

**THE 11th GRADE STUDENTS' ABILITY TO MASTER THE USE OF
AUXILIARY**

SKRIPSI

*Submitted In Partial Fulfill of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd.)
English Education Program*

By

DESI YUSIDA
NPM. 0802050314



**FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF NORTH SUMATERA
MEDAN
2017**



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 31 Oktober 2017, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Desi Yusida
NPM : 0802050314
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The 11th Grade Students Ability to Master The Use of Auxiliary

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dr. Hj. Syamsuurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum

2. Mandra Saragih, S.Pd, M.Hum

3. Pirman Ginting, S.Pd., M.Hum

3. _____



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umusu.ac.id> E-mail: fkip@umusu.ac.id

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Desi Yusida
N.P.M : 0802050314
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The 11th Grade Students' Ability to Master the Use of Auxiliary

sudah layak disidangkan.

Medan, Oktober 2017

Disetujui oleh:
Pembimbing

Pirman Ginting, S.Pd, M.Hum

Diketahui oleh:

Ketua Program Studi


Dr. Elfrianto Nasution, S.Pd., M.Pd.


Mandra Saragih, S.Pd, M.Hum

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Nama Lengkap : Desi Yusida
N.P.M : 0802050314
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The 11th Grade Students' Ability to Master the Use of Auxiliary

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Desi Yusida

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

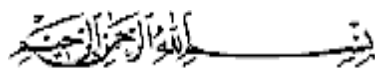
ABSTRACT

Desi Yusida. 0802050314. “The 11th Grade Students Ability to Master The Use of Auxiliary” Skripsi. English Education Program of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatra Utara (UMSU). Medan. 2017.

The objective of the research was to find out the ability of students in the use of auxiliary verbs. This research was done at SMK PAB-3 Medan Estate. This Institution is located on Jl. Mesjid No.1 Medan Estate. The population of this research was taken from the SMK PAB-3 Medan Estate in XI 2017/2018 academic year. The population of this research was 58 students. All the students were taken of sample. The researcher used the quantitative method design. Researcher used the instrument. The instrument is test, the test consists of 20 items that is the researcher made test. Every items has the same score 5 points for the correct answer. The highest possible score is 100 and it considered as a perfect score, the data were obtained by giving answers sheet. Every paper of the students was collected and corrected by the researcher. The researcher identified the student's answer. It was found that the second years students at SMK PAB-3 Medan Estate were able in using of auxiliary verbs. There were 44 students or 76% of students were categorized as able and there were 14 students or 24% of students were categorized as unable.

Key Words: Direct Method, Google Translate Voice, Pronunciation

ACKNOWLEDGMENTS



Assalamu'alaikum Warahmatullahi Wabarokatuh

First and above all, the researcher would like to express thanks to Allah the most almighty, the most beneficent, and the most merciful for giving her favor, ideas, and inspiration. Second, bless and peace be upon the prophet Muhammad as the figure of good civilization, intellectual, braveness, and loving knowledge.

In writing this study entitled "The 11th Grade Students' Ability To Master The Use of Auxiliary Verbs". There were so many obstacles faced by the researcher and certainly without helps many people. Third, especially thanks to her dearest parents, Yusril and Rafida for her pray, advice, courage, moral, material and more supports from she was born until now and the future.

Furthermore the researcher thanks for:

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara.
2. Elfrianto Nasution, S.Pd, M.Pd, as the dean of FKIP UMSU who has given her recommendation to carry out this research.
3. Mandra Saragih, S.PD, M.Hum as the Head of English Education Program and Pirman Ginting, S.Pd, M.Hum as the secretary of English Education Program of FKIP UMSU for their valuable encouragement administration.
4. Drs.H.Amaluddin, MM as headmaster of SMK PAB-3 Medan Estate who have given her permit to research in that school.
5. The Lectures of English Education Program for their knowledge during academic year.

6. Her beloved friends Sorayya Fitri Purba, Dessy Hardiyanti, Haryani Tri Putri that has given her support, attention and helpful in completing the coursework.
7. Her beloved all PPL friends for support and helpful in completing the task PPL.

The last, she realizes that research is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive, criticism, comments, suggestion are welcomed for further improvement of this reseacrh.

Wassalamu'alaikumWarahmatullahiWabarokatuh.

Medan, October 2017

The Researcher

Desi Yusida
0802050314

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Grammar is very important in language teaching and learning as it creates learners who can use and understand the language and communicate effectively. Teachers need an excellent knowledge of grammar in order to know what level of difficulty to teach their students.

The reason for grammar's importance is that we can write and speak without error. Nowadays we write more than we speak. Emails, sms and Internet forums have increased as well as traditional media like letters, books, magazines, contracts, reports and journals. The need for grammatical accuracy has grown. As a result of this situation grammatical accuracy is needed evermore. This is so when commands, orders, requests and are made and they must be understood. The knowledge about thoughts on grammar amongst students would then help teachers to adjust and adept the way grammar is used in language teaching. The main finding of the questionnaire was that a majority of the students think of grammar as a valuable asset in language learning, but at the same time have somewhat different understandings of grammar. English has become an international language which is very widespread and essential in daily life. It has great role not only as a means of communication but also a medium of transferring knowledge and technology from developed countries to the developing countries. Hence,

English has become a significant subject to be learnt in schools of different countries.

In Indonesia English is a foreign language that is taught beginning from the Junior High School until the University level, following the Curriculum that is arranged by “*DEPDIKBUD*” (The Department of Education and Culture).

However, there are some Elementary Schools where English was taught, too. Here the students learn the names of things, the English alphabet, Greeting, and other simple materials. It is just to practice and to introduce English to the children. Of course, it is different from studying in Junior High School.

To learn English, students must know the basic of English subject because it is very important in forming a sentence in English. It is called grammar. Grammar influences the vocabulary, Listening, Reading and Writing. For instance, to say ‘*a dog*’ different from ‘*two dogs*’, ‘*one baby*’ and ‘*three babies*’, or ‘*I am a student*’ different from ‘*I was a student*’ and so on. Because of grammar is important in English, students have to learn it. Auxiliary verb is one part of grammar that should be studied by students. Because it has a role to form sentences in tenses. For example, to formulate tenses in negative and interrogative forms, continuous and passive forms.

e.g. : - She doesn't go to school.

- Does she go to school?

- She is going to school.

- She is called by mother.

Those are in Present Tense, but in Past tense :

e.g. : - She didn't go to school.

- Did she go to school?

- She was going to school.

- She was called by mother.

Auxiliary can also be used to express or to emphasize something in a sentence.

e.g. : I do remember it.

Auxiliary has been taught since Junior High School to the first year students.

But Junior High School students often make mistakes in using it. They put auxiliary verbs not as should be.

For instance : - Rudi were playing football

- Do Susi go to school? Or

-Susi does go to school?

It happened because they are still confused about the use of auxiliary verb itself. They don't know which one the pair of the third person is and how to put it in interrogative form. The researcher herself has ever seen some students make mistakes like this. Actually, they have learnt it but in practicing, they still do it.

B. Identification of Problem

The problem of this study is identified as being related to

1. the students' ability in using auxiliary verbs and
2. the students' difficulties in using auxiliary verbs.

C. The Scope and Limitation

As the title of this research, the researcher limits the problem of this research. So it will focus and clearer to be examined. Further, the researcher has limited time and chance to investigated the larger problems. So, this research is limited in the students' ability and their problems in using auxiliary verbs.

D. The Formulation of Problems

The problems of this researcher are formulated as the following

1. Are the students' able to use auxiliary verbs?
2. What are the difficulties faced by students' in using auxiliary verbs?

E. The Objective of Study

In relation the problems, the objectives of the study are

1. to describe the students' ability in using auxiliary verbs.
2. to elaborate students' difficulties in using auxiliary verbs.

F. The Significance of study

Findings of this research are expected to be useful and relevant to

1. those who want to study auxiliary verbs,
2. English teacher to find out the solution on the students' difficulties in learning linking verbs and
3. students who want to study the use of auxiliary verbs.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Understanding Of Learning Achievement

Before clarifying the understanding of learning achievement, it is better to know the meaning of 'learning' and 'achievement' first in order to get clearness in discussing it later. There are many definitions of learning that are mentioned by experts. According to lexical meaning, learning is getting knowledge through studying, as said in BBC dictionary: "Learning is knowledge that has been gained through studying." Melvin H. Marx defines learning as "a relatively enduring change in behavior which is a function of prior behavior (usually called practice).

Next, the word 'achievement' , means "something done successfully, with effort and skill."

From the description above, it can be concluded that 'learning achievement' means the efforts are done in order to get a change in behavior or to gain the knowledge through studying. In this case, a change in the ability of students to master specific skills as a result of learning process.

Learning is very important to everybody. Because by studying, we will know many things in the world. In Islamic teaching, we are ordered to have knowledge as much as possible, and it has become an obligation to us.

In learning, the students should have learning achievement in order to know how much the students can catch the lessons that has been given. But the learning achievement is influenced by two factors, those are internal factor and external factor. Knowing these factors are important to help students reaching learning achievement well.

A. Internal factor:

1. Physiology, such as, eyesight, sense of hearing, condition of body, etc.
2. Psychology:
 - a. Intellectual factor includes:
 - Potential that is intelligence and talent.
 - Skill that is achievement.
 - b. Non intellectual factor that is personality, such as character, behavior, proclivity, need, motivation, emotion, adaptation.
3. Physical and psychological maturity.

B. External factor:

1. Social factor includes family, school, society, and group.
2. Culture factor such as, customs and traditions, science, technology, and art.
3. Physical environment factor such as, house, learning facility, climate.
4. Security or spiritual factor.

It is clear that the two factors above are important to have. Because the students will be lazy to study if they are not so well or sick thus, if the students have no talent to the subject, so they will not study seriously, likewise, if the

environment around them is not good or unpleasant, there is no motivation from their parents, the result of these of course will decrease students achievement.

2. The Description Of Auxiliary Verbs

Before coming to descriptions of auxiliary verbs, the researcher would like to divide the word auxiliary verb into 'auxiliary' and 'verb'.

Auxiliary is helping or supporting as a verb to form tenses. It is always combined with another verb or lexical verb in forming a sentence.

e.g : She is writing.

'Is' is auxiliary and 'write' is meaningful verb.

As Wren and Martin in High school English Grammar say "An auxiliary is a verb used to form the tenses, moods, voice, etc. of other verbs."

The following is list of auxiliaries:

be	may, might	ought to
have	shall, should	used to
do	will, would	need
can	could, must	dare

Those are also called anomalous or special verbs that can combine with n't in the negative ;

e.g : isn't, haven't, mustn't, and so on.

Can make question tags ; isn't it?

can't you? or

Stand for a whole verbal group in appended statements:

e.g: He likes sweets and so do I.

While 'verb' is word or phrase that indicate what somebody or something does, it is shown by an action, such as, to work, to sing, to play, etc.

“Verb is a word like ask, make, play, be, can, which can be used with a subject to form the basis of clause. Most verbs refer to actions or states.”

Two or more words may be joined together into a single verb phrase that functions as the full verb of the predicate. This first part of the verb phrase is the auxiliary (auxiliaries), and the second part is the lexical verb.

e.g: - She will be coming.

- You may be reading.

The auxiliary verb acts as a 'helping' verb to the lexical verb together forms:

- 1) A structure in sentence that marks differences in tense, or that signals questions and negative.
- 2) A variety meaning such as ability, possibility or necessity (modal auxiliary).

Auxiliary combines with lexical verbs that are in simple form (unchanged) ;

e.g. will open, in -ing form ; is opening, or in -ed form ; was opened.

The number of auxiliaries used with a lexical verb varies. A lexical verb may have no auxiliary ; he opens/opened.

One auxiliary ; - he will open.

- he can swim.

Two auxiliaries ; - he has been opening.

- he may be swimming.

Three auxiliaries ; - he *may have been* opening.

- He *will have been* opening.

There are three types of auxiliaries, each has a different purpose.

2.1 Tense Auxiliary – Be, Have, Will, Shall

The tense auxiliaries perform a structural functional only. Be occurs with –ing present participle in the progressive forms of the tense, and with the –ed past participle in the passive forms of tenses. Have is used for the perfect tenses. Be and have are also independent verbs. Will and shall used for the future tenses.

2.1.1 Auxiliary Verb “be”

Auxiliary verb “be” is one of the one of tense auxiliaries that has been told in descriptions of auxiliary verb above. It is useful to make sentences that relate to tenses the tenses that always use it are present and past tenses. In present i.e. am, is, are, whereas in past i.e. was and were. Each verb is used according to the subject that do action.

For instance: the first person uses am or was.

the second person uses are or were.

the third person uses is or was.

Those are in singular form, but all plural form use are or were.

SIMPLE PRESENT

	<u>Active</u>	<u>Passive</u>
Affirmative	I bring	I am (I'm) called
	You bring	You are called
	She brings	She is called
	He brings	He is called
	It brings	It is called
	You bring	You are called
	They bring	They are called
Negative	I don't bring	I am not called
	He doesn't bring	He is not called
Question	Do I bring?	Am I called?
	Does he bring?	Is he called?

PRESENT CONTINUOUS

Affirmative	I am bringing	I am being called
Negative	I am not bringing	I am not being called
Question	Is he bringing?	Is he being called?

Note:

1. "The affirmative is formed with the infinitive of the verb without to. The third person singular (he, she, it) has-s or es added"

e.g : - She brings.

- He works.

2. “The passive of the simple present is formed with the present of to be + the past participle.”

e.g : - She is called.

- The books are taken.

3. “The present continuous is made of to be + verb + ing or present participle.”

e.g : - She is bringing.

- You are writing.

4. “The passive of present continuous is formed with present continuous of to be + being + past participle.”

e.g : - She is being called.

- They are being punished.

SIMPLE PAST

	<u>Active</u>	<u>Passive</u>
Affirmative	I walked	He was asked
	I talked	We were told
Negative	I didn't walk	He was not asked
	I didn't talk	We were not told
Question	Did I walk?	Was he asked?
	Did I talk?	Were we told?

PAST CONTINUOUS

Affirmative	I was walking	He was being asked
	I was told	We were being told

Negative	I was not walking	He was not being asked
	I was not talking	We were not being told
Question	Was I walking?	Was he being asked?
	Was I talking?	Were we being told?

Note:

1. "Simple past passive is made of was/were (not) + past participle."

e.g : - He was (not) asked.

- The houses were built.

2. "Past continuous is made of to be + present participle."

e.g : - I was walking.

- We were talking.

3. "Past continuous passive is formed with was/were (not) + being + past participle."

e.g : - He was being asked.

- The houses were being built.

The Patterns with Be

<u>Noun Phrase</u>	<u>Be</u>	<u>Adjective</u>
The grass	is	green
Rudi	is	twenty years old
I	am	hungry
Mr. Budi	is	a lawyer
Aminah	was	a student
Budi and Wati	are	from Jakarta

Affirmative short answers:

Singular

Yes, I was.

Yes, you were.

Yes, he was.

Plural

Yes, we were.

Yes, you were.

Yes, they were.

Negative short answers:

No, I wasn't.

No, you weren't.

No, he wasn't.

No, we weren't.

No, you weren't.

No, they weren't.

Be + going to to indicate future time:

e.g : I am going to sing tomorrow.

He is going to study.

You are going to read.

Statement : Rita is going to write a letter.

Yes/No question : Is Rita going to write a letter?

WH-Question : What is Rita going to write?

Comments:

“A form of be and the expression going to is used with the simple form of a verb to indicate future time.” It is usually contracted in speaking and in formal writing.

2.2 Do Auxiliary

The 'do' auxiliary is accompanied by the simple form of the verb (the infinitive without to). It is used only in the simple present tense (do or does) and did in the simple past. It provides an auxiliary to auxiliary less verbs to enable them to function in the following grammatical patterns:

1) Questions

e.g : Do you know my new friend?

2) Negative statement

e.g : I don't know your friend

3) Abridgment – omission or substitution

e.g: Do you see my sister? Yes, I do

I don't like milk and neither does my sister or my sister doesn't either.

Eni works harder than her sister does.

Rini should study hard. Whenever she does, gets good grades.

4) Emphasis

a. A positive contrasting with a negative, often introduced by but.

e.g : - They suppose I didn't understand their purpose but I did understand.

- My teacher thinks I didn't study for my test, but I did study.

b. With a negative expression.

e.g : - The delegation they were sending never did come back.

- The letter were expecting never did arrive.

c. With a concessive type of contrast.

e.g : - Although I have a little time for entertainment, I do go to theater once in a while.

- He does have money, it's all tie up in property.

d. As a positive resolution after some doubt.

e.g : - We are pleased that she does intend to come.

e. With emphatic adverbs – definitely, positively, certainly

e.g : - Do you remember how beautiful she was?

- I certainly do remember.

f. Entreaty

e.g: - Do help me to solve this problem.

- Do come to her party tonight.

2.2.1 Auxiliary Verb “do”

As has been clarified above, there are three kinds of auxiliaries: tense auxiliaries, do auxiliaries and modal auxiliaries. In this case, the researcher will discuss about do auxiliaries.

As auxiliary verb “be”, auxiliary verb “do” is also used in present (do and does) and past tenses (did). Does is used if the subject is the third person or singular. Do is used if the subject is the first and second person or plural. Whereas did is used for all singular and plural. The interrogative and negative of the simple present are formed with do/does (not) + infinitive without to.

e.g : I do not go. Do I go?
 You do not go. Do you go?
 He does not go. Does he go?

In past form: did (not) + infinitive without to

e.g: I did not go. Did you go?
 You did not go. Did I go?
 He did not go. Did he go?

Do is auxiliaries or operators in formation of the negative and interrogative, and in the emphatic affirmative, but it is lexical meaning when do is as full verb.

For example as full verb:

Maryam does homework.

Dedy did his job well.

As auxiliary:

Does Wati do her homework?

Harry didn't do anything.

Did Dedy do his job well?

Do in short answer:

Question : Does father like coffee?

Short answer : Yes, he does.

Question : Do Mr. and Mrs. Abdullah like tea?

Short answer : Yes, they do.

Affirmative short answers:

Singular

Plural

Yes, I do.

Yes, we do.

Yes, you do.

Yes, you do.

Yes, he does.

Yes, they do.

Negative short answers:

No, I don't.

No, we don't.

No, you don't.

No, you don't.

No, she is not.

No, they are not.

No, he doesn't.

No, they don't.

In past form

Question :Did Halim study yesterday?

Short answer : Yes, he did.

Affirmative short answers:

Singular

Plural

Yes, I did.

Yes, we did.

Yes, you did.

Yes, you did.

Yes, he did.

Yes, they did.

Negative short answers:

No, I didn't.

No, we didn't.

No, you didn't.

No, you didn't.

No, he didn't.

No, they didn't.

3. The Using of Auxiliary Verbs in Affirmative and Interrogative Forms

The use of Auxiliary Verb “be”

Be as an auxiliary verb is used in the formation of tenses Present tense:

<u>Affirmative</u>	<u>Negative</u>	<u>Interrogative</u>
I am/I'm	I'm not	Am I?
You are/You're	You're not	Are you?
He is/He's	He's not	Is he?
She is/She's	She's not	Is she?
It/It's	It's not	Is it?
We are/We're	We're not	Are we?
You are/You're	You're not	Are you?
They are/They're	They're not	Are they?

Alternative negative contractions: you aren't, he isn't, etc.

Negative interrogative : Am I not/aren't I?

Are you not/aren't you?

Is he not/isn't he? etc.

Past tense :

<u>Affirmative</u>	<u>Negative</u>	<u>Interrogative</u>
I was	I was not/wasn't	Was I?
You were	You weren't	Were you?
He/She/It was	He/She/It wasn't	Was he/she/it?
We were	We weren't	Were we?
You were	You weren't	Were you?

They were

They weren't

Were they?

Negative interrogative : Was I not/wasn't I?

Were you not/weren't you?

Was he not/wasn't he? etc.

A. The auxiliary be is used

1. in the formation of the continuous tenses.

e.g : - He was working.

- He is working.

2. in the formation of the passive.

e.g : - The window was opened.

- The glass is broken.

B. Be followed by infinitive is used

1. to express a plan, arrangement or agreement.

e.g : - You are to ask him tomorrow.

- She is to be married next month.

2. to state command.

e.g : - You are to put your books on the table.

- Mother says you are to wait till she comes.

C. Be as an ordinary verb is used

1. to denote the existence of, or to give information about, a person or thing.

e.g : - Tom is a carpenter.

- The dog is in the garden.

- Malta is an island.

- The roads were rough and narrow.

- Gold is a metal.

2. to express physical or mental condition.

e.g : - I am cold.

- They were happy.

- You are tired.

- She was calm.

3. for age.

e.g : - How old are you?

- I am twenty years old.

- How old is this building?

- It is 100 years old/

4. to express size and weight.

e.g : - How tall is she?

- She is 1,55 metres.

- What is her weight?

- She is 50 kilos.

5. for prices.

e.g : - How much is this papaya?

- It is Rp. 1000

- The best room is \$. 50

6. Be is used in imperatives

e.g : - Be quiet !

- Be patient !

The Use of Auxiliary Verb “do”

Do in the formation of tense:

Present tense :

<u>Affirmative</u>	<u>Negative</u>	<u>Interrogative</u>
I do	I do not/don't	do I?
You do	You don't	do you?
He does	He doesn't	does he?
She does	She doesn't	does she?
It does	It doesn't	does it?
We do	We don't	do we?
You do	You don't	do you?
They do	They don't	do they?

Negative interrogative : do I not/don't I? do you not/don't you? Does he not/doesn't he?

Past tense :

Affirmative : did for all persons

Negative : did not/didn't for all persons

Interrogative : did he? etc.

Negative interrogative : did he not/didn't he?

B. Conceptual Framework

Auxiliary verb is a verb that gives further semantic or syntactic information about a main or full verb and one of eight parts of speech. This fact makes auxiliary verb as the main materials in learning English. On the other hand, they are the basic concept of English. To learn English, students must know the basic of English subject because it is very important in forming a sentence in English. It is called grammar. Grammar influences the vocabulary, Listening, Reading and Writing. For instance, to say '*a dog*' different from '*two dogs*', '*one baby*' and '*three babies*', or '*I am a student*' different from '*I was a student*' and so on. Because of grammar is important in English, students have to learn it. Auxiliary verb is one part of grammar that should be studied by students. Because it has a role to form sentences in tenses. For example, to formulate tenses in negative and interrogative forms, continuous and passive forms.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was done at SMK PAB-3 MEDAN ESTATE. This Institution is located on Jl. Mesjid No. 1 Medan Estate. The reason why the researcher chooses this location is that in this institution find some problems, which related to the title of this research. That is why the researcher needed to do this research to investigate the problems and their factors. Then by doing this research, the researcher can give a contribution as the problem solving of the problems. This research was done in Oktober 2017.

B. Population and Sample

Population of this research is the second year students of SMK PAB-3 Medan Academic Year 2017/2018, which divide into two classes. They are XI AK consists of 27 students and XI PK consists of 31 students. Both classes have 58 students. The researcher take all population as the sample. The number of sample in this research is 58 students.

C. Research Design

This study used descriptive quantitative method design because this research investigated the students' ability, identify their difficulties and describe their ability. It described their ability and difficulties in using auxiliary verbs in sentences.

D. The Instrument of the Data Collection

This study used an instrument to collect the data. The instrument of this research is multiple choices. The test consisted of 20 items. The test took from internet online test and from the book. The form of items is to measure the students' ability to use auxiliary verbs in sentences. Each correct answer got score 1 and incorrect answer the score is 0, so the highest score is 20.

The test is mainly the test which is focused on testing the ability of the students to use the auxiliary verbs in sentences.

E. Technique of Data Analysis

The following steps implemented for analyzing the data.

1. Giving the test and instruction to the students about the study of the test before doing the test.
2. Scoring the students' answer.
3. The percentage of the students' right or wrong answers are counted by the formula below:

$$Q = \frac{N}{K} \times 100\%$$

Notes:

Q = The percentage of the correct items

N = The number of the correct answer

K = The number of items

4. Measuring the average score by using the following percentage formula:

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

5. Determining the students' ability by using the following criteria. Hamalik (1989:99) says that the students is stated as able when she or he is able to answer more than 65%, namely

Table 3.3
Criteria of Ability

Percentage	Point	Quantitative	Ability
90% - 100%	A	Excellent	Able
80% - 89%	B	Very Good	Able
65% - 79%	C	Good	Able
55% - 64%	D	Poor	Unable
.....5%	E	Very Poor	Unable

CHAPTER IV

DATA ANALYSIS

A. Data

The data of this research were the scores of the students based on the number of provided answer they had transforming the use of auxiliary correctly. The scoring system of the test was that for each correct answer was scored five, and the wrong answer did not affect the score. The student's score were summarized on the following table:

Table 4.1
The True Answer of Each Student

No	Student Initial	True Answer
1	DAS	18
2	SAD	5
3	AIN	6
4	DA	14
5	SRD	7
6	PSS	17
7	AFN	8
8	NS	18
9	TW	10
10	DPS	9
11	AW	17
12	SI	14
13	RY	18
14	LK	8
15	INS	17

16	DAR	13
17	ID	16
18	SN	18
19	NF	10
20	HA	14
21	WHL	18
22	MD	13
23	NKS	7
24	MA	17
25	SR	9
26	MS	13
27	SS	17
28	DT	7
29	MRF	15
30	EA	13
31	ST	17
32	ARH	5
33	YA	15
34	RL	9
35	RM	15
36	NFA	2
37	EYH	14
38	PRI	11
39	MK	10
40	AD	16
41	YM	6
42	NH	14
43	SJ	3
44	ZS	11
45	AR	16

46	HS	8
47	DN	14
48	SWN	3
49	TNA	16
50	RPP	8
51	CTR	4
52	IFN	15
53	PP	11
54	SAY	6
55	IAR	16
56	DLS	9
57	FAB	15
58	TFR	8

From the table above, we could see that there were 5 students who got 18 the correct answer meanwhile 6 students got 17 the correct answer. And then 5 students got 16 the correct answer meanwhile 5 students got 15 the correct answer. And then there were 6 students got 14 the correct answer meanwhile 4 students got 13 the correct answer. Whereas 3 students got 11 the correct answer and then the other 3 students got 10 the correct answer. Others 4 students got 9 the correct answer and then the other 5 students got 8 the correct answer. Meanwhile 3 students got 7 the correct answer, and the other 3 students got 6 the correct answer. Then there were 2 students got 5 the correct answer and the other 2 students got 4 the correct answer. The last were 2 students got 3 the correct answer.

B. Data Analysis

In identifying whether the students are able or not, Hamalik (1989:99) said that : “ A student is regarded ‘able’ when she or he is able to answer more than 70%. In contrast, a student is considered ‘unable’ if she or he could answer less than 70% from the items “.

To analyze the result of the test, the percentage of each student’s ability is calculated as the following :

$$S = \frac{R}{N} \times 100\%$$

Notes:

S = Score

R = The number of correct

N = The number of test items

The result of the data can be seen in the following:

Table 4.2

The Student’s Result

No	Student Initial	True Answer	False Answer	Score	Percentage	Ability
1	DAS	18	2	90	90%	ABLE
2	SAD	15	5	75	75%	ABLE
3	AIN	15	5	75	75%	ABLE
4	DA	14	6	70	70%	ABLE
5	SRD	7	13	35	35%	UNABLE
6	PSS	17	3	85	85%	ABLE
7	AFN	8	12	40	40%	UNABLE

8	NS	18	2	90	90%	ABLE
9	TW	14	6	70	70%	ABLE
10	DPS	17	13	85	85%	ABLE
11	AW	17	3	85	85%	ABLE
1	SI	14	6	70	70%	ABLE
2	RY	18	2	90	90%	ABLE
13	LK	13	7	65	65%	ABLE
14	INS	17	3	85	85%	ABLE
15	DAR	13	7	65	65%	ABLE
16	ID	16	4	80	80%	ABLE
17	SN	18	2	90	90%	ABLE
18	NF	10	10	50	50%	UNABLE
19	HA	14	6	70	70%	ABLE
20	WHL	18	2	90	90%	ABLE
21	MD	13	7	65	65%	ABLE
22	NKS	7	13	35	35%	UNABLE
23	MA	17	3	85	85%	ABLE
24	SR	9	11	45	45%	UNABLE
25	MS	13	7	65	65%	ABLE
26	SS	17	3	85	85%	ABLE
27	DT	7	13	35	35%	UNABLE
28	MRF	15	5	75	75%	ABLE
30	EA	13	7	65	65%	ABLE
31	ST	17	3	85	85%	ABLE
32	ARH	5	15	25	25%	UNABLE
33	YA	15	5	75	75%	ABLE
34	RL	9	11	45	45%	UNABLE
35	RM	15	5	75	75%	ABLE
36	NFA	5	15	25	25%	UNABLE
37	EYH	14	6	70	70%	ABLE

38	PRI	11	9	55	55%	UNABLE
39	MK	10	10	50	50%	UNABLE
40	AD	16	4	80	80%	ABLE
41	YM	6	14	30	30%	UNABLE
42	NH	14	6	70	70%	ABLE
43	SJ	13	7	65	65%	ABLE
44	ZS	14	6	70	70%	ABLE
45	AR	16	4	80	80%	ABLE
46	HS	15	5	75	75%	ABLE
47	DN	14	6	70	70%	ABLE
48	SWN	15	5	75	25%	ABLE
49	TNA	16	4	80	80%	ABLE
50	RPP	8	12	40	40%	UNABLE
51	CTR	5	15	25	25%	UNABLE
52	IFN	15	5	75	75%	ABLE
53	PP	13	7	65	65%	ABLE
54	SAY	15	5	75	75%	ABLE
55	IAR	16	4	80	80%	ABLE
56	DLS	14	6	70	70%	ABLE
57	FAB	15	5	75	75%	ABLE
58	TFR	16	4	80	80%	ABLE

From the table above, it shows that there were 5 students who were categorized as excellent, in other words, there were 5 students were categorized as able. Others 21 students were categorized as excellent, in other words, there were 21 students were categorized as able. Whereas 18 students were categorized as excellent and others 18 students were categorized as able. Meanwhile there was 1 student was categorized as excellent, the other 1 student was categorized as

unable. The last 13 students were categorized as excellent while 13 students were categorized as unable.

From the result obtained above, it proves that there were 44 students out of 58 students as the sample were categorized as able in transforming verb into noun and there were 14 out of 58 students as the sample categorized as unable. The whole percentage can be computed by using the formula as follow :

$$Q = \frac{X}{Y} \times 100\%$$

Note :

Q = the percentage of able/unable students

X = the number of able/unable students

Y = the number of students

$$Q = \frac{44}{58} \times 100\%$$

$$= 76\%$$

$$= \frac{14}{58} \times 100\%$$

$$= 24\%$$

From the computation above, the student who were categorized as able were 44 students or 76%. Meanwhile, the student who were categorized as unable were 14 students or 24%. From the data obtain above, it can be concluded that the students of SMK PAB-3 Medan Estate 2017-2018 academic year, especially on the second years students were able in using auxiliary verbs.

Table 4.3
The Result of The Student's Score

No	Student initial	True answer	Score (x)	X ²
1	DAS	18	90	8100
2	SAD	15	75	5625
3	AIN	15	75	5625
4	DA	14	70	4900
5	SRD	7	35	1225
6	PSS	17	85	7225
7	AFN	8	40	1600
8	NS	18	90	8100
9	TW	14	70	4900
10	DPS	17	85	7225
11	AW	17	85	7225
12	SI	14	70	4900
13	RY	18	90	8100
14	LK	13	65	4225
15	INS	17	85	7225
16	DAR	13	65	4225
17	ID	16	80	6400
18	SN	18	90	8100
19	NF	10	50	2500
20	HA	14	70	4900
21	WHL	18	90	8100
22	MD	13	65	4225
23	NKS	7	35	1225
24	MA	17	85	7225
25	SR	9	45	2025
26	MS	13	65	4225
27	SS	17	85	5625

28	DT	7	35	1225
29	MRF	15	75	6525
30	EA	13	65	4225
31	ST	17	85	7225
32	ARH	5	25	625
33	YA	15	75	6525
34	RL	9	45	2025
35	RM	15	75	5625
36	NFA	5	25	625
37	EYH	14	70	4900
38	PRI	11	55	3025
39	MK	10	50	2500
40	AD	16	80	6400
41	YM	6	30	900
42	NH	14	70	4900
43	SJ	13	65	4225
44	ZS	14	70	4900
45	AR	16	80	6400
46	HS	15	75	5625
47	DN	14	70	4900
48	SWN	15	75	5625
49	TNA	16	80	6400
50	RPP	8	40	1600
51	CTR	5	25	625
52	IFN	15	75	5625
53	PP	13	65	4225
54	SAY	15	75	5625
55	IAR	16	80	6400
56	DLS	14	70	4900
57	FAB	15	75	5625

58	TFR	16	80	6400
	TOTAL		3895	
	MEAN		67,2	

From the preceding data, it was obtained that :

$$K = 58$$

$$\begin{aligned} \text{Mean} &= \frac{3895}{58} \\ &= 67,2 \end{aligned}$$

The calculation can be seen in the following :

Standard deviation :

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum X^2}{N}} \\ &= \sqrt{\frac{272200}{50}} \\ &= \sqrt{4907,8} \\ &= 70,1 \end{aligned}$$

So the reliability of the test is :

$$\begin{aligned} \mathbf{R} &= \frac{K}{K-1} \left(1 - \frac{m(k-m)}{KS^2} \right) \\ &= \frac{58}{58-1} \left(1 - \frac{67,2(58-67,2)}{58(70,1)^2} \right) \\ &= \frac{58}{57} \left(1 - \frac{67,2(2,8)}{58(4914,01)} \right) \end{aligned}$$

$$\begin{aligned}
&= 1,01 \left(1 - \frac{188,16}{343980,7} \right) \\
&= 1,01 (1 - 0,0005) \\
&= 1,01 (1 - 0,0005) \\
&= 1
\end{aligned}$$

By the calculation, it can be know that the reliability of the test was 1 it means that the test is reliable validity.

In composing and analyzing the material of the test, the researcher followed general and specifies objectives on all book, which are related to students' ability in using the use of auxiliary verbs. The materials were composed in such way. So that the test would be represented enough to measure the students' ability in using auxiliary verbs. It was expected from the curriculum on the other hand the test was 'valid' because it measured what should be measured.

Here, what the researcher means by 'valid' is the material or the contents of the test whish she had composed as possible to measure all what she had already intended through objectives and also the test was representative enough to measure to progress of the students for what they had studied before.

C. Findings

After analyze the data, findings of the research are :

1. Out of 58 students, there were 14 students or 24% were categorized unable in using auxiliary verbs.
2. Out of 58 students, there were 44 students or 76% were categorized able. It menas that the second year students of SMK PAB-3 Medan Estate on the second year students at academic year 2017/2018 were able in using auxiliary verbs.
3. The difficulty faced by the students was that they havewas lack of language use so that they were difficult in using auxiliary verbs.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

A conclusion based on the data analysis and discussion of data, so the data researcher would like to draw some conclusion as follows :

1. Most of the students are able in using auxiliary verbs.
2. Some mistake made by eleven year students of SMK PAB-3 Medan Estate by incorrect students in answer the question from the researcher.

Having ability the data in the previous chapter. It is concludes that 44 students (76%) are categorized able and 14 students (24%) are categorized unable. It means that the eleven year students os SMK PAB-3 Medan Estate are able in using auxiliary verbs.

B. Suggestion

Based on the conclusion previously stated the suggestion of this research can be put forward as follow :

1. It is important for the teachers, especially English teacher to give their students some motivations in order to make them interested to this subject.
2. Explain them that English is useful not only as a lesson in school but also as international language nowadays.

3. Give them a lot of exercises and analyze them in order not to make any mistakes while doing test.
4. Use the communicative method in teaching English so that they will be familiar with English words and it will become their habit too.
5. Teach them some conversations that emphasize the structure of grammar such as auxiliary verbs, question tag, gerund, etc, concerning interesting topics so that they enjoy their English classes.
6. It is better for the Headmaster of SMK PAB-3 Medan Estate to add the facilities of learning English like laboratory of language in order to motivate students to study English.

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APPENDIX

Name :

Class :

Petunjuk

I. Sempurnakanlah kalimat di bawah ini dengan menggunakan auxiliary verbs; am, is, are, was, were atau do, does, dan did.

Example : Budi having breakfast now.

Budi is having breakfast now.

1. Susi come to my house yesterday ?
2. Aminah studying English now.
3. you a student ?
4. Wati and Ani listening to English program when I come last night.
5. I here yesterday.
6. She not like those cakes.
7. The water in a glass.
8. Sugar sweet.
9. Rukiah go to school everyday ?
10. The colour of those books blue.

II. Rubahlah kalimat ke dalam bentuk interrogative.

Example : Irfan reads some books in the library.

Does Irfan read some books in the library ?

1. She puts the books on the table.
2. We bought some fruits in the "Rahmat" fruit shop.

3. I cook the rice in the kitchen.
4. Rudi cleaned the blackboard.
5. They learn English to pass examination.

III. Jawablah pertanyaan berikut :

Example : Did she study yesterday ?

Yes, she did.

No, she did not.

1. Are you an engineer ?
Yes,
No,
2. Do Rina and Rita come to the party ?
Yes,
No,
3. Were they having breakfast together ?
Yes,
No,
4. Does the sun shine ?
Yes,
No,
5. Did he bring my history book ?
Yes,
No,

Appendix II

Kunci Jawaban

I

- | | |
|---------|---------|
| 1. Did | 6. Does |
| 2. Is | 7. Is |
| 3. Are | 8. Is |
| 4. Were | 9. Does |
| 5. Was | 10. Are |

II

1. Does she put the books on the table ?
2. Did we buy some fruits in the “Rahmat” fruit shop ?
3. Do you cook rice in the kitchen ?
4. Did Rudi clean the blackboard ?
5. Do they learn English to pass examination ?

III

1. Yes, I am
No, I am not
2. Yes, they do
No, they don't
3. Yes, they were
No, they weren't
4. Yes, the sun does
No, the sun doesn't
5. Yes, he did
No, he didn't