CHAPTER 1

INTRODUCTION

1.1.   Background of the Study

People in this world are eager to learn and tend to use foreign language such as English in order to fulfill their own necessities, whether it is for working outside, making a business, building connection with foreigners or learning that language as a second language learner in school or in university. In the process of learning and acquiring a foreign language, they usually have to face some obstacles. It is because they have to adjust from their first language to a new language. Moreover, some of their mother tongues are different from English, whether in the matter of structure, pronunciation or spelling.

For instance, English-Indonesian learners learn a foreign language and they probably make some errors because English is not their mother language and it has difference in its construction such as the structure or grammar. It is right to say that the second language learners will learn how to arrange the structure of sentences or grammars in English, but sometimes in the process of learning and acquiring a new language we find a second language learner still make some errors. The problem probably because a learner does not put the right structure in the sentences or a learner is not aware of some elements in that language.

For example, when people in Indonesia want to confirm something they use some terms in the end of their statement. In English, there is also the same item as it is, called tag questions, the tag which is attached to the last statement. It

is learned in grammar field. Although it is learned by second language learner, in daily life conversation we do often find that learners tend to say 'Huh?' or 'Correct?' or 'Yes?' or 'Right?' to confirm something rather than to use a complete tag question. Even though they are not totally wrong but there is a specific rule to use proper tag questions. The possibility for that cases are they do not know at all about tag questions or they are not aware to form and use it especially in daily life conversation.

However, this thesis will seek more how far second language learner's ability to acquire tag questions. It concludes in one term of discussion that is named language acquisition process in tag questions for second language learners.
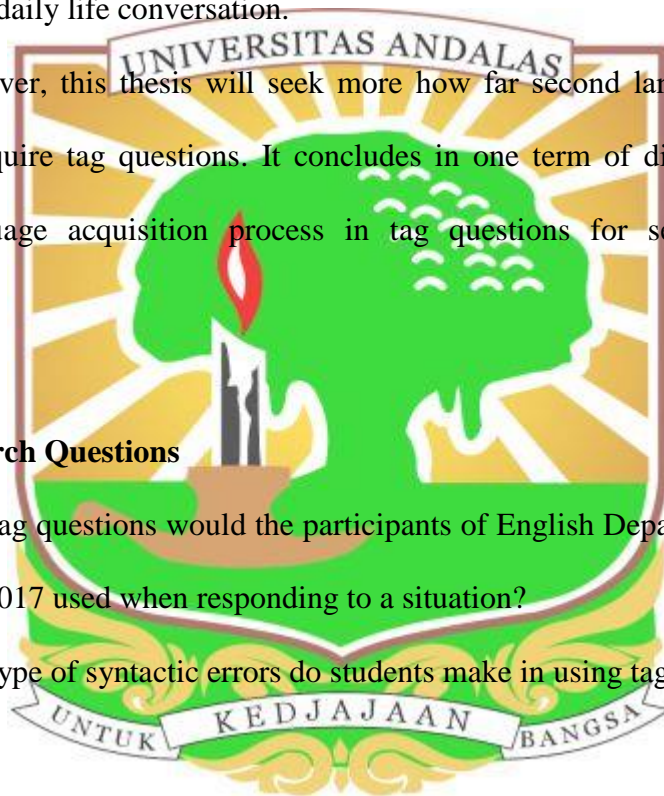
1.2.   Research Questions

1. What tag questions would the participants of English Department Students class 2017 used when responding to a situation?

2. What type of syntactic errors do students make in using tag question?

1.3.   Objectives of the Study

This thesis is written in order to find two main things;

1. To know what kind of tag questions are used by the participants as a second language learner.

2. To know the error of tag question produced by sophomore students of English Department Andalas University 2019 by using the syntactic errors.

1.4.   Scope of the Study

The aim of this study is to know the acquisition of acquiring tag questions from the Sophomore Students of English Department Students class 2017 as the second language learners. The research only focuses on the types of tag question which are used by the participants and what types of errors produced by the participants by using the syntactic errors. The data analysis is only limited with the inaccurate variant tag question. It means the accurate tag question and invariant tag question will be the exception.

1.5.   Methods of the Study

1.5.1   Data Collection

1.5.1.1 Informants/ Source of the Data

The participants are the students of English Department Andalas University class 2017 as the second language learners. The subject was chosen by several considerations. First, they are the active English Department students who are available around campus. Second, they are sophomore students who have already learned structure in English for two years in English Department Andalas University. Third, all of them are second language learners who do not come from the same language background.

1.5.1.2 Instrument - DCT (Discourse Completion Test)

In this thesis Discourse Completion Test (DCT) designs for testing language acquisition from the learners in order to create and produce tag question in certain situation. DCT that is used in this research contains twelve situations in

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Indonesia language. It is not written in English to avoid a wrong concept for the learners. The learners will become easier to understand well each situation which is created. Then, all participants should fulfill all the situations.

In order to make sure that the instrument works to the participant of English Department Students class 2017, the instrument already tested to the eight students of English Department Students 2015 with different variations of DCT. Firstly, the instrument of DCT was written in English, but after it was spread the participants class 2015 could not produce tag question. The evaluation showed that the participants do not understand the context or the situation in DCT. It is not an effective way. Then, the DCT was changed into Indonesian language and it presented a better result.

1.5.1.4 Data Collecting Procedure

After the instrument was applicable and it was arranged in one single file of questionnaire form, the participants were contacted. The appointments were held in some places. The data were taken during final examination days. Mostly, the participants could be found in the Resource Centre Faculty of Humanities Andalas University, while some of them should be met in classrooms.

Then, the questionnaires were given to the participants after explained them some instructions and reminded them to fulfill all the questions in the questionnaire form. All questionnaire forms were collected one by one. The process of collecting the data was held in a week.

Actually, the English Department's students class 2017 consisted of 82 students, but after the data were sorted one by one only 65 students became the participants. 17 participants did not fulfill the questionnaire because it was hard to meet them in examination days due to different schedules of the participants.

1.5.2   Data Analysis

In order to analyze the data, there were several steps that have been done. Firstly, the data have been checked one by one manually and the data were sorted based on the tag question or not. Secondly, the data were recapitulated based on the research questions. Then, the data were checked for accuracy by sorting each error and the data analysis were inserted in some tables. The last, the explanations and assumptions were given to each data.

1.5.3   **Data Presentation**

In order to present the data analysis, there were several tables which were created. Table one in the analysis was created to present the data of the DCT's result. The table showed the number of the participants who could produce tag question in a certain situation and what kind of tag question's variation which the participants were used, either variant or invariant Tag question.

Table two in the analysis was the table of the inaccurate variant tag question with a single error. The function of this table to give the information related to what types of a single error produced by the participants.

Then, table three was a table of the inaccurate tag question with multiple errors. The table was the recapitulation of multiple errors when producing tag question.
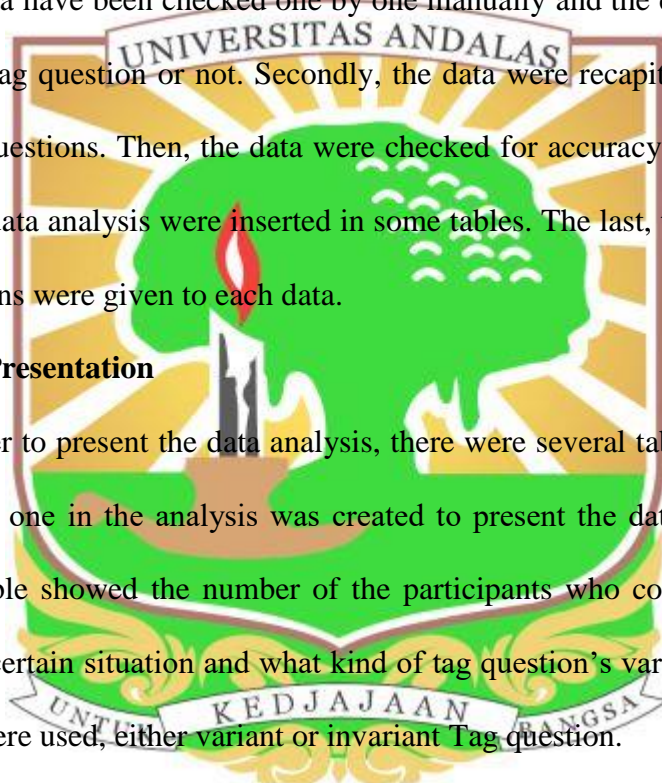
Then, there was the finding table in the analysis chapter. That table consisted of the information related to the classification of the errors in tag question and what types of errors which were produced by the participants. Furthermore, there were several tables of students utterance in the end of this thesis as the appendix.