

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion of the study and the suggestions. The conclusion is line with the problem statement, objective of the study and the result of data analysis. The suggestion is in line with the significance of the study and the result of the study. The conclusions and suggestions are presented below.

5.1. Conclusion

The conclusion is actually the answer to the problem statement in chapter I. it is like a summary of what has been analyzed, described and found in chapter IV. Based on the result of the data analysis, the conclusion in detail is presented below:

5.1.1 The Student's Ability Level as a Class In using Question Tag

Before presenting the student's ability level on the whole test, the ability level as a class in each kind of test is presented. The eighth grade student's of SMPN 5 Kupang in the school year 2018/2019 have an ability in using and formulating question tag With the level of ability 8.095. It is classified Good according to standard of measurement.

5.1.2 Areas of Difficulties in Using Question Tag

The test items that are taken as the examples of explaining the areas of difficulties are that more than 10 (50%) students who answered incorrectly. The eighth

grade students of SMPN 5 Kupang still get confused in formulating question tag. The areas of difficulties of the eighth grades students of SMPN 5 Kupang is in the form of question tag and the rules of using question tag. For example:

1. Student number 2

a. Number 8

This student did not follow the correct rule. The sentence should be : “ The cat is hungry, isn’t it?” It should not be “ isn’t she”. The form of the tag was wrong.

b. Number 9

This student did not follow the correct rule. The sentence should be: “ Marta and his sister are beautiful, aren’t they?” It should not be “ can’t we”. The form of the tag was wrong.

2. Student number 3

a. Number 5

This student did not follow the correct rule. The sentence should be: “My mom is at home, isn’t she?”. It should not be “ isn’t it”. The form of the tag was wrong

b. Number 7

This student did not follow the correct rule. The sentence should be: “ We can do it by ourselves, can’t we?”. It should not be: “isn’t it”. The form of tag was wrong

3. Student number 18

a. Number 3

This student did not follow the correct rule. The sentence should be: “Andi is sick, isn’t he?”. It should not be: “ isn’t the”. The form of tag was wrong

b. Number 4

This student did not follow the correct rule. The sentence should be: “ You are an engineer, aren’t you?”. It should not be: “ isn’t it”. The form of tag was wrong

4. Student number 19

a. Number 10

This student did not follow the correct rule. The sentence should be: “I’m smart, aren’t i?”. It should not be: “ aren’t it”. The form of tag was wrong

b. Number 2

This student did not follow the correct rule. The sentence should be: “They are doctors, aren’t they?”. It should not be: “ even they”. The form of tag was wrong.

5.2 Suggestion

In the line with the significance of the study and the result of data analysis, a number of suggestion would be offered to many sides in accordance with their role, responsibility, capacity, and capability.

1. The Student's

The student's should improve their knowledge of grammar in general and question tag in particular. The student's especially those studying at the researched school are suggested to get a good way of how to learn and to use question tag. The student's are suggested to learn grammatical rule, the example sentences, and practice the use of English grammar in general and question tag in particular.

2. The English Teacher

The English teacher, especially those teaching at the research school are suggested to try to get a good way in how to teach the use of question tag. The English teacher are suggested to teach the student's to be able to know more about question tag. The teachers of English are suggested to teach the grammatical rule, the example sentences, and practice the use of English grammar in general and question tag in particular.

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