

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some literature related to the topic of the study which is divided into four parts and is organized in the order as follows: question tag, types of English question tag, respond to English question tag, and previous study.

A. Question Tag

A question tag is a question added at the end of a sentence. Speakers use question tags chiefly to confirm their information is correct or to seek agreement with what the speakers' saying (Azar, 1989; Lester, 2009; Roostini, 2011).

Question tag refers to the whole construction of the question. The term "tag" will be reserved to the appended element. Meanwhile, the term "anchor" means the utterance being modified (Kimps, 2018). For instance, in the question "you are hungry, aren't you?", "you are hungry" stands for its anchor and "aren't you?" is its tag.

B. Types of English Question Tag

Based on Azar (1989), there are two types of question tags grouped as follows:

1. Question tag with positive statement

Affirmative Sentence	+	Negative Tag
Irene <i>is</i> here		<i>isn't</i> she?
Johnny <i>likes</i> coffee,		<i>doesn't</i> he?
They <i>have</i> arrived		<i>haven't</i> they?

2. Question tag with negative statement

Negative Sentence	+	Affirmative Tag
Irene <i>isn't</i> here,		<i>is</i> she?
Johnny <i>doesn't like</i> coffee,		<i>does</i> he?
They <i>haven't</i> arrived,		<i>have</i> they?

or then Kimps (2018) named the above types as reversed polarity. It is called reversed polarity since the anchor and the tag have different polarities. However, Kimps (2018) also claimed that the category Azar had said as stated above is categorized as a grammatically dependent question tag. On the other hand, there is a term called constant polarity. In this type of question tag, the anchor and the tag share the same polarity. For instance, "he's sick, is he?"

Kimps (2018) also pointed out that there is another classification that can be attached to the type of question tag. It is a grammatically independent question

tag or also known as “invariant tags”. The grammatically independent or invariant tags deal with the anchor and the tag that does not have any effect for each other and it may use several words that do not have any relation with the anchor like “right” and “eh”. For example, “Jeffrey lived in San Francisco for four years, right?”

C. Respond to English Question Tag

The two ways in responding question tags based on Azar (1989) is explained as follows:

1. Responding question tag with positive statement

Affirmative Sentence + Negative Tag → Affirmative Answer Expected

Irene <i>is</i> here	<i>isn't</i> she?	Yes , she is.
Johnny <i>likes</i> coffee,	<i>doesn't</i> he?	Yes , he does.
They <i>have</i> arrived	<i>haven't</i> they?	Yes , they have.

2. Responding question tag with negative statement

Negative Sentence + Affirmative Tag → Negative Answer Expected

Irene <i>isn't</i> here	<i>is</i> she?	No , she isn't.
Johnny <i>doesn't like</i> coffee,	<i>does</i> he?	No , he doesn't.
They <i>haven't</i> arrived	<i>have</i> they?	No , they haven't.

Azar (1989) claimed that to answer the question tag, the respondent should consider the sentence or the anchor first. For instance, to answer an affirmative

sentence, it is expected that the respondent should answer it using an affirmative answer, and vice versa.

D. Pragmatic

The meaning in utterance or sentence sometimes could not be analyzed grammatically or semantically. Here, the pragmatics as the study of how language is used in a particular context or situation is used. Yule (1996) describes pragmatics as the study of speaker meaning which is different from word or sentence meaning. It is the study of language use and its relation to language structure and social context.

Pragmatics is a study of language from the point of view of users. It deals with the choices of phrases they make, the awareness in using the language in social interaction and the effects of language they use in the act of communication (Crystal, 1997). In speaking a language, someone should not only master the grammar and semantic aspect, but also the pragmatic aspect. Speakers should pay attention to the choice of phrases whether they use it to speak to a younger personal, an older personal, or a same age personal.

E. Sociocultural

Sociocultural is not a study about the social or the cultural aspects of human existence. It is related to a combination of social and cultural factors. It is a study concerns with how human's mind recognize social relationship and culture context. Sociocultural is specified to explain how individual mental functioning is related to cultural aspect (Scott and Palinscar, 2013). She added notes that

sociocultural focuses on the roles that participation in social interactions and culturally organized activities play in influencing psychological development.

Sociocultural deals with the influences of social and cultural environments on people's behavior. Socioculturalists argue that understanding a person's behavior requires knowing about the cultural context in which the behavior occurs (Matsumoto & Juang, 2013). In this term, sociocultural in second language acquisition is essential. To communicate with people well, the sociocultural aspects should not be underestimate. People should also learn about the culture of people where they are communicating at the moment of speaking. They need to have a knowledge about the attitudes of the groups of people.

F. Previous studies

For several years, researchers have conducted studies discussing question tag produced by Indonesian such as Sunarti (2011), Syamsiah (2011), and Hendriyono (2018). Sunarti (2011) studied the difficulties that Junior High School students had to deal with especially in producing question tags. In fact, there were a lot of students who often made errors in constructing question tags. The researcher claimed that the question tag is a very complex material to be learned by the second graders of Junior High School. Syamsiah (2011) figured out the difficulties encountered by the second-grade students of SMPN 4 Kota Tangerang Selatan in learning question tag. Based on the discussion, it can be concluded that the students were likely to make errors in making the question tags.

In addition, Hendriyono (2018) analyzed student's mistakes in constructing question tags. The focus of the study is to find out the types of error in constructing question tags based on surface strategy taxonomy at the first semester of the tenth grade of SMA Mathla'ul Anwar Sindangsari South Lampung in the academic year of 2017/2018. The finding of the study shows that many students had problems when they made question tags. The errors are in the form of omission, addition, misformation, and misordering.

It can be drawn from those researches that there were still many mistakes the Indonesian students made in creating a question tag. However, there is no research yet discussing how English department students create and respond the English question tag. The importance of communicating is not only on the side of creating a statement or a question but also on giving responses to them. The worst-case might appear while the interlocutor cannot respond well. Then, the possibility of misunderstanding and miscommunication might be high in rate.

A study which aims to examine participants' pragmatic competence toward English for neutral and formal request and to find evidence of Indonesian English speakers' lack of pragmatics competence toward various setting of English pragmatic situations was conducted by Malik (2019). The researcher found out that the participants were not particularly consistent in their perception of different formality levels. Eight participants out of 15 participants were able to identify the formality levels. They were able to differentiate the phrases used while speaking to difference age level. The number was considered rather low.

This result demonstrate the findings that a relatively high level of proficiency does not guarantee a high level of pragmatic competence.

Moreover, English in Indonesia is declared as a foreign language. In the classroom learning and teaching activity, the learners most of the time do not have an opportunity to interact with English native speakers. They do not have a chance to practice in communicating with natives of English. This creates a boundary to interact in English like natives do. This issue was discussed in a study conducted by Suryoputro & Suyatno (2017). Suryoputro & Suyatno found out that an Indonesian student of English department faced a sociocultural failure while communicating with a foreign tourist. The Indonesian students was offered a drink and he replied it with “No, Thanks?” The foreign tourist thought that the student refused his offered and did not offer him for twice. Meanwhile, the Indonesian students actually wanted to enjoy the drink too.