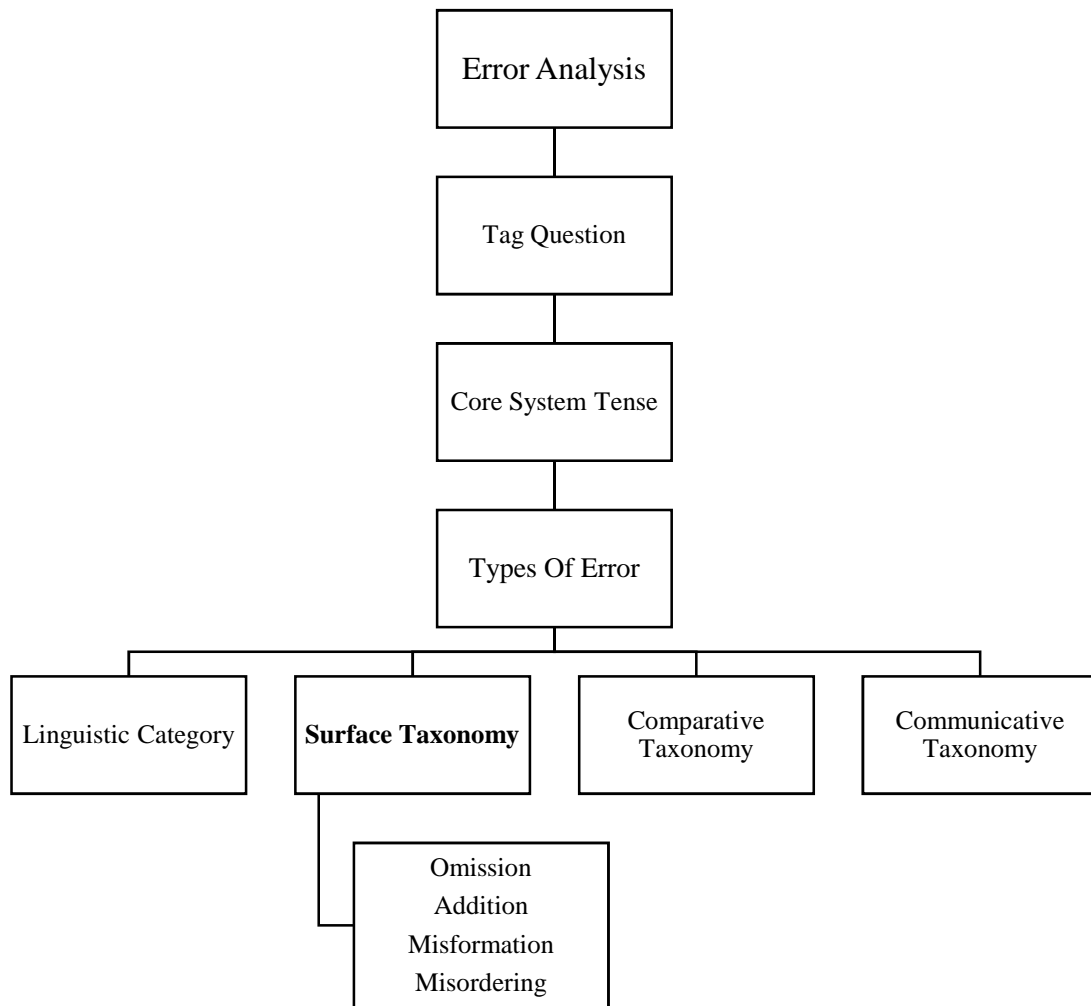


Figure 2.1 Conceptual Framework

**An Error Analysis On Making Tag Question In Core System Tense
Made By The 2nd Grade Students**

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer discussed and reviewed research methodologies that was used in this study. First, this chapter discussed about research design, location and time of the study and continued with subject and object of the study. Next, this chapter discussed about research procedure, technique of collecting data and technique of analyzing data.

3.1 Research Design

In this research, the writer used descriptive qualitative which was designed to obtain information to determine the nature of a situation and to describe what exists in a current study objectively.

John Creswell (2014:38), “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. The process of research involved emerging questions and procedures, data typically collected in the participants setting, data analysis inductively building from particulars to general themes, and the writer making interpretations of the meaning of the data.

3.2 Location and Time of the research

The research was conducted at SMA Swasta Hosana on 30th July 2018. It was located at Jl. Tanjung Mulia No. 7, Medan. The research was done for 90 minutes.

3.3 Subject and Object of the research

The subject of this study was XI IA-1 of SMA Swasta Hosana. Meanwhile, the object of the study was the students' errors on making tag question.

3.4 Research Procedure

This study conducted under the following steps:

1) Preparation

In this step, the writer prepared based on the problem that identified in the preliminary research.

- a) Making research proposal
- b) Choosing XI IA-1 of SMA Swasta Hosana, Medan as the population
- c) Making research instrument. Here, the instrument was test. The test was about tag question.
- d) Asking headmaster's permission whose school was used as place of the research, especially second grade students.
- e) The writer asked the English teacher to conduct the research.

2) Activities

In this step, the writer conducted the real observation. The writer contributed paper tests that consisted of tag questions. Then, the writer asked students to do the test for 90 minutes. After that, the writer collected students' task.

3.5 Techniques of Collecting Data

To collect the data, the writer took some following ways. Firstly, the writer gave 60 tests to the student on making tag question of each sentences in core system tense. Then, the writer asked students to answer those questions. The writer gave 90 minutes for

students to answer those tasks. After that, the writer collected students' paper. The last, the writer identified the errors made by students on making tag question.

3.6 Techniques of Analyzing Data

After collecting the data, the writer analyzed the types of error that made by students as a techniques of analyzing data. Based on the descriptive qualitative that was applied in this study. The writer analyzed the data as follows:

- a) Identifying the types of errors made by students in core system.
- b) Classifying the types of errors.
- c) Analyzing the data.
- d) Concluding the analysis.

$$P = \frac{F}{N} \times 100\%$$

In which:

P : The percentage of error

F : The number of error

N : The total respondents