

Competence of Education Students in Using Tag Question

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Abstract- *This study sought to determine the competence level of junior Elementary Education students in using tag question. Descriptive design was used in this study with the complete enumeration of the respondents. The main instrument used in gathering data was in a form of a questionnaire which was adapted. Whereas, the statistical tools frequency distribution, percentage, Spearman Rho Correlation and Chi-Square were used in the analysis of data. Findings showed that the respondents graduated from public school. They preferred books as their English reading materials. As for the grades of the respondents, majority of them described as very good, performed low in editing sentences. In addition, the competence level of the respondents was described as moderately competent. Therefore, it is recommended that Education students should have an in-depth learning in sentence structure to level up their competence in using tag questions and instructors should come up with effective strategy that motivate students in learning sentence structure with tag questions so as to help them increase their competence.*

Keywords – Competence, Tag Questions

INTRODUCTION

Language provides people with a tool for expressing meaning and also for communicating thoughts, feelings, or perceptions. Indeed, most typically, language is used for sharing knowledge or information. Notwithstanding, there are some things of which speakers are certain, and others of which are less certain.

One of the most important things to master in learning a foreign language is the grammar of the language. It is undeniable that there are difficulties in the learning of grammar of a foreign language both the grammatical structure and its application.

One of the grammar elements is “tag question.” Tag question is a grammatical structure in which a declarative statement or an imperative statement turns into a question by adding an interrogative clause or what we usually call as “tag.” Moreover, tag questions can be an

indicator of politeness, emphasis, or irony. This can also be used when someone wants a confirmation.

It is necessary to ask, therefore what restrictions there are on the form of the tag, what the relationship between the tag and the rest of the sentence might be, and whether there are any other characteristics that serve to identify tag questions. An observation of particular interest is that while it is possible for there to be sentential negation in either the tag or main clause, it does not appear to be possible for there to be negation in the tag and the main clause at the same time (Atienza, 2016).

Since language learning occurs through habit formation, error correction is thought to be useful for conscious learning about the grammar of the language, some error corrections must be done so that the students know the correct rules in English (Klammer, 2013).

struggle to understand the message and actually damage the credibility as an author.

Thus, this research talks about using tag questions with the following formulated objectives: (1) To determine the profile of the respondents such as grade in English, most preferred reading material in English 102 (Writing in the Discipline), and type of secondary school attended, and most preferred English reading materials; (2) To determine the level of competence in using tag questions among the Education students; (3) To determine the significant relationship between the competence of junior Bachelor of Elementary Education students in using tag questions and their profile.

METHODOLOGY

Descriptive design of research. It is a designed which aims to investigate the extent to which variations in one or more factors correlate with variations in one or more factors based on correlation coefficient. The respondents of this study were the forty-seven students who were selected through complete enumeration. This study used a questionnaire as the main data gathering instrument which was adapted. The data were tallied, categorized, analyzed and subjected to normative measures by the use of frequency counts, percentage distribution, Spearman Rho, and chi-square.

RESULTS AND DISCUSSIONS

Profile of the Respondents

The results show that all the respondents graduated from public high school. As for the respondents' most preferred English reading materials, five (5) or 10.60% preferred encyclopedias. On the other hand, there are four (4) respondents with a percentage of 8.50% who preferred

journals and three (3) or 6.40% preferred dictionaries. It is notable that the majority preferred reading English books having the frequency of thirty-five (35) and bearing the percentage of 74.50%. The result of this study is similar to the study conducted by Ordinario and Parayno (2013) which reflected that most of the respondents preferred books as their English reading materials. However, it can be noted that the most obtained grade is 1.75-2.0 which is described as very good while 1.25-1.50 is the least obtained grade. This signifies that most of them performed well in Writing in the Discipline subject.

The finding of Lucena and Sison (2017) can be compared to the result of the present study because most of the respondents in the previous study obtained 1.75 as their grades in the said subject.

Competence of the Respondents in Using Tag Question

Scores	Frequency	Percentage	Descriptive Rating
48-60	2	4.26	Very High
36-47	11	23.40	High
24-35	23	48.94	Moderate
23-12	10	21.28	Low
0-11	1	2.13	Very Low

The table reveals that one of the respondents who obtained a score within the score range from 48-60 with the percentage of 4.26% with the descriptive rating of very high, while 11 (23.40%) respondents got scores ranging from 36-47 which is described as high. There are 23 (48.94) respondents who got scores ranging from 24-35 which is described as moderate. Scores that range from 23-12 obtained by 10 (21.28% respondents with the descriptive rating of low. For the score range from 0-11 obtained by only 1 (2.13%)

respondent with very low descriptive rating.

Apparently, the result shows that the respondents have moderate competence in using tag questions. Interestingly, the result is similar to the findings of Dres and Obina (2015) as most of the respondents in their study were moderately knowledgeable in using tag questions.

Relationship Between the Profile of the Respondents and Competence Level in Using Tag Question

Profile	Spearman Rho	Chi-Square	Descriptive Rating
Grade in Writing in the Discipline	-0.114	0.765	Weak
Most Preferred English Reading Materials			Strong

It can be gleaned that the grades of the respondents in Writing in the Discipline has the Spearman rho value of -0.114 with a descriptive rating of weak which implies that there is a little relationship between the grades of the junior Elementary Education students in Writing in the Discipline and their competence in using tag question. On the other hand, the most preferred English reading materials obtained a chi-square value of 0.765 with a descriptive rating strong. This indicates that the most preferred reading has a strong influence on the competence of the respondents in using tag question.

As for the study of Dres and Obina (2017) which stated that majority of the respondents are moderately knowledgeable in using tag question and the grades of the junior AB English students had an effect in their proficiency in using tag question. While the present study found that the most

preferred English reading materials has the strong relationship with the competence of the respondents in using tag questions.

CONCLUSIONS

After analysis of the findings, the researcher arrived at the following conclusions:

1. The junior Elementary Education students are graduates of public high schools. They perform well in Writing in the Discipline subject. They prefer English books over other reading materials.

2. The junior Elementary Education students are moderately competent in using tag questions.

3. The profile of the respondents in terms of their grade in Writing in the Discipline have a little influence on the competence level in using tag question while the most preferred English reading materials has the strong influence with their competence in using tag questions.

RECOMMENDATIONS

Based from the finding and conclusions drawn in the study, the following recommendations are presented:

1. The students are advised to have an in-depth study of sentence structure to level up their competence in using tag question. English instructors of Elementary Education students are encouraged to come up with an effective strategy that motivates students in learning sentence structure specifically tag questions so as to help the students to increase their competence in this area.

2. Language students should be encouraged to by their English to take serious application and to have an in-depth learning in all the aspects of editing sentences not only on the four classifications which this study focuses so that they will have enough knowledge

which will result to performing well in their course.

3. Future researches may conduct similar studies which include other variables and courses as their subject of investigation.

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