CHAPTER V

CONCLUSION

5.1 SUMMARY

English is taught and learned as a foreign language in Indonesia and the basic grammar of the English is taught to Indonesia students beginning from the Junior High School. The problem with the teaching of English grammar in Indonesia is that the students very often make errors throughout the learning process. This is due to the fact that the nature of the target language is different from their native language. The students may find some elements of the target language that are different from their native language.

Realizing the fact that the second year students of SMAK St. Stanislaus II Kalijudan Surabaya still had difficulties in constructing English Tag Question correctly, the writer decided to find the types of errors made by the students in the learning of English Tag Questions.

After she administered a test in English Tag Questions, she classified and counted the errors encountered into two types, namely : errors of the personal pronouns and errors of the auxiliary verbs.

Based on the findings, she concluded that the causes of the errors as are follows :

a. The students did not pay attention to the possesive pronouns of the subjects in the statement part. They used the wrong forms of the pronouns in the tag question. These errors might be caused by transfer of training.

b. The students did not notice the use of " aren't " in the tag question after " I am " in the statement part. The cause of this error is Intralingual transfer in false concept hypothesized.

c. The students were not aware of the rules of imperative sentences which should be followed by " will + you " in tag question. The cause of this error is Intralingual transfer because of their wrong strategies of language learning.

d. The students overgeneralized imperative sentences which should be followed by pronoun " you ". They were not aware of the rules of imperative sentences beginning with " let's " which should be followed by " shall + we ". The cause of this error is Intralingual transfer in over generalization.

e. The students did not realize that sentences containing negative words like 'nothing' and 'nobody' are followed by affirmative question tags. The cause of this error is Interlingual transfer in language transfer.

f. The students did not pay attention that "there" can be

used as a subject in question tags. The cause of this error is intralingual transfer in over generalization.

g. The students did not use the appropriate auxiliary according to the tense of the statement part. This type of errors might be caused by intralingual interference. Another cause of this error is that the students were not aware of the existence of modal auxiliaries in the statement part. They had false concept hypothesis that the form " could, would might " were interpreted as a marker of the past tense and " can, will, may and shall " were understood to be the corresponding marker of the present tense.

h. The students overgeneralized that all affirmative statement should be followed by negative tag. They used negative tag although the sentence containing negative words like 'nothing', 'nobody'.

5.2 Suggestions

The findings of this study show that English Tag Questions are still considered difficult to SMA students of Santo Stanislaus II Kalijudan Surabaya. Realizing that fact, the writer would like to give some suggestions. The following are the suggestions:

(1) The teacher should emphasize the existence of auxiliary and personal pronoun in constructing English Tag

Question by ordering sentences within drills in such a way that the students will provide practice items. The teacher could drill together, for example, sentences with 'be' or 'have' or 'can'. She would first drill the utterances around a particular verb form or item in order to give some confidence in mastering the English Tag Question.

(2) The teacher should explain the variable forms in constructing English Tag Question. They are :

a. affirmative statements should be followed by negative tags and negative statements should be followed by positive tags ;

b. the auxiliaries repeat themselves in the tag, for example, in Present Continous Tense, Future Tense, Past Continous Tense and Present Perfect Tense ;

c. 'aren't' is used in the tag question after " I am " in the statement part ;

d. the imperative sentences should be followed by 'will + you' in tag question and 'shall + we' for imperative sentence beginning with " Let's " ;

e. sentences containing negative words like 'nothing', 'nobody' should be followed by affirmative tag questions. The pronoun "it" is used to avoid repeating 'nothing' and "they" is used for 'nobody'. The pronoun "they" is used to avoid repeating 'somebody', 'someone' and 'everybody'.

f. "there" can be used as a subject in tag questions.

(3) The teacher should encourage the students to find the real subject in the possessive form by using pictures or diagrams. If they cannot give the correct form of personal pronoun, they cannot master the English Tag Questions well.

(4) The teacher should give more exercises in constructing English Tag Questions to the students. Since the time allocated to practice English Tag Question in class is limited, it is beneficial for the students to get homework.

(5) This study should be continued using more sophisticated instruments and research techniques to determine the elements of English Tag Question patterns which has been mostly misconstructed by the students of Indonesian High School. An excellent procedure is to use tape-recorder and make effort to help the students produce correct responses.

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