

**STUDENTS' ABILITY IN USING AUXILIARY VERB BY
SECOND YEAR STUDENTS AT SMP IT AR-ROYAN
PEKANBARU**



**By
NOVRIADI
NIM. 10414024446**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM
RIAU
PEKANBARU
1430 H/2009 M**

ABSTRACT

Novriadi (2009): students' ability in using auxiliary verb of second year student at SMP IT Arroyan Pekanbaru

English has an important role in the major aspects of life in this globalization era. It is used widely in various international communications, especially science, trade, politics, and education. As a result, almost all people in this world use English in their daily communication and most information is announced and written in English.

This research is a descriptive study, the writer tries to find out the students' ability in using auxiliary verb. It can be seen from the symptoms that showed the students misunderstanding in using auxiliary verb in the past tense and present perfect tense at second year student of SMP IT Arroyan Pekanbaru and to find out the factors that influence the student ability in using auxiliary verb. In this research, the sample is gathered by using total sampling of the population.

To collect the data required, the writer used test and questionnaire. The formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Finally, based on the research result of this study, the research finding indicates that the mean score of the students' ability in using auxiliary verb at the second year students of SMP IT Arroyan Pekanbaru was 67.29. It was classified into good category. The percentage of questionnaires of the students' ability in using auxiliary was 60.61%, and it is classified into fair. The dominant factors that influence the students' ability in using auxiliary verb at junior high school (SMP IT) Arroyan Pekanbaru is motivation and interest, such as students like English subject and they always pay attention when they are learning and the factor of external motivation from parents, such as supporting them to study English and the teacher gives clear explanation in learning teaching process and the other factors influencing the students ability in using auxiliary verb at the second year students of junior high school (SMP IT) Arroyan Pekanbaru.

ABSTRAK

Novriadi (2009): Kemampuan siswa dalam menggunakan kata bantu kerja pada kelas dua sekolah menengah pertama islam terpadu Arroyan pekanbaru.

Bahasa inggris merupakan aspect terpenting dalam kehidupan pada zaman globalisasi ini. Dimana bahasa inggris tersebut dipergunakan secara meluas sebagai alat komunikasi internasinal, khususnya, dibidang ilmu pengetahuan, pergdagangan, politik dan pendidikan. Akhirnya, orang-orang didunia menggunakan bahasa inggris pada komunikasi sehari-hari juga mendapatkan berbagai informasi dalam sumber tertulis yang menggunakan bahasa inggris.

Penelitian ini merupakan penelitian deskriptif, penulis mencoba untuk mengetahui kemampuan siswa dalam menggunakan auxiliary verb atau kata bantu kerja dalm bentuk past tense dan present perfect tense. Ini dapat dilihat dari gejala yang ditunjukkan oleh ketidak pahaman siswa dalam menggunakan kata bantu kerja yang terjadi pada siswa kelas dua sekolah menengah pertama islam terpadu Arroyan pekanbaru. Dan juga untuk mengetahui factor apa saja yang mempengaruhi kemamapuan mereka dalam menggunakan kata bantu itu. Pada penelitian ini, untuk memdapatkan siswa yang akan di teliti dilakukan dengan melibatkan seluruh siswa.

Untuk pengumpulan data yang diperluka, penulis menggunakan pertanyaan dan angket. Adapun rumusannya sebagai berikut:

$$P = \frac{f}{N} \times 100\%$$

Akhirnya, berdasarkan hasil dari penelitian ini, ditemukan bahwa rata-rata nilai dari kemampuan siswa dalam menggunakan auxiliary verb atau kata bantu yang terjadi pada kelas dua SMP IT Arroyan Pekanbaru adalah 67.29. Persentase tes dari kemapuan siswa dalam menggunakan kata kerja bantu yang dilakukan pada kelas dua SMP IT Arroyan adalah 60.61%, dan di golongan dalam kategori cukup. Factor dominant yang mempengaruhi kemampuan siswa dalam mennggunakna kata bantu kerja pada kelas dua pada sekolah menengah pertama islam terpadu Arroyan Pekanbaru adalah motivasi, minat dari siswa tersebut, seperti ketertarikan mereka terhadap subject bahasa inggris dan juga mereka selalu memperhatikan ketika guru memerangkan subject,dan faktor ini juga datang dari orang tua yang selalu membarikan dukungan kepada mereka dan juga gurau yang menjelaskan materi dengan jelas. juga faktor yang lain yang terkadang mempengaruhi kemampuan siswa di dalam menggunakan kata bantu kerja yang dilakukan oleh kelas dua pada sekolah menengah pertama terpadu Arroyan pekanbaru.

نوفريا دي:(2009) "قدرة التلاميذ في استعمال اعانة الكلمة في الصف الثاني بمدرسة
باكنباروا" الثانوية الاسلامية الريان

اللغة الانجليزية هي احدى من اهم المظهر الحياة في الزمان الاجمال الان, وهذا لان اللغة الانجليزية
يستعمل لمحادثة الجامع في العالم، خصوصا في العلم، والتجارة، والسياسى، والتربية. اخيرا، بعض
الناس في الدنيا ينطقون باللغة الانجليزية لمحادثة اليومية وايضا يجدون الاخبار في اللغة الانجليزية

هذا البحث هو البحث الوصفي ، والكاتب يبحث عن قدرة التلاميذ في استعمال اعانة الكلمة.
وحاصل البحث ظهر من علامة التلاميذ لا يفهمون في استعمال اعانة الكلمة الذي يبحث لتلاميذ
الصف الثاني بمدرسة الثانوية الريان ب كن باروا. ولتعريف اثر الذي يؤثر قدرة التلاميذ في استعما
ل اعانة الكلمة. لتحليل البيانات, الكاتب يستعمل الاسئلة والاستيان, ولقيم الحاسبة هي:

$$P \frac{F}{N} \times 100\%$$

واخير, الخلاصة من هذا البحث, يوجد ان المعدل العام من النتائج من البحث
في قدرة التلاميذ في استعمال اعانة الكلمة في الصف الثاني بمدرسة الثانوية الاسلامية باكن باروا
هو 67.29. نسبة المنوية من البيانات في بحث قدرة التلاميذ في استعمال اعانة الكلمة في الصف
الثاني بمدرسة الثانوية الاسلامية باكن باروا هو 60.61% وافصل الى المقبل. اثر المسيطر الذي
يؤثر قدرة التلاميذ في استعمال اعانة الكلمة في الصف الثاني بمدرسة الثانوية الاسلامية الريان باكن
باروا هو حث و ارادة من التلاميذ, وكذلك الاثر الاخرى الذي يؤثرهم في استعمال اعانة الكلمة في
الصف الثاني بمدرسة الثانوية الاسلامية الريان باكن باروا.

LIST OF CONTENTS

ABSTRACT	i
SUPERVISORS' APPROVAL	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENTS	vii
LIST OF TABLE	ix
LIST OF APPENDIXES	xi
CHAPTER I. INTRODUCTION	1
A. THE BACKGROUND	1
B. THE PROBLEM	3
4	
1. The Identification of the Problem	4
2. The Limitation of the Problem	4
3. The Formulation of the Problem	4
.....	
C. THE REASON FOR CHOOSING THE TITLE	5
D. THE OBJECTIVE AND NEED OF THE RESEARCH	5
1. The Objective of the Research	5
2. The Significant of the Research	5
E. THE DEFENITION OF TERM.....	6
CHAPTER II. REVIEW RELATED LITERATURE	8
A. THE THEORETICAL FRAMEWORK	8
B. THE RELEVANT RESEARCH	19
C. THE OPERATIONAL CONCEPT	19
CHAPTER III. RESEARCH METHODOLOGY	21
A. RESEARCH DESIGN	21
B. RESEARCH SUBJECT AND OBJECT	21
C. RESEARCH LOCATION	21
D. RESEARCH POPULATION AND SAMPLE	22
E. THE TECHNIQUES OF DATA COLLECTION	22
F. THE TECHNIQUES OF DATA ANALYSIS	25
CHAPTER IV. THE PRESENTATION AND ANALYZING DATA	28
A. THE DATA PRESENTATION	28
B. THE DATA ANALYSIS	48
C. THE INTERPRETATION OF DATA	56
.....	

CHAPTER V. CONCLUSION AND SUGGESTION	60
A. CONCLUSION	60
B. SUGGESTION	61

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. THE BACKGROUND

English is a foreign language taught in Indonesia schools, starting from elementary school until university. It provides the students with their skill to be able to communicate in English. Brown (1994:217) says, there are four language skills the students should master at the end of their learning process, they are listening, speaking, reading and writing skill.

Structure is one of language components taught at English education from elementary school until university. It has been taught to the students and expected to be able to understand, to identify, to use and to apply the English structure patterns for communication. It means that the students are expected to construct correct sentences in their written and spoken language.

Cross D (1992:16) states that structure is a pattern of word, which makes a meaningful utterance it is taught as formula which governs the pattern. The aim of teaching structure is to make teachers aware of the communicative value of some of the structures they teach and show how they can practiced it in more meaningful ways.

In the structure there are some parts that the students have to know how to use them correctly one of them is auxiliary. Auxiliary is one of the important things in the structure for the students to use it correctly.

There are two parts of auxiliary. They are auxiliary verb and modal auxiliary verbs. Auxiliary verbs are: do, does, did, has, have, had, is, am, are, etc.

They have two functions in sentences especially in simple past and present perfect. They help to format negative and interrogative sentences. Moreover, modal auxiliaries are will, shall, should, would, can could, may, might, must, have to, and etc. the writer will focus on the English auxiliary verbs, like did, has, have.

From the paragraph above, the writer notices that studying and mastering English grammar is quite necessary and required in order to be able to produce the acceptable English sentences.

At Junior high school of SMP IT ARROYAN Pekanbaru learning grammar and tenses are presented in the curriculum to the second year students in order to make them understand the tenses. One of grammar components is using auxiliary in past tense form and simple present perfect form. But in the fact, based on the writer's preliminary observation while the writer was teaching at the school the writer found that most of the students have difficulties it means the students still make some mistake in using auxiliary in simple past tense and simple perfect tense.

It was found that some of the students make mistakes in using auxiliary verb, such as," simple past and present perfect. Especially in negative and interrogative sentence, for example in negative and interrogative sentence the student sometime write, "she don't watched television programs last night, Do she watched television programs last night? The correct one is, "she didn't watch television programs last night? Did she watch television programs last night? And the present perfect, "she doesn't watch television programs since one hour ago. The correct one is "She hasn't watched television programs since one hour ago,"

has you watch television programs since one hour ago, “ but the correct one should be “ have you watched television programs since one hour ago ?.”

Some symptoms show the unsuccessful of teaching structure especially in auxiliary verbs at English education of Junior high school of SMP IT ARROYAN are as follows:

1. Some of the students make mistake in using auxiliary verb “did” and “has” or “have” in forming sentence of simple past tense and simple present perfect tense
2. Some of the students do not use the auxiliary verb in forming sentence in negative form
3. Some of the student make mistakes in using auxiliary in interrogative form
4. Some of the students cannot differentiate between simple present tense and simple present perfect

Based on the background and phenomena above, the writer is interested in charging out the research entitled THE STUDENTS’ ABILITY IN USING AUXILIARY VERB BY SECOND YEAR STUDENT AT SMP IT ARROYAN

B. THE PROBLEMS

1. The Identification of the Problems

The research focuses on the second year students’ ability in using auxiliary at SMP IT ARROYAN. The problems are identified as follows:

- a. Do the students able to use auxiliary (Did/Have or has) in simple past and present perfect at SMP IT ARROYAN?
- b. Do the Students able to use the auxiliary verb in forming a sentence in negative form?
- c. Are the students able to use the auxiliary correctly in interrogative form?
- d. Are the students able to differentiate between simple present tense and simple present perfect?
- e. What factors are influence the students' ability in using auxiliary verb?

2. The Limitation of the Problems

This study focuses on the students' ability in using auxiliary verb "Did" in simple past tense and auxiliary verb "has" or "have" in the simple perfect tense in the sentence positive, negative and interrogative.

3. The Formulation of the Problems

Based on the limitation of the problems above, the writer formulates the problems of the research into the following questions:

- a. How is students' ability of using auxiliary in simple past and present perfect at the second year students of SMP IT ARROYAN?
- b. What factors that influence the students' ability in using auxiliary in simple past and present perfect?

C. THE REASON OF CHOOSING TITLE

The writer is interested in carrying out this research because of some reason:

1. I choose the use of auxiliary (Did/Have or has) in the simple past and present perfect because it is an important part to improve the students' ability of grammar in making sentences and it is one of the problems faced by the students in the class.
2. This research has a relationship to the writer' status as a student of English education Department.
3. The title of this research has never been researched yet.

D. THE OBJECTIVE AND NEEDS OF THE RESEARCH

1. The Objective of the Research

- a. To find out students' ability in using auxiliary in simple past and present perfect tense
- b. To find out the factors that influence students' ability in using auxiliary verb in Simple past and present perfect

2. The Significance of the Research

This research is very important because it will show the students' level toward the ability of using auxiliary (DID and HAVE/HAS) in simple past and simple perfect at the second year students of SMP IT Pekanbaru. Besides, the writer also has his own purposes in this research. They are:

- a. To give some inputs to the English teachers generally, especially the English Teachers of SMP IT Pekanbaru
- b. To provide the information of the students' ability in using auxiliary in simple past and perfect
- c. To fulfill one of the requirements to finish the writer's undergraduate study program at the English education department of the faculty of education and Teacher training of State Islamic University Sultan Syarif Kasim Riau

E. THE DEFINITION OF TERMS

To avoid misunderstanding, the key terms of this research topic are defined as follows:

1. Ability

Means (Potential) capacity or power to do something physical or mental or the fact that some body or something is able to do something. Special nature power to do something well: talent (A.S. Hornby, 2003:2). However in this research, ability refers to the ability of using auxiliary in simple past and perfect.

2. Auxiliary

A verb that is used within main verbs to show tense (A.S Hornby, 2003:75) or a verb functioning to give further semantic or syntactic information about the main or full verb following it. In this research the writer only focuses on auxiliary verb.

3. Simple Past

The simple past indicates that an activity or situation began and ended at particular time in the past

4. Present perfect

The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past

CHAPTER II REVIEW RELATED LITERATURE

A. THE THEORETICAL FRAMEWORK

1. Concept of Ability

Ability means (potential) capacity or power to do something either physically or mentally. Special nature power to do something well: talent.

The ability of understanding English grammar means that the students are able to understand grammar knowledge that they accept from their English teachers. Students can understand and they do not get confused in learning English especially of using auxiliary in simple past and simple present perfect. So, students should pay more attention in learning English grammar.

The influencing factors of students' ability in understanding the use of auxiliary in simple past tense and present perfect cannot be separated from the influencing factors of learning. Muhibbin syah (2003) says that the influenced factors in learning are as follow:

a. Internal factors

These factors come from the students themselves, which consist of physiological aspects (The organ of the body), and psychological aspects such as intelligence, attitudes, interest, talent and motivation.

b. External factors

The factors consist of social environment such as (family, teachers and staffs, society and friends), and non social environment (house, school, equipment and atmosphere)

c. Teaching and learning process

It consists of high approaching (speculative and achieving), middle approaching (analytical and deep) and low approaching (reproductive and surface) in learning a language.

In learning English and the grammar there are some factors that determine whether it is understood by the students or not. The factors are teacher, class room, anxiousness of the students, learning strategy. the anxiousness of the students give bigger enough influencing in learning a language, the anxiousness is determined most whether the language is understood by the students or not. According to Mr. Young (1991) there are six sources of the anxiousness in learning English or a language, the view of the student it self of the language, the view of the teacher of the language, the relationship between the teacher and the students classroom, the examination procedure of the language.

According to Mr. Eri one of the teachers of the language, the anxiousness of making mistake is the prominent factor in learning of the language. Some of the students are afraid of making mistakes as well as they are laughed by the others.

Thus, we can see that one of the aspects making anxiousness is the anxiousness of the students when they are learning English. Then it is influenced by their mastering in language. Krashen (1985) states that: anxiousness can obstruct the ability of the language acquisition.

So, we can conclude that level of anxiousness in learning process will influence the successful of the student in learning a language. So it will influence

every part of the language it self. Such as grammar, writing and etc. the higher level of students' anxiousness in learning a language it will be bigger obstructions influencing to understand the part of the language it self. So when the students are learning about grammar, it will influence their ability in understanding the grammar.

Besides, Nunan in (1999:143) says that the language classroom is a place where learners receive systematic instruction in the grammar, vocabulary, and pronunciation of the English are provided opportunities for practicing the new features of the language as these are induced. However this assumption neglects any prominent factors that may influence the learners' progress in learning English as a target second language. So that James, C (1980) as quoted (1999:144) says that the learners' first language will have an important influence acquisition of a second. The influence, as Ellis (1996:101) says, may involve the learner group dynamics, attitude to the teacher and course material and individual learning techniques.

According to Brown (1994:160) the individual learning technique involves any of a wide variety of exercises, activity or device used in the language class for realize lesson objectives. For the purpose of applying this technique David Nunan (1999:158) illustrates the approaches taken by some authors who favor an inductive approach. For example in order to contrast simple future tense and the present progressive you might begin a comment to one of the students such as “open the window” as the student goes to close the window, say “Budi will open

the window. Then tell the same students to close the window. As one of them is closing the window, say “Budi is closing the window”.

This technique can be used to illustrate the teaching of grammar using other verb tenses, such as simple past tense which focus on using the auxiliary of tense. The teacher can ask the student a question that is related to the past tense and present perfect tense such as “Did Budi close the window a few minute ago? Then the teacher explains to the students that when we make a question form in the past tense we must add the auxiliary verb “Did” before the subject. It is similar to when we make the present perfect tense in interrogative form. Then, when we want to make a sentence in negative form whether in past tense or present perfect tense we must add the auxiliary of each other. Such in the past tense “Budi did not close the window a few minute ago” and in the present perfect Budi Has not closed the window yet.

2. Auxiliary verb

According to Michael Lewis (<http://wikipedia.auxiliary.mht>) in linguistic, an auxiliary is also called helping verb, auxiliary verb, or verbal auxiliary is a verb functioning to give further semantic or syntactic information about the main or full verb following it. Auxiliaries have some functions. Two of them are to make question and negative sentences. There is a syntactic difference between an auxiliary verb and full verb. That is, each has a different grammatical function within the sentence. And according to Longman (1999:29) auxiliary verb is a verb

which is used with another verb in a sentence, and which shows grammatical function such as aspect, voice, mood, tense and person.

In English be, do, and have and modal verb like may, Can, and will are all auxiliaries. For examples: she is working, he did not come, they have finished, you may go now, can you manage? they will arrive tomorrow. The verb working, come, finished, go, manage, and arrive in these sentences are called lexical verb or full verb. Lexical verb can be used as the only verb in sentence. For example: He works at the factory. Be, do, and have can also be used as lexical verbs, for example: he is happy, she does computer studies at university, and they have three children. According to Anne Juwita auxiliary is verb following the main verb or come before the main verb to give grammatical function such voice, mood. And according to Hornby (1986: 68) Auxiliary verb is verb used with main verb to show tense, mood, and to form question.

4. Helping verbs

In English, helping verb is also called the auxiliary verb, they have no meaning on their own, they are necessary for grammatical structure of sentence, and they will not give real meaning without main verb.

As Michael Lewis says auxiliary verb or helping verb is a verb functioning to give further semantic or syntactic information about the main or full verb following it. There are only about 15 helping verb in English and it divided in two basic groups.

- Primary helping verb (3 verb)

These are the verbs be, do, and have we can use these three verbs as helping verbs or as main verbs. For example:

- to make continuous tenses such as He *is watching* television,
- to make the passive voice such as Small fish *are eaten* by big fish,
- to make perfect tenses such as I *have finished* my homework,
- to make negative sentences such as I *do not like* you,
- to make question *Do* you want some coffee.

- Modal helping verbs (10 verbs)

We use modal helping verb to modify the meaning of the main verb in some way. A modal helping verb expressed necessity or possibility, and changes the main verb in that sense. They are can, could, may, might, will, would, shall, should, must, ought to

- I can not speak Chinese
- John may arrive late
- Would you like a cup of coffee?
- You should see a doctor
- I really must go now.

3. Modal auxiliary

Modal auxiliary is any of auxiliary verbs which indicate attitudes of the speaker/ writer the state or event expressed by another verb which indicates different types of modality. They are modal auxiliaries verb in English: may, might, can, could, must, will, would, shall, should. For example:

I may be wrong (may : possibility)

That will be tom at the door (will: prediction)

You can smoke here (can : permission)

I can play the piano (can: ability)

Auxiliary verbs are do, does, did, has, have, is, am, are, etc, according to Michael Lewis there are nine modal auxiliary verbs: will, shall, should, would, can could, may, might, must, have to, and etc. they differ from the other auxiliaries they can never function as main verb.

4. Verb or Main Verb

According to Longman (1999:398) verb is a word which occurs as part of the predicate of a sentence carries markers of grammatical categories such as tense, aspect, person, number, and mood, and refers to an action or state. For example: he opened the door, Jane loves tom. According to Hornby the verb is word or phrase that's shows what person or thing does or is.

Based on the definitions above the writer takes conclusion there is quite different between auxiliary verb and modal auxiliary. In auxiliary verb sometime can act as main verb or lexical verb such as I am a postman, I have letter, I do the homework. But in Modal auxiliaries never act as lexical verb. We can not say I will a postman, I can homework. So the auxiliary verb is a verb which is used with another verb in a sentence, and which shows grammatical function such as aspect, voice, mood, tense and person and it can function as full verb.

According to Jan Frodosen and Janet Erying (1997 <http://grammar.ccc.commnet.edu/grammar/auxiliary.htm>). in the simple past tense, do or did will function as an auxiliary to express the negative and to ask question. In English, every clause has a finite verb which consists of full verb (a non-auxiliary verb), and have been written (two auxiliaries verbs) actually there are some other functions of auxiliary they are passive voice, progressive aspect, question tags and etc. But in this research as the writer says that the focus of this study is only in using auxiliary verb in the simple past tense and simple perfect tense whether in positive or negative form and interrogative. There are 24 auxiliaries: am, is, are, been, has, have, being, be, had, do, does, did, can could, shall, should, may, might, must, ought to, was, were, will, would, but in this research the writer limit the problems on auxiliary verb DID in the simple past tense and HAVE/HAS in the simple perfect tense.

2.1.The pattern of using auxiliary (DID)

Auxiliary did is used in simple past tense. This auxiliary is always used in negative or interrogative sentence. In the positive sentence of past tense we do not need to use the auxiliary, we only use the simple past verb or we call verb II after subject.

SUBJECT + VERB II + OBJECT / ADVERB

Example: I *went* to the hospital yesterday

He *ate* in my house in the last week

a. In negative form

In negative statement it is different from positive one. To express negative form in simple past tense we must add the auxiliary DID/DID NOT after subject,

it means that DID NOT is put before the verb and the verb II must be changed in to verb I after the auxiliary DID.

The pattern, which is used in negative statement

SUBJECT + DID + NOT + VERB I + OBJECT/ADVERB
--

Examples: we *did* not play badminton yesterday

Mary *did* not clean the room this morning

b. In interrogative form

The pattern of interrogative form is different from negative form. The auxiliary verb “DID” comes before the subject as shown in the following table:

DID + SUBJECT + VERB I + OBJECT/ADVERB
--

The auxiliary “did” is also used in the short answer in the form of past tense whether in negative or positive answer.

The form of short answer which consist of two ways:

a. positive short answer

1. Yes, I did

2. Yes, we did

3. Yes, she did

4. Yes, he did

b. negative short answer

1. No, I did not

2. No, we did not

3. No, she did not

4. No, he did not

2.2. The adverbial of time

In making sentence of simple past tense we need the adverb of time. A Faidlal Rahman Ali (2007:273) says that the adverb of time in the simple past tense is as follows:

1. Yesterday
2. Just now
3. Last night
4. Last week
5. Two days ago
6. Four months ago
7. In 1987
8. A few minute ago

2.3. The pattern of using auxiliary has/have

The auxiliary verb “have” is used with a participle to form the perfect aspect. For example, the sentence “Peter has fallen in love” differs from Peter fell in love” in that the former implies some connections to the present. In this case that the past action still has correlation to the present or the time the speaker says. Wishorn (1980) says that there are three forms of present perfect affirmative, negative and interrogative (P.205). Azar (1989:29) says the present perfect expresses the idea that something happened or never happened) before now, at an unspecific time in the past. The exact time it happened is not important. When we want to make a sentence in the present perfect tense correctly we must use the auxiliary verb “have”. This auxiliary is used in positive, negative, and interrogative form. The forms of present perfect tense are as follows:

1. In positive statement

The pattern of present perfect tense in positive statement is:

SUBJECT + HAS/HAVE + VERB III + OBJECT/ADVERB

Ex: We *have* enjoyed our traveling

He *has* gone to the hospital

In this form of present perfect tense the auxiliary have/has is used or placed after subject or before the verb. And in this form we used the past participle verb after the auxiliary.

The example above, the events occurred before the moment of speaking. The events in the present time (today, this week, this year) also can be used

2. In Negative Statement

In pattern of present perfect tense, in negative statement, we should add not to auxiliary has and have. The form is:

SUBJECT + HAVE/HAS + NOT-VERBIII- OBJECT/ADVERB

Ex: We *have not* enjoyed his study

He *has not* gone to that place

3. In interrogative statement

In pattern of present perfect tense, in interrogative statement, auxiliary has/have is placed before subject. The form is:

HAS/HAVE + SUBJECT + VERB III + OBJECT/ADVERB

Ex: Have you enjoyed his study?

HAS he gone to that place?

In the present perfect tense also has the short answer also like it is in the other forms of tense. The forms of short answer with (have and has) consist of two ways:

a. Positive answer

1. Yes, she has

b. Negative answer

1. No, she hasn't

- | | |
|-------------------|---------------------|
| 2. Yes, we have | 2. No, we haven't |
| 3. Yes, I have | 3. No, I haven't |
| 4. Yes, he has | 4. No, He hasn't |
| 5. Yes, they have | 5. No, they haven't |

Based on the explanations of theory and formulation in using the auxiliary verb in the past tense and present perfect tense the writer can make conclusion that, when the student is appropriate with the correct formulation it can be measured that the students have good ability in using auxiliary of past tense and present perfect tense.

2.4. The adverb of time

Basically, most adverbs tell about how, where, or when something is done. In other words, they describe the manner, place, or time of an action. So adverb of time is a word explains when something happens.

Adverbs of time that are always used in the simple present perfect tense are:

1. already
2. never/ever
3. just
4. once/twice
5. three times
6. since
7. so far

Besides, according to Azar (1989:29) the present perfect also expresses the repetition of an activity before now. The exact time of this repetition is not important.

Examples:

1. We have had four tests this semester
2. I have written my wife a letter every other day the last two weeks
3. I have met many people since I came here in June

We also can find the present perfect tense forms in question tags an information question.

Examples:

1. We have not gone out for long time, have you?
2. She has worked for a while, hasn't she?

The present perfect tense is often used with indefinite time expressions. It means at any time up to now. They are: since is mentioned of a specific point in the time, an hour, a day, a month, etc. it is used to give starting point of actions and situation that continue up the moment of speaking.

Ex: you have been here since four o'clock

He has lived in three different towns since last year.

1. Phrases with for, denotes a period of time that continues up to the present

Ex: I have known her for a long time

The pilot has gone to Jakarta for two days.

2. The adverb of ever and never when they mean no time up to now

Ex: have you ever seen the Borobudur temple?

She has never seen Siak palace

3. The adverb already shows that something happened sooner than expected
already usually goes in the middle of sentence

Ex: you have already taken my letter

He has already gone.

B. THE RELEVANT RESEARCH

As the writer has concerned before there are a lot of previous researcher regarding with the analyzed in using auxiliary. One of which was conducted by Roswati (2003), in her research she focused on the ability of using auxiliary in simple present tense she found out the student ability in using auxiliary in simple present tense is slightly serious categories meaning that, there are fails in using auxiliary in their sentence, and by Juwan Maulana (2009) in his research he focuses on the students' ability in identifying word form as noun at the second year of SMAN 2 Dumai he found out that the students' ability in identifying word form as noun at the second year of SMAN 2 Dumai was in good category. In this research the writer focuses on students' ability in using auxiliary verb in the past tense and present perfect tense.

C. THE OPERATIONAL CONCEPT

Concept is a main element to avoid misunderstanding and misinterpreting in a scientific research. As a concept, it still operated in an abstract from the research plan which is to be interpreted in to particular words in order to be easy to measure.

Based on the statement above, the indicators of the ability of using auxiliary in simple past tense are following:

1. The students are able to make a sentence in positive of simple present perfect tense correctly
2. The students are able to make a sentence in negative of simple past tense and negative of simple present perfect tense correctly
3. The students are able to make a sentence in interrogative of simple past tense and simple present perfect tense correctly

CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

This study is a descriptive qualitative research. It consist one variable, which describes the students' ability in using auxiliary verb at second year students at SMP IT ARROYAN. Sudjana (1989 in Syafi'I 2001:37) states that the descriptive study is an investigation which tries to describe the exiting condition, phenomena, events and so forth. It means that the problems investigated are actual issues.

B. RESEARCH SUBJECT AND OBJECT

1. The subject and object of the research

The subject of this research is the second year students of SMP IT ARROYAN, while the object of this research is ability of using auxiliary verb in simple past and present perfect at the second year students.

C. RESEARCH LOCATION

1. The location and time of the research

This research was conducted at the second year student of SMP IT ARROYAN Pekanbaru it is located on swakarya street in Panam. The time of the research was started from March until August 2009.

D. RESEARCH POPULATION AND SAMPLE

The population of this research is the second year students of SMP IT. The populations are 34 students. Considering that the sum of the subject is small, therefore, the sample is obtained through total sampling technique. As Arikunto (1998: 115) says if a writer wants to research the entire element of the population, so the research is called total sampling. Thus all of them are taken to be sample.

TABLE III.1

POPULATION AND SAMPLE OF THE RESEARCH

No	Class	Male	Female	Total	Sample
1	II	19	15	34	34
Total	Population			34	34

E. TECHNIQUES OF COLLECTING DATA

To get the data of this research, the writer applies some techniques as follows:

1. Test

In collection the data, the writer uses the test which was arranged to measure the capability of the students in using auxiliary in simple past tense and perfect tense. It will be constructed by the writer based on indicator in operational concept. The total number of the test is 50. It consist of 10 items for auxiliary Did of past tense in positive (1, 2, 3, 4, 5, 6,7, 8,9,10), and 10 items of negative form (1, 2, 3, 4, 5, 6,7, 8,9,10), and 10 items for auxiliary has or have of present perfect tense in positive forms (1, 2, 3, 4, 5, 6,7, 8,9,10), 10 items for auxiliary has or

have of present perfect tense in negative (1, 2, 3, 4, 5, 6,7, 8,9,10),and 10 items interrogative form (1, 2, 3, 4, 5, 6,7, 8,9,10).The test took about 45 minutes to comprehend the students to answer the question. The form of the question was changing in the sentence.

2. Questionnaire

It is used to know the factors or the causes that influence the students in using auxiliary in past tense and present perfect. The questionnaire consists of 20 items which contain some questions for respondents dealing with the factors that influence them in using auxiliary verb in simple past and present perfect.

3. Try out

Before distributing the test to the sample, the writer tried out to the other second year students of SMP IT Arroyan Pekanbaru In order to see the validity and reliability of the test. The validity concern with calculation of the facility value (FV) is gotten by the following formula.

The formula used was as the following:

$$FV = \frac{R}{N}$$

Where:

FV = Facility value (index of difficulty)

R = The Number of correct answers

N = correct number of students taking the test (Heaton, 1975:172)

The test is accepted if the score is between 0.30-0.70 and it is rejected if the score is between 0.00-0.30 which is considered difficult, and 0.07-1.00 which is considered easy (Heaton, 1975 – 172)

To find the mean of test scores, the following formula as used: (Heaton, 1975:176)

$$M = \frac{\sum fx}{N}$$

Where:

M = Mean/ Average

$\sum fx$ = The sum of frequency time to score

N = number of Cases

In order to the standard deviation the following formula was used: (Heaton, 1975:157)

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where :

SD = Standard Deviation

$\sum x^2$ = total square

N = number of students

While the reliability of the whole test was estimated by using the formula:

$$r\pi = \frac{N}{N-1} \left[\frac{1 - M(N-m)}{Nx^2} \right] \text{ (Heaton, 1975:157)}$$

Where:

N = The Number of items in the test

M = The mean score on the test for all the testes

X = The standard deviation of all testes scores

F. THE TECHNIQUE OF ANALYZING DATA

This research is a descriptive quantitative research. It describes and interprets the data collected as objectively as possible. The data will be quantitatively analyzed some categories. The students' score is based on the number of their correct answer and divided by the number of items, and the result is multiplied by 100. The formula is drawn as follows:

1. To find out the average score of the students', ability in using auxiliary verb at second year student of SMP IT Arroyyan by using formula:

$$M = \frac{\sum fx}{N}$$

Where: M = Mean/ average

$\sum fx$ = The sum of frequency time to score

N = Number of cases

Table III.2
The students' mean score were classified into the levels based on
Wayan and Sumartan's scale:

The score of ability	Category
80 -100	Very good
60 - 79	Good
40 - 59	Average
20 - 39	Poor
0 – 19	Very poor

2. To find out the standard deviation of the students' ability in using auxiliary verb at second year

Student of SMP IT Arroyyan by using formula:

$$SD = \sqrt{\frac{\sum x^2}{N-1}}$$

Where:

SD = Standard deviation of each group

$\sum x^2$ = Total score (score minus & mean scores)

N = number of students

1 = Constant number

(Hatch and Farhady, 1982:55)

3. To find out the percentage of the factors that influence the students' ability in using auxiliary verb at second year students of SMP IT Arroyyan Pekanbaru

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The percentage

F = The frequency

N = The number of students

CHAPTER IV

DATA PRESENTATION AND ANALYZING DATA

A. DATA PRESENTATION

In this chapter the writer presents the result of the research that has been carried out. The research entitled. **Students' Ability in Using Auxiliary Verb by the Second Year Students at SMP IT ARROYAN Pekanbaru**. It is about the students' ability in using auxiliary in past tense and present perfect tense. The test was a main instrument because it was considered to present all data needed about students' ability in using the auxiliary verb.

This research focuses on the descriptive qualitative research. It is a kind of research that involves the collection of data describes existing condition. As Sudjana and Ibrahim (1989 in syafi'I 2001:37) states that the descriptive study an investigation, which tries to describe the exiting condition, phenomena, events and so forth. It means that the problems investigated are actual issues.

Therefore, analyzing the data of the research is used in field and library research. The field is used to collect the data from the location, while library is used to find out some theories, concept and information that can support the phenomena of this research.

However, this research was conducted to describe:

- a. The students' ability in using auxiliary verb in simple past tense and simple present perfect tense
- b. The factors that influence the students' ability in using auxiliary in simple past and present perfect

1	Student 1	10	10	9	9	9	47	50	94	Very Good
2	Student 2	9	10	9	9	9	46	50	92	Very Good
3	Student 3	10	9	9	9	9	46	50	92	Very Good
4	Student 4	10	9	10	8	9	46	50	92	Very Good
5	Student 5	10	9	10	9	8	46	50	92	Very Good
6	Student 6	9	9	9	9	9	45	50	90	Very Good
7	Student 7	10	8	9	9	9	45	50	90	Very Good
8	Student 8	9	10	7	8	9	43	50	86	Very Good
9	Student 9	9	8	9	8	9	43	50	86	Very Good
10	Student 10	8	8	9	9	9	43	50	86	Very Good
11	Student 11	8	9	9	9	7	42	50	84	Very Good
12	Student 12	9	9	9	8	7	42	50	84	Very Good
13	Student 13	8	8	9	8	7	40	50	80	Very Good
14	Student 14	8	7	8	9	7	39	50	78	Very Good
15	Student 15	8	8	7	7	8	38	50	76	Good
16	Student 16	8	8	7	7	7	37	50	74	Good
17	Student 17	9	5	8	7	7	36	50	72	Good
18	Student 18	7	7	8	7	7	36	50	72	Good
19	Student 19	6	7	8	8	7	36	50	72	Good
20	Student 20	7	7	7	7	7	35	50	70	Good
21	Student 21	7	7	6	6	7	33	50	66	Good
22	Student 22	7	7	6	6	7	33	50	66	Good
23	Student 23	7	7	6	7	6	33	50	66	Good
24	Student 24	5	6	5	5	6	27	50	54	average
25	Student 25	6	6	5	5	5	27	50	54	average
26	Student 26	5	4	5	5	3	22	50	44	average
27	Student 27	4	3	5	5	5	22	50	44	average
28	Student 28	3	4	4	4	5	20	50	40	average
29	Student 29	3	4	4	3	4	18	50	36	Poor
30	Student 30	3	3	3	4	4	17	50	34	Poor
31	Student 31	3	4	3	4	3	17	50	34	Poor
32	Student 32	3	3	4	3	3	16	50	32	Poor
33	Student 33	3	3	4	3	2	15	50	30	Poor
34	Student 34	3	2	2	3	3	13	50	26	Poor
	Total	234	228	232	227	233	1144	1700	2288	

Table IV.2
STUDENTS' SCORES IN USING AUXILIARY VERB IN THE PAST
TENSE AND PRESENT PERFECT TENSE

The data of the students' ability in using auxiliary verb in past tense
and present perfect tense

Table IV.3
The frequency of students' ability in using auxiliary verb "DID" in negative

No	Question	The Correct Answer	Score (S)	Frequency (F)	S x F	%
1	10	10	100	5	500	14.70%
2	10	9	90	6	540	17.64%
3	10	8	80	6	480	17.64%
4	10	7	70	5	350	14.70%
5	10	6	60	2	120	5.88%
6	10	5	50	2	100	2.94%
7	10	4	40	1	40	2.94%
8	10	3	30	7	210	23.52%
9	10	2	20	0	0	0%
10	10	1	10	0	0	0%
	Total			34	2340	100%

Table IV.4
The students' percentage in using auxiliary verb "DID" in negative

No	Classification		Frequency	Percentage %
	Score	Mastery		
1	80-100	Very Good	17	50%
2	60-79	Good	7	20.58%
3	40-59	Average	2	5.88%
4	20-39	Poor	8	23.52%
5	0-19	Very Poor	0	0%
	Total		34	100%

We can see from the table above that shows us that 17 (50%) have very good level, 7 students (20.58%) have good level, 2 students (5.88%) have average level, and 8 students (23.52%) have poor level.

Table IV.5
The frequency of students' ability in using auxiliary verb "DID" in interrogative

No	Question	The Correct Answer	Score (S)	Frequency (F)	S x F	%
1	10	10	100	3	300	8.82%
2	10	9	90	6	540	17.64%
3	10	8	80	6	480	17.64%
4	10	7	70	7	490	20.58%
5	10	6	60	2	120	5.88%
6	10	5	50	1	50	2.94%
7	10	4	40	4	160	11.76%
8	10	3	30	4	120	11.76%
9	10	2	20	1	20	2.94%
10	10	1	10	0	0	0%
	Total			34	2280	100%

Table IV.6
The students' percentage in using auxiliary verb "DID" in interrogative

No	Classification		Frequency	Percentage %
	Score	Mastery		
1	80-100	Very Good	15	44.11%
2	60-79	Good	9	26.47%
3	40-59	Average	5	14.70%
4	20-39	Poor	5	14.70%
5	0-19	Very Poor	0	0%
	Total		34	100%

We can see from the table above that shows us that 15 (44.11%) have very good level, 9 students (26.47%) have good level, 5 students (14.70%) have average level, and 5 students (14.70%) have poor level

Table IV.7

The frequency of students' ability in using auxiliary verb "Have/Has in positive

No	Question	The Correct Answer	Score (S)	Frequency (F)	S x F	%
1	10	10	100	2	200	5.88%
2	10	9	90	10	900	29.41%
3	10	8	80	4	320	11.76%
4	10	7	70	4	280	11.76%
5	10	6	60	3	180	8.82%
6	10	5	50	4	200	11.76%
7	10	4	40	4	160	11.76%
8	10	3	30	2	60	5.88%
9	10	2	20	1	20	2.94%
10	10	1	10	0	0	%
	Total			34	2320	100%

Table IV.8
The students' percentage in using auxiliary verb "Have/Has in positive

No	Classification		Frequency	Percentage %
	Score	Mastery		
1	80-100	Very Good	16	47.05%
2	60-79	Good	7	20.58%
3	40-59	Average	8	23.52%
4	20-39	Poor	3	8.82%
5	0-19	Very Poor	0	0%
	Total		34	100%

We can see from the table above that shows us that 16 (47.05%) have very good level, 7 students (20.58%) have good level, 8 students (23.52%) have average level, and 3 students (8.82%) have poor level.

Table IV.9
The frequency of students' ability in using auxiliary verb "Have/Has in negative

No	Question	The Correct Answer	Score (S)	Frequency (F)	S x F	%
1	10	10	100	0	0	0%
2	10	9	90	9	810	26.47%
3	10	8	80	6	480	17.64%
4	10	7	70	6	420	17.64%
5	10	6	60	2	120	5.88%
6	10	5	50	4	200	11.76%
7	10	4	40	3	120	8.82%
8	10	3	30	4	120	11.76%
9	10	2	20	0	0	0%
10	10	1	10	0	0	0%
	Total			34	2270	100%

Table IV.10
The students' percentage in using auxiliary verb "Have/Has in negative

No	Classification		Frequency	Percentage %
	Score	Mastery		
1	80-100	Very Good	15	44.11%
2	60-79	Good	8	23.52%
3	40-59	Average	7	20.58%
4	20-39	Poor	4	11.76%
5	0-19	Very Poor	0	0%
	Total		34	100%

We can see from the table above that shows us that 15 (44.11%) have very good level, 8 students (23.52%) have good level, 7 students (20.58%) have average level, and 4 students (11.76%) have poor level.

Table IV.11
The frequency of students' ability in using auxiliary verb "Have/Has in interrogative

No	Question	The Correct Answer	Score (S)	Frequency (F)	S x F	%
1	10	10	100	0	0	0%
2	10	9	90	9	810	26.47%
3	10	8	80	2	160	5.88%
4	10	7	70	11	770	32.35%
5	10	6	60	2	120	5.88%
6	10	5	50	3	150	8.82%
7	10	4	40	2	80	5.88%
8	10	3	30	4	120	11.76%
9	10	2	20	1	20	2.94%
10	10	1	10	0	0	0%
	Total			34	2230	100%

Table IV.12
The students' percentage in using auxiliary verb "Have/Has in interrogative

No	Classification		Frequency	Percentage %
	Score	Mastery		
1	80-100	Very Good	11	32.35%
2	60-79	Good	13	38.23%
3	40-59	Average	5	14.70%
4	20-39	Poor	5	14.70%
5	0-19	Very Poor	0	0%
	Total		34	100%

We can see from the table above that shows us that 11 (32.35%) have very good level, 13 students (38.23%) have good level, 5 students (14.70%) have average level, and 5 students (14.70) have poor level.

And the total percentage of students ability in using auxiliary verb can be shown in the following table:

TABLE IV.13
THE TOTAL FREQUENCY OF STUDENTS' ABILITY IN USING AUXILIARY VERB

NO	Score	Frequency (F)	S x F	%
1	94	1	94	2.94%
2	92	4	368	11.76%
3	90	2	180	5.88%
4	86	3	258	8.82%
5	84	2	168	5.88%
6	80	1	80	2.94%
7	78	1	78	2.94%
8	76	1	76	2.94%
9	74	1	74	2.94%
10	72	3	216	8.82%
11	70	1	70	2.94%
12	66	3	198	8.82%
13	54	2	108	5.88%
14	44	2	88	5.88%
15	40	1	40	2.94%
16	36	1	36	2.94%
17	34	2	68	5.88%
18	32	1	32	2.94%
19	30	1	30	2.94%
20	26	1	26	2.94%
Total		34	2288	100%

TABLE IV.14
THE TOTAL PERCENTAGE OF STUDENTS' ABILITY IN USING AUXILIARY VERB

No	Classification		Frequency	Percentage %
	Score	Mastery		
1	80-100	Very Good	13	38.23%
2	60-79	Good	10	29.41%
3	40-59	Average	5	14.70%
4	20-39	Poor	6	17.64%
5	0-19	Very Poor	0	0%
	Total			100%

We can see on the table above that describes 13 students (38.23%) have very good test, and 10 students (29.41%) have good test, 5 students (14.70%) have average test. 6 students (17.64%).

4.1.2. The Data about Factors Influence the Students, Ability In Using Auxiliary Verb Of Past Tense And Present Perfect Tense

The data of influencing factors of students' ability in using auxiliary verb in past tense and present perfect tense is obtained by giving questionnaire to subject of this research. Questionnaire guidance consists of 20 questions multiple choices.

Table IV.14
STUDENTS LIKE ENGLISH SUBJECT

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	4	11.76%
B	OFTEN	13	38.23%
C	SOMETIMES	9	26.47%
D	SELDOM	3	8.82%
E	NEVER	5	14.70%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents, 11.76% of the respondents stated always. 38.23% of the respondents stated often. 26.47% of the respondents stated sometimes. 8.82% stated seldom. 14.70% stated never. The conclusion is the majority of the students often like English subject. It means that the students like English subject.

Table IV.15
STUDENTS ASSUME GRAMMAR IS DIFFICULT SUBJECT

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	4	11.76%
B	OFTEN	3	8.82%
C	SOMETIMES	10	29.41%
D	SELDOM	9	26.47%
E	NEVER	8	23.52%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 11.76% of the respondents stated always. 8.82% of the respondents stated often. 29.41% of the respondents stated sometimes. 26.47% stated seldom. 23.52% stated never. The conclusion is the majority of the students sometimes assume grammar is difficult subject. Meaning that the students sometimes assume grammar is difficult subject.

Table IV.16
STUDENTS LIKE GRAMMAR SUBJECT ESPECIALLY IN AUXILIARY

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	3	8.82%
B	OFTEN	4	11.76%
C	SOMETIMES	11	32.35%
D	SELDOM	8	23.52%
E	NEVER	8	23.52%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 8.82% of the respondents stated always. 11.76% of the respondents stated often. 32.35% of the respondents stated sometimes. 23.52% stated seldom. 23.52% stated never. The conclusion is the majority of the students sometimes like Grammar, especially for auxiliary verb.

Table IV.17
STUDENTS ASSUME THE AUXILIARY VERB IS EASY SUBJECT

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	5	14.70%
B	OFTEN	6	17.64%
C	SOMETIMES	9	26.47%
D	SELDOM	7	20.58%
E	NEVER	7	20.58%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 14.70% of the respondents stated always. 17.64% of the respondents stated often. 26.47% of the respondents stated sometimes. 20.58% stated seldom. 20.58% stated never. The conclusion is the majority of the students sometimes assume the auxiliary verb is easy subject. Meaning, the students sometimes assume that the auxiliary verb is easy subject.

Table IV.18
STUDENTS HAVE MANY BOOK ABOUT GRAMMAR

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	5	14.70%
B	OFTEN	6	17.64%
C	SOMETIMES	11	32.35%
D	SELDOM	7	20.58%
E	NEVER	5	14.70%
	TOTAL	34	100%

Having grammar book it will help the student to understand more about the grammar so it will influence their understanding about grammar. The table above shows the varieties answers among the respondents. 14.70% of the respondents stated always. 17.64% of the respondents stated often. 32.35% of the respondents stated sometimes. 20.58% stated seldom. 14.70% stated never. The

conclusion is the majority of the students sometimes have many book about grammar. It means the students sometime have many book about grammar.

Table IV.19
TEACHER EXPLAINS ABOUT AUXILIARY VERB CLEARLY

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	3	8.82%
B	OFTEN	5	14.70%
C	SOMETIMES	12	35.29%
D	SELDOM	8	23.52%
E	NEVER	6	17.64%
	TOTAL	34	100%

Explaining of the teacher is one of the problems faced by the students in teaching learning process because it will influence to their understanding about the subject. The table above shows the varieties answers among the respondents. 8.82% of the respondents stated always. 14.70% of the respondents stated often. 35.29% of the respondents stated sometimes. 23.52% stated seldom. 17.64% stated never. The conclusion is the majority of the teacher sometimes explains about auxiliary verb clearly.

Table IV.20
MY PARENTS SUPPORT ME TO STUDY ENGLISH

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	4	11.76%
B	OFTEN	3	8.82%
C	SOMETIMES	11	32.35%
D	SELDOM	8	23.52%
E	NEVER	8	23.52%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 11.76% of the respondents stated always. 8.82% of the respondents stated often. 32.35% of the respondents stated sometimes. 23.52% stated seldom. 23.52% stated never. The conclusion is the majority of the parents sometimes support them to study English. It means that the parents of the students sometimes give them support in learning English.

Table IV.21
MY HEALTHY CONDITION INFLUENCES MY CONCENTRATE IN
STUDYING PROCESS

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	3	8.82%
B	OFTEN	5	14.70%
C	SOMETIMES	10	29.41%
D	SELDOM	8	23.52%
E	NEVER	8	23.52%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 8.82% of the respondents stated always. 14.70% of the respondents stated often. 29.41% of the respondents stated sometimes. 23.52% stated seldom. 23.52% stated never. The conclusion is the majority of the healthy condition sometimes influences them in studying process. It means, the healthy condition sometimes influences their concentrate in learning process.

Table IV.22
TEACHER USES THE CORRECT METHOD IN TEACHING THE
AUXILIARY VERB

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	4	11.76%
B	OFTEN	6	17.64%
C	SOMETIMES	13	38.23%
D	SELDOM	7	20.58%
E	NEVER	4	11.76%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 11.76% of the respondents stated always. 17.64% of the respondents stated often. 38.23% of the respondents stated sometimes. 20.58% stated seldom. 11.76% stated never. The conclusion is the majority of the teacher sometimes uses the correct method in teaching the auxiliary verb.

Table IV.23
STUDENTS ASK IF THEY DO NOT UNDERSTAND

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	5	14.70%
B	OFTEN	8	23.52%
C	SOMETIMES	9	26.47%
D	SELDOM	6	17.64%
E	NEVER	6	17.64%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 14.70% of the respondents stated always. 23.52% of the respondents stated often. 26.47% of the respondents stated sometimes. 17.64% stated seldom. 17.64% stated never. The conclusion is the majority of the students sometimes ask if they do not understand.

Table IV.24
STUDENTS MAKE A SUMMARY TO HELP THEM IN LEARNING

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	6	17.64%
B	OFTEN	8	23.52%
C	SOMETIMES	10	29.41%
D	SELDOM	8	23.52%
E	NEVER	2	5.88%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 17.64% of the respondents stated always. 23.52% of the respondents stated often. 29.41% of the respondents stated sometimes. 23.52% stated seldom. 5.88% stated never. The conclusion is the majority of the students sometimes make a summary to help them in learning.

Table IV.25
STUDENTS READ THE BOOK BEFORE THEY BEGIN TO LEARN

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	6	17.64%
B	OFTEN	12	35.29%
C	SOMETIMES	8	23.52%
D	SELDOM	4	11.76%
E	NEVER	4	11.76%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 17.64% of the respondents stated always. 35.29% of the respondents stated often. 23.52% of the respondents stated sometimes. 11.76% stated seldom. 11.76% stated never. The conclusion is the majority of the students often read the book before they begin to learn.

Table IV.26
STUDENTS LIKE TO LEARN HARD THE FORMULA IN TENSES
ESPECIALLY IT WITH AUXILIARY

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	6	17.64%
B	OFTEN	9	26.47%
C	SOMETIMES	13	38.23%
D	SELDOM	4	11.76%
E	NEVER	2	5.88%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 17.64% of the respondents stated always. 26.47% of the respondents stated often. 38.23% of the respondents stated sometimes. 11.76% stated seldom. 5.88% stated never. The conclusion is the majority of the students sometimes students like to learn hard the formula in tenses especially with auxiliary.

Table IV.27
STUDENTS PAY ATTENTION WHEN THE TEACHER EXPLAINS
ABOUT THE AUXILIARY

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	8	23.52%
B	OFTEN	10	32.35%
C	SOMETIMES	9	26.47%
D	SELDOM	3	8.82%
E	NEVER	4	11.76%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 23.52% of the respondents stated always. 32.35% of the respondents stated often. 26.47% of the respondents stated sometimes. 8.82% stated seldom. 11.76 stated never. The conclusion is the majority of the students often pay attention when the teacher explains about the auxiliary.

Table IV.28
STUDENTS UNDERSTAND THE USE OF AUXILIARY VERB IN
NEGATIVE OF PAST TENSE

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	5	14.70%
B	OFTEN	5	14.70%
C	SOMETIMES	15	44.11%
D	SELDOM	5	14.70%
E	NEVER	4	11.76%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 14.70% of the respondents stated always. 14.70% of the respondents stated often. 44.11% of the respondents stated sometimes. 14.70% stated seldom. 11.76% stated never. The conclusion is the majority of the students sometimes understand the use of auxiliary verb in negative of past tense.

Table IV.29
STUDENTS UNDERSTAND THE USE OF AUXILIARY VERB IN
INTERROGATIVE OF PAST TENSE

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	7	20.58%
B	OFTEN	8	23.52%
C	SOMETIMES	12	35.29%
D	SELDOM	5	14.70%
E	NEVER	2	5.88%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 20.58% of the respondents stated always. 23.52% of the respondents stated often. 35.29% of the respondents stated sometimes. 14.70% stated seldom. 5.88% stated never. The conclusion is the majority of the students sometimes understand the use of auxiliary verb in interrogative of past tense.

Table IV.30
STUDENTS UNDERSTAND THE USE OF AUXILIARY VERB IN
POSITIVE OF PRESENT PERFECT TENSE

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	5	14.70%
B	OFTEN	8	23.52%
C	SOMETIMES	10	29.41%
D	SELDOM	4	11.76%
E	NEVER	7	20.58%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 14.70% of the respondents stated always. 23.52% of the respondents stated often. 29.41% of the respondents stated sometimes. 11.76% stated seldom. 20.58% stated never. The conclusion is the majority of the students sometimes understand the use of auxiliary verb in positive of present perfect tense.

Table IV.31
STUDENTS UNDERSTAND THE USE OF AUXILIARY VERB IN
NEGATIVE PRESENT PERFECT TENSE

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	7	20.58%
B	OFTEN	10	29.41%
C	SOMETIMES	13	38.23%
D	SELDOM	2	5.88%
E	NEVER	2	5.88%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 20.58% of the respondents stated always. 29.41% of the respondents stated often. 38.23% of the respondents stated sometimes. 5.88% stated seldom. 5.88% stated never. The conclusion is the majority of the students sometimes understand the use of auxiliary verb in negative present perfect tense.

Table IV.32
STUDENTS UNDERSTAND THE USE OF AUXILIARY VERB IN
INTERROGATIVE PRESENT PERFECT TENSE

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	7	20.58%
B	OFTEN	9	26.47%
C	SOMETIMES	11	32.35%
D	SELDOM	3	8.82%
E	NEVER	4	11.76%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 20.58% of the respondents stated always. 26.47% of the respondents stated often. 32.35% of the respondents stated sometimes. 8.82% stated seldom. 11.76% stated never. The conclusion is the majority of the students sometimes understand the use of auxiliary verb in interrogative present perfect tense.

Table IV.33
STUDENTS ALWAYS REVIEW THE LESSON AT HOME

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	ALWAYS	3	8.82%
B	OFTEN	9	26.47%
C	SOMETIMES	8	23.52%
D	SELDOM	7	20.58%
E	NEVER	7	20.58%
	TOTAL	34	100%

The table above shows the varieties answers among the respondents. 8.82% of the respondents stated always. 26.47% of the respondents stated often. 23.52% of the respondents stated sometimes. 11.76% stated seldom. 11.76% stated never. The conclusion is the majority of the students often review the lesson at home.

B. DATA ANALYSIS

4.2.1. Data Analysis of the Test

In this chapter, the writer would like to analyze data obtained from testing score result on data presentation. Therefore, in order to know the level of student ability in using auxiliary verb “did” in negative sentence of past tense auxiliary “did” in interrogative of past tense, auxiliary verb “have” or “has” in positive and negative, interrogative sentence of present perfect tense.

The writer analyzed the data that was presented in preceding chapter to analyze the data, the following statistically formula was used to get the mean score (M,) standard deviation (SD).

a. The mean score of students’ ability in using auxiliary “did” in negative sentence of past tense.

$$\text{Mean score } M = \frac{\sum fx}{N}$$

Where M = Mean/ average score

$$\sum fx \quad = \text{The sum of frequency time score}$$

$$N \quad = \text{Number of cases}$$

$$M = \frac{2340}{34}$$

$$M = 68.82$$

The mean score of students’ ability in using auxiliary verb “did” in negative sentence of past tense is 68.82. Because the average or mean percentage 60-79 it means that is good level.

b. The mean score of students' ability in using auxiliary verb "did" in interrogative sentence of past tense

$$\text{Mean score } M = \frac{\sum fx}{N}$$

Where M = Mean/ average score

$$\sum fx = \text{The sum of frequency time score}$$

$$N = \text{Number of cases}$$

$$M = \frac{2280}{34}$$

$$M = 67.05$$

The mean score of students' ability in using auxiliary verb "did" in interrogative sentence of past tense is 67.05. Because the average or mean percentage 60-79 it means that is good level.

c. The mean score of students' ability in using auxiliary verb "have/has in positive sentence of present perfect tense

$$\text{Mean score } M = \frac{\sum fx}{N}$$

Where M = Mean/ average score

$$\sum fx = \text{The sum of frequency time score}$$

$$N = \text{Number of cases}$$

$$M = \frac{2320}{34}$$

$$M = 68.23$$

The mean score of students' ability in using auxiliary verb "Have or Has" in positive sentence of present perfect tense is 68.23. Because the average or mean percentage 60-79 it means that is good level.

d. The mean score of students' ability in using auxiliary verb Have/Has in negative sentence of present perfect tense

$$\text{Mean score } M = \frac{\sum fx}{N}$$

Where M = Mean/ average score

$$\sum fx = \text{The sum of frequency time score}$$

$$N = \text{Number of cases}$$

$$M = \frac{2270}{34}$$

$$M = 66.76$$

The mean score of students' ability in using auxiliary verb "Have or Has" in negative sentence of present perfect tense is 66.76. Because the average or mean percentage 60-79 it means that is good level.

e. The mean score of students' ability in using auxiliary verb Have/Has in interrogative sentence of present perfect tense

$$\text{Mean score } M = \frac{\sum fx}{N}$$

Where M = Mean/ average score

$$\sum fx = \text{The sum of frequency time score}$$

$$N = \text{Number of cases}$$

$$M = \frac{2230}{34} \quad M = 65.58$$

The mean score of student ability in using auxiliary verb “Have or Has” in interrogative sentence of present perfect tense is 65.58. Because the average or mean percentage 60-79 it means that is good level.

The mean of students score in using auxiliary verb in past tense and present perfect tense at second year student of SMP it Arroyyan can be seen in the table below.

Table IV. 34
Total Mean score

NO	TEST	Mean score
1	Auxiliary “did” in negative	68.82
2	Auxiliary “did” in interrogative	67.05
3	Auxiliary has or have in positive	68.23
4	Auxiliary has or have in negative	66.76
5	Auxiliary has or have in interrogative	65.58
	Total	$\Sigma MX = 336.44$

In the table above, it can be concluded that the higher of mean score is students ability in using auxiliary verb “did” in negative, while the lower is students’ ability in using auxiliary verb “has/have in interrogative. To find out the total mean score of students’ ability in using auxiliary verb of second year student at Arroyyan Pekanbaru the writer used formula as follows:

$$M_{\text{tot}} = \frac{M1 + M2 + M3 + M4 + M5}{5}$$

$$M_{\text{tot}} = \frac{68.82 + 67.05 + 68.23 + 66.76 + 65.58}{5}$$

$$M_{\text{tot}} = \frac{336.44}{5}$$

$$M_{\text{tot}} = 67.29$$

The result above shows us the students' ability in using auxiliary verb at second year student of SMP IT Arroyan is good, because the total mean score is 67.29 it is in good category.

1. Standard Deviation

$$SD = \sqrt{\frac{\sum x^2}{N-1}}$$

Where: SD = standard deviation of each group

$\sum x^2$ = total square (scores minus & mean scores)

N = Number of students

1 = constant number

$$SD = \sqrt{\frac{168.22}{34-1}}$$

$$SD = \sqrt{\frac{336.44}{33}}$$

$$SD = \sqrt{10.19}$$

$$SD = 3.19$$

It was found that standard deviation of students' ability in using auxiliary at second year student at SMP IT Arroyan was 3.19. it is far distance from the mean score 67.29, we can assume that the data are vary distributed

Table IV.35
Mean and standard deviation of test

Symbol	Result of the test
N	34
M	67.29
SD	3.19

This table concluded that the mean of the students' ability in using auxiliary verb 67.29 standard deviation is 3.19 with the total sample is 34 students at the second year student of SMP IT Arroyan Pekanbaru. Hence it is far distance from the mean score 67.29, we can assume that the data are very distributed

4.2.2. Data analysis of questionnaires

To identify the percentage of the students' factors by on the questionnaires in using auxiliary verb in the past tense and present perfect tense at the second year students of SMP IT Arroyan Pekanbaru. The writer uses the data analysis technique of descriptive qualitative with percentage. To analyze the data from questionnaire, the writer gives score on every option. It must be standardized according to the criteria that can be categorized as follows:

Option A is categorized very good : 5

Option B is categorized good : 4

Option C is categorized fair : 3

Option D is categorized poor : 2

Option E is categorized very poor : 1

To find out the level of students factors on the questionnaires given in using auxiliary verb, the writer use the qualitative statement, the categorized as follows:

76% -100% is good

56% - 75 % is fair

40 % - 55 % is poor

Less that 40 % is very poor

The first step in qualitative analysis is by collecting and classifying each item of questionnaire based on its option and multiplied them by standardized score, which has been determined before. The next step is counting the percentage of the level of the students' factors based on the questionnaire given in identifying word form as nouns. To find out the percentage the writer uses the formulation:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of respondent

In order to analyze the total percentage of the students' factors based on the questionnaire given in using auxiliary verb. It is important to recapitulate all the data from the questionnaire in the table below:

Table IV.36
Recapitulation on table of factors that influence students' ability in using
auxiliary verb in the past tense present perfect tense

no Questions	Answer choice									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	4	11.76%	13	38.23%	9	26.47%	3	8.82%	5	14.70%
2	4	11.76%	3	8.82%	10	29.41%	9	26.47%	8	23.52%
3	3	8.82%	4	11.76%	11	32.35%	8	23.52%	8	23.52%
4	5	14.70%	6	17.64%	9	26.47%	7	20.58%	7	20.58%
5	5	14.70%	6	17.64%	11	32.35%	7	20.58%	5	14.70%
6	3	8.82%	5	14.70%	12	35.29%	8	23.52%	6	17.64%
7	4	11.76%	3	8.82%	11	32.35%	8	23.52%	8	23.52%
8	3	8.82%	5	14.70%	10	29.41%	8	23.52%	8	23.52%
9	4	11.76%	6	17.64%	13	38.23%	7	20.58%	4	11.76%
10	5	14.70%	8	23.52%	9	26.47%	6	17.64%	6	17.64%
11	6	17.64%	8	23.52%	10	29.41%	8	23.52%	2	5.88%
12	6	17.64%	8	23.52%	12	35.29%	4	11.76%	4	11.76%
13	6	17.64%	9	26.47%	13	38.23%	4	11.76%	2	5.88%
14	8	23.52%	10	29.41%	9	26.47%	3	8.82%	4	11.76%
15	5	14.70%	5	14.70%	15	44.11%	5	14.70%	4	11.76%
16	7	20.58%	8	23.52%	12	35.29%	5	14.70%	2	5.88%
17	5	14.70%	8	23.52%	10	29.41%	4	11.76%	7	20.58%
18	7	20.58%	10	29.41%	13	38.23%	2	5.88%	2	5.88%
19	7	20.58%	9	26.47%	11	32.35%	3	8.82%	4	11.76%
20	3	8.82%	9	26.47%	8	23.52%	7	20.58%	7	20.58%
Total	100		143		218		116		103	

From the table above, we can see that the description of option A is 100 students, option B is 143 students, option C is 218 students, option D is 116 students, and option E is 103 students

To find out the total score on every option of questionnaire, it is multiplied the total scores of the frequency answered by the respondent by each option. The data on every option can be seen as follows:

1. option A is $100 \times 5 = 500$
2. option B is $143 \times 4 = 572$
3. option C is $218 \times 3 = 654$

4. option D is $116 \times 2 = 232$

5. option E is $103 \times 1 = 103$

From the calculation above, we can know that:

The value of F is $500 + 572 + 654 + 232 + 103 = 2061$

Value of N is $100 + 143 + 218 + 116 + 103 = 680 \times 5 = 3400$

To determine the percentage level of the students' factors based on the questionnaire given in using auxiliary verb, the writer uses the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2061}{3400} \times 100$$

$$P = 60.61\%$$

According the result above, the level of standard percentage of students' ability in using auxiliary verb is classified as fair.

C. INTERPRETATIONS OF THE DATA

After presenting the data on the tables above, the writer made the interpretation of data on the students' ability in using auxiliary verb as in the following:

1. The result of the test

a. The total mean score of the students' ability in using auxiliary verb in the past tense and present perfect tense at the second year students of SMP IT Arroyyan Pekanbaru was 67.29 and it is classified as good category

b. The standard deviation score of the students ability in using auxiliary verb in the past tense and present perfect tense at second year students of SMP IT Arroyan Pekanbaru was 3.19.

2. The result of questionnaires

By looking the data of questionnaires, we could see that percentage questionnaires in using auxiliary verb at second year students of SMP IT Arroyan Pekanbaru. They are internal factors and external factors are as follow:

a. The Internal Factors

1. The students often like English subject (13 respondents or 38.23%)
2. The students sometimes interest in the grammar influencing the auxiliary subject
(10 respondents 29.41%)
3. Students sometimes ask if they do not understand (9 respondents 26.47%)
4. Students often pay attention when the teacher explains about the auxiliary (10 respondents 32.35%)
5. The students sometimes read the English book before the subject begins (12 respondents 35.29%)
6. Students sometimes understand the use of auxiliary verb in negative of past tense (15 respondents 44.11%)
7. Students sometimes understand the use of auxiliary verb in interrogative of past tense (12 respondents 35.29%)
8. Students often review the lesson at home (9 respondents 29.47%)

9. Students sometimes like to learn hard the formula in tenses especially with auxiliary (13 respondents 38.23%)

b. The external Factors

1. Teacher use the correct method in learning process sometimes influence their understanding in learning grammar especially in using auxiliary verb because it is part of grammar and part of English (13 respondents 38.23%)
2. Clear explanation of the teacher in learning process of grammar especially in auxiliary verb sometimes influence their ability in learning about grammar it self especially in auxiliary verb (12 respondents 35.29%)
3. Parents support in learning English also influence their ability in understanding English generally, especially in auxiliary verb (11 respondents 32.35%)
4. The students have the book of the grammar sometimes influence their ability in grammar, especially in auxiliary verb (11 respondents 32.35%)

Furthermore, from the conclusion above the writer see that the students do two of factors that influence the students' ability in using auxiliary verb in past tense and present perfect tense. They are internal factor, health, intelligence, and talent, motivation and interest, the way of learning. External factors, social environment factor (family, teacher, and staff, humanity, and friends) Non-social environment factors (home, school, tool and nature), and dominant factors that influence the students' ability in using auxiliary verb at second year students of SMP IT Arroyan Pekanbaru are motivation and interest. And the other factors

sometimes influence the students' ability in using auxiliary verb in the past tense and present perfect tense at second year students of SMP IT Arroyyan Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

This study entitles: students' ability in using auxiliary verb of second year student at SMP IT Arroyan. The test number of this study is 50 items. The kind of the test is changing sentence in to the correct one.

Based on the result of the study presented in chapter IV, the writer made the conclusion of data on the students' ability in using auxiliary verb in the following:

The mean score of the students' ability in using auxiliary verb "did" in negative sentence of past tense is 68.82 and it is classified as good level and the mean score of the students' ability in using auxiliary verb "did" in interrogative of past tense is 67.05 and it is classified as good level so in can be concluded that the students' ability in using auxiliary verb "did" in the past tense is good level.

The mean score of the students' ability in using auxiliary verb "have/ has" in positive of present perfect tense 68.23, and it is classified as good level and the mean score of the students' ability in using auxiliary verb "have/has" in negative of present perfect tense 66.76, and it is classified as good level and the mean score of the students' ability in using auxiliary verb "have/has" in interrogative of present perfect tense 65.58, and it is classified as good level. So the ability of the students in using auxiliary verb in simple present perfect tense is classified in good category. And the total mean score of the students' ability in using auxiliary

verb of second year students at SMP IT Arroyyan Pekanbaru is 67.29 it is good category.

1. Standard deviation score of the students' ability in using auxiliary verb in the past tense and present perfect tense at second year students of SMP IT Arroyyan is 3.19
2. The percentage questionnaires of the students' ability in using auxiliary verb at second year students of SMP IT Arroyyan Pekanbaru is about 60.61% and it is classified as fair.
3. The dominant factors that influenced the students' ability in using auxiliary verb at SMP IT Arroyyan Pekanbaru is motivation and interest, and the other factors sometimes influence students' ability in using auxiliary verb at second year students of SMP IT Arroyyan.

B. SUGGESTION

Based on the conclusion of this research, the writer would like to give the suggestion as follows:

1. Suggestion to the teacher
 - a. It is probably wiser for the English teacher to give clear explanations about auxiliary verb to the students and give more exercises, home works, or completing the media for teaching this topic.
 - b. The headmaster of SMP IT Arroyyan Pekanbaru is suggested to provide the facilities of learning in order to support the teaching and learning process.

- c. The teacher should provide a variety of suitable or interesting technique to implement the technique in teaching grammar and teacher uses a good strategy in teaching and learning to make learning more effective, enjoyable and impressive.

2. Suggestion to student

- a. Since the students have difficulties in using auxiliary verb, the writer wants to suggest that they should study more and do much more practice
- b. The students should choose method based on their purpose of study, so they will be easy to learn grammar in learning, they are confident to be active learner.
- c. They should read many books in written English, so they will be familiar with English grammar
- d. Due to the fact that the grammatical rule in using auxiliary verb between English and Indonesia is so quite different and in Indonesia there is no auxiliary verb like In English grammar. So the students should pay more attention on how distinguish and apply the rules in sentences.

Finally, the writer hopes that all this research findings, conclusion and suggestion will be beneficial contributions especially for both English teacher and students at the second year student of SMP IT Arroyan Pekanbaru, and all readers.

BIBLIOGRAPHY

- Azar, Betty. 1989. understanding and using English Grammar. Second edition. New Jersey: Prentice- Hall, Inc.
- Alexander, LG. 1990. Logman English Grammar practice. New York: London Logman inc.
- Amir Luthfy. 2003. Buku Panduan dan informasi akademik. Pekanbaru: UIN Pers.
- Anas Sudjiono. 1987. Pengantar statistic pendidikan. Jakarta: PT. Raja Grafindo Persada
- Brown, James Dean, 1991, Understanding Research in language learning: Cambridge University press.
- Brown, H. Douglas. 1994, Teaching By principle: An interactive approach to language pedagogy.
- Eri, M. 1995. <http://www.unhas.ac.id/rhiza/arsip/keluarga/babI-oct06.doc>.
- Gay, L.R. 1990. Educational Research. New York: Merrie Publshing.
- Hartono. 2004. Statistik Penelitian. Yogyakarta; LSK2₂ bekerja sama dengan Pustaka Pelajar Offset.
- Heaton, J.B. 1975. Writing English language Test. USA: Longman.
- Hornby, A.S. 2000. Oxford Advance learner's Dictionary. UK: Oxford University Press.
- Hornby, A.S. 1975. Guide to Patterns and usage in English. Second edition. UK: Oxford University Press.
- Krohn, Robert. (1986). English Sentence Structure. USA: University of Michigan Press.
- Lou, Robby. 2005. English Grammar and How to Used it. V-Print Jakarta.
- M. Syafi'i. 2007. From Paragraphs to a Research Report: Writing of English for Academic Purpose. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.
- Ngalm, Purwanto. 1990. psikologi Pendidikan. Bandung: Nusda karya.

Oemar, Hamalik. 1983. Metode Belajar dan Kesulitan-kesulitan Belajar. Bandung: Tarsito

Raymon Muphy. 1985. English Grammar in Use. USA: Cambridge University Press.

Swan, Michael. 1996. Practice English Usage. Second Edition. Oxford University Press.

Prof. Dr. Suharsimi Arikunto. 2002. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta, Rineka cipta.

Thomson, A.J, Martinet. AV. 1996. Practical English Grammar, Fourth Edition: Oxford University Press.

Young. 1991. <http://www.unhas.ac.id/rhiza/arsip/keluarga/babI-oct06.doc>.