



**THE STUDENTS' PROBLEMS IN DIFFERENTIATING
THE USING OF AUXILIARY VERB TO DO
IN SENTENCES AT GRADE VII SMP NEGERI 11
PADANGSIDIMPUAN**

A THESIS

*Submitted to Stated Institute for Islamic Studies Padangsidimpuan as
A Partial Fulfillment of the Requirement for The Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

SITI AMINAH HASIBUAN

Reg. No: 09 340 0064

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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PADANGSIDIMPUAN**

2014

Things : Thesis

Padangsidempuan, 23th May 2014

a.n. Siti Aminah Hasibuan To:

Appendix : 6 (six) Exemplar

Dean of Tarbiyah and Pedagogy Faculty
in-

Padangsidempuan

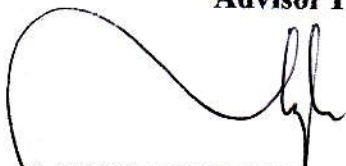
Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Siti Aminah Hasibuan, entitle **"THE STUDENTS' PROBLEMS IN DIFFERENTIATING THE USING OF AUXILIARY VERB TO DO IN SENTENCES AT GRADE VII SMP NEGERI 11 PADANGSIDIMPUAN"**. We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikum Wr.Wb.

Advisor I



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DECLARATION OF WRITING OWN THESIS

Name : SITI AMINAH HASIBUAN
Registration Number : 09 340 0064
Faculty : Tarbiyah and Pedagogy
The Title of Thesis : The Students' Problems in Differentiating the Using
of Auxiliary Verb To Do in Sentences at Grade VII
SMP Negeri 11 Padangsidimpuan.

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, May 23th, 2014

Declaration Maker



SITI AMINAH HASIBUAN
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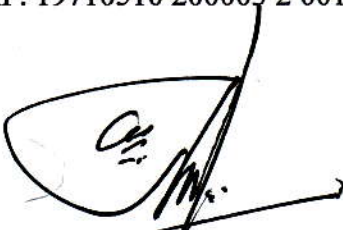
Members,



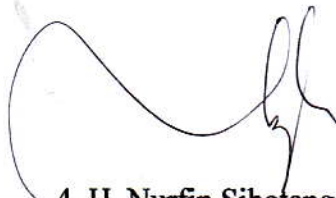
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Date : June, 05th 2014
Time : 09. 00 until finish
Result / Mark : 70/B
IPK : 3. 21
Predicate : Very Good



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LEGALIZATION

Thesis : THE STUDENTS' PROBLEMS IN DIFFERENTIATING
THE USING OF AUXILIARY VERB TO DO IN
SENTENCES AT GRADE VII SMP NEGERI 11
PADANGSIDIMPUAN.

Written By : SITI AMINAH HASIBUAN

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The Thesis had been accepted as a partial fulfillment of requirement for
degree of Islamic educational scholar (S.Pd.I) in English program.



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بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has give me the health, time and chance for finishing this thesis: **“THE STUDENTS’ PROBLEMS IN DIFFERENTIATING THE USING OF AUXILIARY VERB TO DO IN SENTENCES AT GRADE VII SMP NEGERI 11 PADANGSIDIMPUAN”**.

In writing this thesis, I assisted by some people and institutions. Therefore, in this opportunity I would like to expressed my gratitude to the following people:

1. Special thanks are due to H. Nurfin Sihotang, M.A., Ph.D., as the first advisor and to Fitri Rayani Siregar, M. Hum., as the second advisor who has guided me to complete this research.
2. Special thanks are due to DR. H. Ibrahim Siregar, MCL., as the Chief of State Institute For Islamic Studies (IAIN) Padangsidimpuan, and the assistants, who have fasilitated to the researcher as their students in IAIN Padangsidimpuan.
3. Thanks are due to Hj. Zulhimma, S.Ag, M. Pd., as the Chief of Tarbiyah Department and her staff.
4. Thanks are due to Rayendriani Fahmei Lubis, M.Ag., as the Chief of department English section and her staff.
5. Thanks are due to Yusri Fahmi, S.Ag., M.Hum., as the Chief of Library and his staffs have borrowed the books to me in this research.

6. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in IAIN Padangsidempuan.
7. Thanks are due to the headmaster and all teachers of SMP Negeri 11 Padangsidempuan
8. The exclusive thanks for lovely families that always support me in everything, specially my parents, my brothers, sisters, and all my friends.

This thesis was still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, May 16th 2014



Siti Aminah Hasibuan
Reg. No. 09 340 0064

ABSTRACT

Name : SITI AMINAH HASIBUAN
Reg. No : 09 340 0064
Title : The Students' Problems in Differentiating the Using of Auxiliary Verb To Do in Sentences at Grade VII SMP Negeri 11 Padangsidempuan.

The problem on the research is students at grade VII SMP Negeri 11 Padangsidempuan in differentiating the using of auxiliary verb "to do". The formulation of the problems was talking about students teaching learning process, students' problems in differentiating the using of auxiliary verb "to do", and the dominan problems of students in using auxiliary verb to do.

The research was conducted with qualitative approach and descriptive method. The sources of data for this research are primary source and secondary source. The primary source for this research is all students of class VII-1, total of them were 29 students. The secondary source is the English teacher. Next, this research used test, interview and observation as instruments. The researcher analyze the data by editing the data, reduction of the data, tabulation of the data, description of the data and the last taking the conclusion.

Based on the result of research, researcher found that Students teaching learning process in the classroom run well, because the students can be enjoyed to study. For the second formulation, the students' problems in differentiating auxiliary verb to do were: In auxiliary verb "do" the students didn't know the using of "do" in sentences as auxiliary verb or main verb. In auxiliary verb "does" the students didn't know the differentiating subject for auxiliary verb "does" and "do" because "does" and "do" used in simple present tense. In auxiliary verb "did" the students didn't know that "did" have the different adverb of time and auxiliary verb do or does. The thirth, the dominan problems of students in using auxiliary verb to do were: in using auxiliary verb Does.

CURRICULUM VITAE

A. Identify

Name : Siti Aminah Hasibuan
Place and birthday : Janji Raja, 4 Maret 1990
Sex : Female
Religion : Moslem
Address : Janji Raja, Kec. Sosa, Kab. Padang Lawas

B. Parents

Father : Gusnar Hasibuan
Mother : Nur Halimah Pasaribu

C. Background of Educations

Elementary School : SDN 0404 Janji Raja
Junior High School : SMP Negeri 1 Sosa
Senior High School : SMA Negeri 1 Sosa
Institute : IAIN Padangsidempuan

Appendix I

OBSERVATION GUIDANCES

1. Location of SMP N.11 Padangsidimpuan.

Lokasi SMP N.11 Padangsidimpuan.

2. The English teaching learning process in SMP N.11 Padangsidimpuan.

Proses pembelajaran bahasa Inggris

3. The circumstances of the equipments and facilities as supporter of learning process.

Keadaan sarana prasarana sebagai penunjang kegiatan pembelajaran

Appendix II

INTERVIEW

A. INTERVIEW TO THE STUDENTS

1. Do you like learning English ?
Apakah kamu suka belajar bahasa Inggris ?
2. Are you ever learning about auxiliary verb to do ?
Apakah kamu pernah belajar tentang auxiliary verb to do ?
3. What do you know about auxiliary verb to do ?
Apa yang kamu ketahui tentang auxiliary verb to do ?
4. Are them hard to learned for you?
Apakah kamu merasa sulit untuk mempelajari auxiliarkary verb to do?
5. Where are the difficulties that you found when you studied auxiliary verb to do?
Dimana letak kesulitanmu dalam mempelajari auxiliaries verb to do ?
6. What are you problems in differentiating the use of Auxiliary Verb To Do ?
Apakah masalahmu dalam membedakan penggunaan auxiliary verb to do ?
7. What is your effort in overcome that problem ?
apa usahamu dalam mengatasi masalahmu ?
8. What do you hope for developing your English ability especially the auxiliary verb to do ?
Apa yang kamu harapkan untuk membantu meningkatkan kemampuan bahasa Inggris mu khususnya auxiliary verb to do ?

B. INTERVIEW TO THE ENGLISH TEACHER

1. What do you think about the students in learning English?
Bagaimana menurut ibu/bapak siswa-siswa dalam proses pembelajaran bahasa Inggris?
2. What method that used in teaching auxiliary verb in SMP Negeri 11 Padangsidempuan ?
Metode apa yang ibu/bapak digunakan dalam mengajarkan auxiliary verb ?
3. What do you think about their abilities in differentiating the use of auxiliary to do?

Bagaimana pendapat ibu/bapak tentang kemampuan mereka dalam membedakan penggunaan auxiliary verb to do?

4. What do you know about the problems' of students in differentiating the use of auxiliary verb to do ?

Menurut ibu/bapak Apakah masalah siswa dalam membedakan penggunaan auxiliary verb to do?

5. What are the important things for helping them in learning English?

Apa yang paling penting untuk membantu mereka dalam meningkatkan kemampuan mereka dalam bahasa Inggris?

6. How the effort of English teacher to overcome the students' problems in differentiating the use of auxiliary verb to do ?

Bagaiman solusi ibu/bapak dalam mengatasi masalah siswa dalam membedakan penggunaan auxiliary verb to do ?

Appendix III

LIST OF TEST

A. Guideline

1. Read carefully!
2. If you have a question, ask to the researcher.
3. Choose the correct answer by yourself.
4. Time is given only 60 minutes.

B. Indicator

- Score of every item is 5.
- Score of all items is 100

Name :

Class :

1. I _____ like chocolate ice cream.
 - a. Don't
 - b. Doesn't
 - c. Didn't
2. Katy _____ go to school on the bus.
 - a. Don't
 - b. Doesn't
 - c. Didn't
3. My sister and I _____ visit Grandma last Sunday.
 - a. Don't
 - b. Doesn't
 - c. Didn't
4. _____ you want to go to the party?
 - a. Do
 - b. Does
 - c. Did
5. _____ your dog live outside or in the house?
 - a. Do
 - b. Does
 - c. Did
6. _____ you catch the bus this morning?
 - a. Do
 - b. Does
 - c. Did
7. _____ you ever visit your parents?
 - a. Don't
 - b. Doesn't
 - c. Didn't
8. Dr. Watson _____ smoke, does he?
 - a. Don't
 - b. Doesn't
 - c. Didn't
9. _____ Mr. Albertson call you?

- a. Don't c. Didn't
Doesn't
10. Volunteers _____ a lot of work around the town.
a. Do c. Did
b. Does
11. Pete always _____ his taxes on time.
a. Do c. Did
b. Does
12. Gil _____ a great job on his history report for school.
a. Do c. Did
b. Does
13. Do firefighters deliver mail ? No, they _____ .
a. Didn't c. Doesn't
b. Don't
14. Does a postman deliver mail ? Yes, he
a. Doesn't c. Does
b. Did
15. You did not tell me the truth. Did you ? yes, I _____ .
a. Don't c. Didn't
b. Did
16. I have a fax machine, but I _____ often use it.
a. Doesn't c. Didn't
b. Don't
17. David speaks English, French, and Italian, but he _____ speak German.
a. Don't c. Doesn't
b. Didn't
18. She _____ come yesterday. But she did come
a. Did c. Didn't
b. Do
19. _____ open the door.
a. Did c. Do
b. Does
20. Our teacher _____ speak Japanese.
a. Don't c. Didn't
b. Doesn't

Appendix IV

ANSWER

- | | |
|------|-------|
| 1. A | 11. B |
| 2. B | 12. C |
| 3. C | 13. B |
| 4. A | 14. C |
| 5. B | 15. C |
| 6. C | 16. B |
| 7. A | 17. C |
| 8. B | 18. C |
| 9. C | 19. C |
| 10.A | 20. B |

APPENDIX V.

The Students' Score in Differentiating auxiliary verb To Do at Grade VII SMP Negeri 11Padangsidempuan

RESPONDENT	RESPONDENT ANSWERS OF EACH ITEMS NUMBERS																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	SUM	
ATH	5	0	0	5	0	0	0	0	0	0	5	0	5	0	5	5	5	0	0	5	40	
ARH	0	0	0	5	0	5	0	0	0	0	5	0	0	0	0	5	0	5	0	0	25	
ABFM	0	0	5	0	5	5	0	0	0	0	0	0	5	0	0	5	0	0	5	0	30	
AIL	5	5	0	5	5	0	0	0	0	5	0	0	0	0	0	5	5	5	5	0	45	
AP	0	0	0	0	0	0	0	0	5	0	5	0	0	5	0	5	0	0	5	0	25	
C	5	0	5	5	5	0	5	0	5	0	0	5	0	0	0	5	5	5	0	0	50	
DMS	5	5	0	5	0	0	5	0	0	0	0	0	0	0	0	5	5	0	0	0	30	
DA	5	0	5	5	0	0	5	0	0	0	5	0	0	0	0	0	0	0	0	0	25	
EH	5	0	5	5	0	0	0	0	5	5	0	0	5	0	5	0	0	5	0	5	45	
EAS	5	0	5	5	0	0	5	0	5	0	0	0	5	0	0	0	0	0	0	0	30	
EFH	5	0	5	5	0	0	5	0	0	5	5	0	5	0	0	0	5	5	5	5	55	
FAP	0	0	0	0	0	0	5	0	0	0	0	5	5	0	0	0	0	5	5	5	30	
F	5	5	0	5	0	0	5	0	0	0	5	5	0	0	0	0	5	0	0	0	35	
HS	0	0	0	5	0	5	0	5	0	0	0	0	0	0	0	5	0	0	0	0	20	
IDS	0	0	5	5	0	0	0	0	0	5	0	5	0	0	5	0	0	5	0	0	30	
I	5	5	0	5	0	0	0	0	0	0	0	5	5	5	0	5	0	5	5	0	45	
JN	5	0	5	5	5	0	5	0	0	5	5	0	5	0	0	0	5	5	5	5	60	
LFS	5	0	0	5	0	5	5	0	0	0	5	5	0	0	0	0	5	5	0	5	45	
MS	5	0	0	5	0	0	0	0	5	0	5	5	0	5	0	5	5	0	5	0	45	
MS	5	0	5	5	0	0	0	0	5	5	0	0	5	0	0	0	0	5	5	0	40	
MM	0	5	0	5	0	5	0	0	5	0	0	5	5	0	0	0	0	0	0	0	30	
NAH	0	0	0	5	0	5	0	0	0	0	5	0	0	0	0	5	0	5	5	0	30	
RSM	0	0	0	5	0	0	5	0	0	5	5	0	5	0	5	5	0	5	0	0	40	
RS	0	5	0	5	0	5	5	5	0	5	5	5	5	0	5	5	0	0	0	0	55	
RFN	0	0	0	5	0	5	5	0	0	0	0	0	5	0	0	0	0	5	0	5	30	

SS	0	5	0	0	0	0	0	0	0	0	0	5	0	5	0	5	0	0	0	0	20
SF	5	5	0	5	0	5	5	0	0	0	0	0	0	0	0	0	5	0	0	0	30
TMP	5	0	0	5	0	5	5	5	0	0	5	5	0	0	5	5	0	0	0	0	45
YPAP	0	5	0	0	0	0	0	0	0	0	0	5	0	5	0	5	0	0	0	0	20
Σ	16	9	9	24	4	10	14	3	7	8	13	12	13	5	6	16	10	14	10	7	1050

The researcher calculated the score by using the formula:

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

$$= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100\%$$

$$= \frac{1050}{29 \times 20 \times 5} \times 100\%$$

$$= \frac{1050}{2900} \times 100\%$$

$$= 0,36 \times 100\%$$

$$= 36\%$$

The Description of Students Score in Understanding Vocabulary

No	Students' Initial Names	Total Scores
1.	ATH	8
2.	ARH	5
3.	ABFM	6
4.	AIL	9
5.	AP	5
6.	C	10
7.	DMS	6
8.	DA	5
9.	EH	9
10.	EAS	6
11.	EFH	11
12.	FAP	6
13.	F	7
14.	HS	4
15.	IDS	6
16.	I	9
17.	JN	12
18.	LFS	9
19.	MS	9
20.	MS	8
21.	MM	6
22.	NAS	6
23.	RSM	8
24.	RS	11
25.	RFN	6
26.	SS	4
27.	SF	6
28.	TMP	9
29.	YPAP	4
Total		210
Mean Score		24. 4
Highest Score		12
Lowest Score		4
Median		6
Modus		6

Appendix VI

Pictures while doing the Research



Picture 1.

Condition of SMP Negeri 11 Padangsidempuan



Picture 2.

Library & Lab. Copmputer of SMP Negeri 11 Padangsidempuan



Picture 3. Administration room



Picture 4. List of teachers and administrator



Picture 5.

English learning process in



Picture 6.

English learning process in



Picture 7.

The researcher while interviewing the English teacher & Head Master
of SMP Negeri 11 padangsidempuan



CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is an important things in life. Everything in this world needs language. Language is a tool to do a relation with other. Language is needed to shape thoughts, feelings, desires, and deeds. That is true based on Holy Qur'an (Al- Qur'an surah Al- Baqarah: 30).

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ اِنِّىْ جَاعِلٌ فِى الْاَرْضِ خَلِيْفَةً ۚ قَالُوْۤا اَتَجْعَلُ فِىْهَا مَنْ يُّفْسِدُ فِىْهَا وَيَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ ۗ قَالَ اِنِّىْۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ ﴿٣٠﴾

The Meaning : “And (remember) when your lord said to the angels. “verily, I’am going to place (mankind) generation after generations on earth”. They said: “will you place therein and shed blood while we glorify you with praises and thanks and sanctify you”. “He (Allah) said: “I know what which you do not know”.¹

Based on the verse, it can be concluded that life need language by languagecan transfer our knowledge (science), to communicate with other, to interact each other, in teaching and learning process and language make the human life in the world to be peace, etc. So Allah SWT has given language to the human as a fitrah which must be glorify. Allah SWT has created this world with many

¹ Muhammad Taqi- ud – Din Al – Hilali & Muhammad Muhsin Khan, *The Noble Qur'an in the English Language* (Saudi Arabia : The Holy Qur'an Madinah , K. S. A.), p. 7.

kinds of language. One region has different languages with other. Such as Arabic, English, Indonesia, Mandarin, French, German, etc.

Allah said in Holy Qur'an (Al-Qur'an Surah Ar-Ruum: 22)

وَمِنْ ءَايَاتِهِ ۚ خَلَقُ السَّمَوَاتِ وَالْأَرْضَ وَاخْتَلَفُ السِّنَتِكُمْ وَالْوَنُكُمُ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

The Meaning : “And among His signs is the creation of the heavens and the earth, and variation in Your language and your colors, verily in that are signs for those who know”.²

Based on the above verse, it can be concluded that all kinds of languages do not come accidentally to this world. But Allah SWT has given it to the human as a fitrah of Mankind. He created human with many languages, it is one sign of his powerful. Among all of languages, there are some languages that the most important. Those are called as international languages. Those are so important because by mastering the international languages, someone will be able to do relations with other people in different countries in this world.

English used as Internatiaonal language, most of the people used English to interact each other in all countries, if wanted to know about some events in the world must know about English or if wanted to communicate to some people in other country can communicate by English. Good communication will create good

² *Ibid.*, p. 542.

relation. Because Many countries in the world use English as a medium of communication among people in different countries. So if master English well, will get information or globalization essay easily. In Indonesia, English is as a foreign language, it is not official language but it is the first language learned at school until university and being a compulsory subject in education system. The government has made great effort to develop it in order to teach the expected purpose through national curriculum, in Indonesia there are some ways made by government to guide the education to teach the aim of national education.

Learning English involves four language skills that students should have, they are listening, speaking, writing, and reading. To master the four skills, students have to know vocabulary and the structure or grammar of the languages being learned. Vocabulary is study of words and structure or grammar is a study about the role in arranging the sentences. Grammar is one of the most important things in learning English. Grammar is the system of the language. Without grammar comprehending some language will be a bit difficult. Because in grammar the pattern of word will be arranged based on the rule of certain of language and grammar will make the meaning of sentence clear and easy to understood by all the people who learned because the rule of grammar is standardized in every language.

Grammar is one of English language component that it must be learned and understood by students. It is a very basic knowledge and an important tool for students to master English. It is a science that teaches students how the way to

speak, to read, and to write English correctly. Besides, by learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence. By mastering grammar, the students will have a way to be able speak, building correct sentence, reading, and writing English correctly and understandable, the result is students can create a good communication and interaction in English language between each and other in lives. In mastering English grammar, the student should be mastered the auxiliary verbs, such as: can, could, may, might, will, would, shall, should, must, ought, need, dare, use to (Modal Auxiliaries), to be, to have especially to do (Primary Auxiliaries).

Auxiliary verb as a verb which helps other verbs to form different tenses, auxiliary verb help to form tense or an expression (helping verb) , or auxiliary verb as verb used with another verb, a verb that is used with another verb to indicate person, number, mood, tense, or aspect. The auxiliary verb to do is do, does, did. In the simple present tense, the function of do as an auxiliary to express the negative sentence and to ask question for I , You, We, They. However does is substituted for third-person (She, He, It), singular subjects in the present tense. In the past tense Did works with all persons, singular and plural. To do can used in the sense: to perform or act, statement, request or invitation and in short answers to avoid repetition of the main verb. Auxiliary verb is important to master, auxiliary verb used to all aspect of languages, to combain English tense. Without mastering the Auxiliary verbs correctly, it's impossible for student's using English well.

When the researcher PPL (Praktek Pengalaman Lapangan) in SMP 11 Padangsidempuan, the researcher gave the lesson items about auxiliary verb, after gave them the examples the researcher gave them task about simple present and past tense to change in negative and interrogative sentences, some of them can answered the question with the good answer but there were many students still wrong in their answer or many student confused in differentiated the use of auxiliary verb to do. when the researcher asked them, many students' problems is diffculted in differentiated the used auxiliary verb between do, does and did or They didn't understood to differ the used of auxiliary verb to do. Why is it happened? What they were bored and lazy for this subject ? From this fact, the researcher has made up her mind about auxiliary verb werre do, does, did in negative sentence and interrogative sentence. Based on above problems, the writer felt interested in conducting a research under the tittle “ **The Students' Problems in Differentiatingthe Using of Auxiliary Verb To Do in Sentences At VII Garade SMP Negeri 11 Padangsidempuan**”

B. Focus of the Problems

There are some problems in teaching grammar and for this topic is auxiliary verb to do. However, the problems are considered to be solved immediately. The first problem are about students. Most of students could not understand the different of auxiliary verb to do. As has been mentioned before, this research focused on the students' problems in differentiating the using of auxiliary verb to

do in sentences. In this topic, the researcher only limits on the problem in differentiating the use of to do in SMP Negeri 11 Padangsidempuan.

C. Defenition of Terminologies

1. Students

Students comes from student (singular); a person who is learning added with –s become students (plural). In Indonesia dictionary the student is a learner especially on the grade of elementary, junior high school, and senior high school.³

2. Problems

Problem comes from problem (singular); something that troubles in somebody's mine added with–s becomes problems (plural). Problems is something must be solved: as an inhibitor or inhibiting factor.⁴

3. Differentiating

Differentiating is “the stated or way in which two people or things are not the same or not like each other, unlike inform, quality, or dissimilar”.⁵

4. Auxiliary verb

Auxiliary verb is “a verb which helps other verbs to form different tenses is knows as auxiliary verb”.

³ Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka 2005), p. 1077.

⁴ *Ibid.*, p. 719.

⁵ A.S.Hornby, *Oxford Advanced Learner's Dictionary* (New York: University Vers, 2000), p.124.

5. To do

To do is “primary auxiliaries verbs used to form negatives, questions, and tenses”.⁶

6. Sentence

A sentence is a group of words that expresses a complete thought. Sentences always have a subject and a verb.⁷

7. SMP

SMP is junior high school. For the best explanation, the next the researcher used SMP.

D. Formulation of the Problems

The formulation of the problems of this research as below :

1. How is the students' teaching learning process in the classroom?
2. What are the students' problems in differentiating Auxiliary Verb To Do ?
3. What is the dominant problems of students in using auxiliary verb To Do?

E. Aims of the Research

Based of the formulation of the problems above, the aims of the research were :

1. To know the the students' teaching learning process in learning Auxiliary Verb To Do.

⁶ Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 2003), p. 128.

⁷ Howard Sargeant, *Basic English Grammar for English Language Learner* (The United States of America: 2007), p. 110

2. To know the students' problems in the differentiating Auxiliary Verb To Do.
3. To know the dominant problems of students in using auxiliary verb To Do.

F. Significant of the Study

The findings of this research can contribute to the students, it can be used as emphasis to determine an approach to solve the students' problems in differentiating the use of auxiliary verb "to do", and it can be a source information to use auxiliary verb "to do". Expected to give positive input to the English teacher in teaching of grammatical structure, especially in teaching auxiliary verb to do. Based on this research, the English teachers were able to choose appropriate teaching approach especially in teaching auxiliary verb to do.

G. Outline of the Thesis

The systematic of this research was divided into five chapters, they were :

The first chapter was an instruction that consist of background of the problems, focus of the problem, definition of key terms, formulations of the problems, purpose of research, significances of research, and thesis out line.

Background of the problem talked about the reason of the researcher to choose the title of the research. Focus of the problems was made to specific discussion of the research. Limitation of key terms was used to clarify the terminologies in the title of the research. The researcher stated the formulation of the problems used to give a general problem of the research. Purposes of the problems were made to clarify the aim of this research. Significances of the research and others. Out line of the script was the content of the thesis generally.

The second chapter was a theoretical description consist of students problem, auxiliary verb, sentence and review of related findings.

The third chapter was the research methodology that consist of the setting of the research, method of the research, source of data, instrument of the research, the technique of data analysis and the technique of data trustworthiness.

Setting of the research were the time and place of the research. Sources of the research were the participant of the data. Technique for collecting the data and the instrumentation was the way and instrument to get tha data. Technique of checking trustworthiness were used to reduce the bias of the data and to improve the validity of the data collected. Technique of the data analysis were the way to analyze the data collected

The fourth chapter was the result of the research that consists of students' teaching learning process, students' problems, and dominan problems of students in using auxiliary verb tod do in sentences.

The fifth chapter was a closing that consists of conclusions and suggestion from the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Students' Problems

Students' problems consists of two words. They are students and problems. Students come from student (singular); a person who is learning added with –s become students (plural) And problem also comes from problem (singular); something that troubles in somebody's mine added with–s becomes problems (plural). To make better explanation, the researcher discusses them as follow:

a. Defenition of Student

Student is “a person who studying at a school, college, university, etc”.¹ While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior high school, and senior high school.² Whereas Sardiman said Student is a component who take place in central position in the learning process.³ Student also means subject of learning in the school⁴ Based of these defenition above, the writer concluded that the student is a person who learn on grade of elementary, junior high school, and senior high

¹ A.S.Hornby, *Oxford Advanced Learner's Dictionary* (New York: University Vers, 2000), p. 441.

² Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka 2005), p. 1077.

³Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT.Raja Gravindo Persada, 2011), p. 111.

⁴ Dimiyati and Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2009), p. 22.

school, not only on the formal education but also on the informal education, and the student in this resesearch is a person who studies at the grade IIV in SMP Negeri 11 Padangsidimpuan.

b. Defenition of Problem

Problem is “a thing that is difficult to deal with or understand”.⁵ In Indonesian dictionary problems is something must be solved: as an inhibitor or inhibiting factor.⁶ Based on description above the writer concluded that problem is word used to describe a condition that comes from the relationship between two or more factors that result in confusing situation or something that is in consistent with truth. Everyone in this world have problems with differences problems. A gardener has problem in gardening, a teacher has problem in teaching, government have problem in their administration and a student has problem in learning, etc. So, must be able to find out the way to solve the problems.

In learning process especially, there are many things that can become problems for students. They are categorized into two categories; internal and external factor. Internal factors can be physic condition and healthy, motivation, while external factors can be the condition of school, family, or social life.⁷

⁵ A. S Hornby, *Op.Cit.*, p. 350 .

⁶ Tim Penyusun Kamus Pusat Bahasa, *Loc.Cit.*

⁷ Munawir Yusup, *Pendidikan Bagi Anak Dengan Problema Belajar* (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2003), p. 6.

Muhibbin Syah says that there are two factors of the problem. They are:

1) Internal factor

Many things can be comes problems for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, self confidence, concentration and illness. Sometimes, a student need a motivation for his/her study, or students do not have self confidences in learning process. All of them can become a problem of learning.

2) External factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teachers do not able to make a comfortable situation, students can be bored in learning process.⁸

From the above explanation it can be conclude that students' problems means the problems that are faced by students; they can come from internal or external of students each selves.

From the above explanation it can be concluded that students' problems means the problems that are faced by students in learning; they can come from the relationship between two or more factors that result in confusing situation

⁸ Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT Raja Grafindo, 2008), p. 184-186.

(internal or external of students each selves and need solved).In this reseach the students' problems is differentiating the use of auxiliary verb in sentences.

2. Auxiliary Verb To Do

a. Defenition of Auxiliary Verb

Auxiliary verb is “a verb which helps other verbs to form different tenses is knows as auxiliary verb”.⁹ according to Marcella Frank auxiliary verb, “as we have seen, are “helping” verbs that add structural meaning or a semantic coloring to verbs carrying the full burden of lexical meaning”. “All auxiliaries share the ability to be directly followed by “not” in negatives”. “Often in contracted form (they have not gone) and to be reversed with the subject in question (have they gone)”.¹⁰ Than Wren and Martin says, “Auxiliary verb is a verb use to form the tenses, moods, voices, of other verbs. So it can be conclude, that auxiliary verb is used to form the tense, moods, voice, of other verbs”.¹¹ From the above explanation it can be concluded auxiliary verb is a verb which helps other verbs to form different tenses and auxiliary verb can be conclude, that auxiliary verb is used to form the tense, moods, voice, of other verbs.

⁹ Jayanthi Dakshina Murthy, *Loc.Cit.*

¹⁰ Marcella Frank, *Modern English A Practical Reference Guide* (New York: Prentice-Hall, 1972), p. 94.

¹¹ Wren & Martin, *High School English Grammar & Composition* (NP: Prasada Rao, 1990), p. 110.

b. Kinds of Auxiliary Verb

Auxiliary verb can be divided into two kinds of auxiliaries:

1) The Primary Auxiliaries

Primary auxiliaries is “a verb used to form negatives, questions and tenses are known as primary auxiliaries verb: is, am, are, (to be) was, were, been, do, does, did, (to do) have, has, had (to have)”.¹² Slamet Riyanto stated there are “three kinds of Auxiliary Verb to do, namely”:¹³

a) Do

Do is “used to talk about actions, do with the pronouns I, you, we and they, and with plural nouns” form of the verb.¹⁴ “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 offer)”.¹⁵

Example :

(1) Negatives sentence in simple present tense.

You don't know the answer.

They don't do the something every day.

¹² Jayanthi Dakshina Murthy, *Op.Cit.*, p. 128.

¹³ Slamet Riyanto and dkk, *A Hand Book Of English Grammar* (Yogyakarta: Pustaka Pelajar, 2007), p. 215.

¹⁴ Anne Seaton .Y. H. Mew, *Basic English Grammar For English Language Learner* (Printed In The United States Of America: 2007), p. 115.

¹⁵ Marcella Frank, *Loc. Cit.*,

(2) Interrogetive sentence in simple present tense.

Do You know the answer ?

Do They do the something every day ?

(3) Negative questions.

Do you not ever visit your parent?

Do I not like coffe ?

(4) In the sense: to perform or act.

You must do what I tell you. (perform)

You do the task.

(5) In short answers to avoid repetition of the main verb.

Do you know Padma ? Yes, I do

Do you read the english book? yes, I do

(6) Emphasize the statement.

You do look tired.

I love karate, but I do not like boxing.

(7) Request or invitation (Do + imperative)

Do visit us.

Do come with us.¹⁶

b) Does

Does is “used to talk about actions does with the pronouns he, she and it, and singular nouns”. To make better explanation about

¹⁶ Wren & martin, *Op.Cit.*, p. 112

differentiating the use of do and does, the researcher discusses them in the table I below:

Table I
Use of Do and Does

	Singular	Plural
First Person	I do	we do
Second Person	you do	you do
Third Person	he does	they do
	she does	they do
	it does	they do ¹⁷

The uses of do and does to talk about action in simple present tense. Do can use to first person (I and we), second person in singular (you) and plural, and third person in plural (they). does used to third person in singular (she, he, and it). From the table above the researcher can concluded that do can use to first person, second person and third person in plural, while does can use in third person.

Example :

(1) Negatives sentence in simple present tense.

She doesn't work very hard.

Jact doesn't play the piano.

(2) Interrogative sentence in simple present tense.

¹⁷ Anne Seaton .Y. H. Mew *Op.Cit.*, p. 116

Does She work very hard ?

Does Jact play the piano ?

(3) Negative questions.

Does Dr. Watson not smoke?

Does he not come today ?

(4) In the sense: to perform or act.

Your client does understand the contract.

Shelly does drink milk.

(5) In short answers to avoid repetition of the main verb.

Does he do the task ? yes, he does / no he doesn't

He teaches you English. Yes, he does.

(6) Emphasize the statement.

He doesn't drive but I do.

She doesn't pray subuh but he does.¹⁸

c) Did

Did is “used to talk about actions is the simple past tense of do and does”. “The do auxiliary is accompanied by the simple form of the verb (the invinitive without to)”. “It is used only in the simple past tense (did offer)”.¹⁹ To make the better explanation about the use of

¹⁸ Jayanthi Dakshina Murthy. *Op.Cit.*, p. 131.

¹⁹ Marcella Frank, *Op.Cit.*, p. 95.

auxiliary verb to do, the researcher discusses them in the table II below:

Table II
The Use of Did

	Singular	Plural
First Person	I did	We did
Second Person	You did	You did
Third Person	He did	They did
	She did	They did
	It did	They did ²⁰

The use of did is to talk about action in simple past tense. Did can use to first person (I and we), second person (you), third person (they, he,she,it) in singular and plural. From the table above the resercher can concluded that did can use in all of person like, I, you, he, she, it, they, and we in simple past tense.

Example :

(1) Negatives sentence in simple present tense.

They didn't work on monday.

You didn't see joe yesterday.

(2)Interrogetive sentence in simple present tense.

²⁰ Anne Seaton .Y. H. Mew, *Loc. Cit.*,

Did They work on monday?

Did You see Joe yesterday?

(3) Negative questions.

Did they not help you?

Did you not come to the party?

(4) In the sense: to perform or act.

I did it on madhavis advice. (act)

He Never did run that fast again.

(5) In short answers to avoid repetition of the main verb.

You did not tell me the trut. Did you ?

Did you see him ? yes, I did /no, I didn't

(6) Emphasize the statement.

I did not write the letter to her,. But did write it.

She did not come yesterday. But she did come.²¹

2) Modal Auxiliaries

Modal auxiliaries is “verbs used to express various moods and mental attitude like hope, expectations, possibility and futurity are known as modal auxiliaries: can, could, may, might, will, would, shall, should, must, need, dare, ough to, used to”.²² “These auxiliaries at to the verb a special semantic componen such as ability, obligation

²¹ A. J. Thomson And A.V Martinet, *A Practical English Grammar* (London: Oxford Universitas Press, 1985), p. 127.

²² Jayanthi Dakshina Murthy, *Loc.Cit.*,

possibility”. “Some of the modal auxiliaries express the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between modal and mood)”. Modal auxiliaries generally “have no –s suffix for third person, and no Infinitive or Participle form”.²³

3. Sentence

A sentence is “a group of words expressing a complete thought”.²⁴ A group of words, usually including a subject and a verb, that express a statement, question, or instruction. A sentence is “a group of words that expresses a complete thought and a sentence must have a subject and a verb”, “but it may or may not have an object”. “A sentence that makes a statement begins with a capital letter and ends with a period”.²⁵ Based on description above, sentence is a group of words consist of a subject and a verb, but it may or may not have an object and have a sense or meaning. Sentences that make a statement begin with a capital letter and end with a period. According to Anne Seaton there are four kinds of sentences, namely.²⁶

1) Declarative sentence

²³ Marcella Frank, *Op.Cit.*, p. 95-96

²⁴ Team of Five, *Improving Reading Skill In English* (Jakarta: 2006), p. 65.

²⁵ Anne Seaton Y. H. *Op.Cit.*, p. 139.

²⁶ *Ibid.*, p.141-142.

Declarative sentence is “a sentence that states or declares something (makes a statement)”. A declarative sentence ends with a period.²⁷

Example:

- a) You do look tired.
- b) I did not write the letter to her,. But did write it.
- c) He doesn't drive but I do.
- d) She did not come yesterday. But she did come.
- e) I love karate, but I do not like boxing.²⁸

2) An interrogative sentence

Interrogative sentences is “a sentence that asks a question”. An interrogative sentence ends with a question mark (?) instead of a period. ²⁹

Example:

- a) Did You see Joe yesterday?
- b) Did They work on monday?
- c) Do You know the answer?
- d) Does She work very hard ?
- e) Do They do the something every day?³⁰

²⁷ Jayanthi Dakshina Murthy, *Op.Cit.*, p. 235.

²⁸ J. Thomson And A.V Martinet, *A Practical English Grammar* (London: Oxford Universitas Press, 1985), P. 127.

²⁹ Howard Sargeant, *Basic English Grammar for English Language Learner* (The United States of America: 2007), p.110

³⁰ Jayanthi Dakshina Murthy, *Op.Cit.*,p. 131.

3) An imperative sentence

Imperative sentence is “a sentence that expresses a command, a request, an treaty or suggestion”.³¹

Example:

- a) Don't tell me lies.
- b) Do help me, please.
- c) Do work a little harder.³²

4) An exclamatory sentence

Exclamatory sentence is “a sentence that express some strong or sudden feeling (expresses strong emotion)”. “An exclamatory sentence ends with an exclamationpoint (!) instead of a period”.³³

Example:

- a) What a kind thing to do!
- b) How beautiful she is!
- c) The silly boy!³⁴

B. Review of Related Findings

There are some related findings that discuss about auxiliary verbs :

³¹ Jayanthi Dakshina Murthy, *Loc. Cit.*,

³² Howard Sargeant, *op.cit.*, p. 119.

³³ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 236.

³⁴ Howard Sargeant, *op.cit.*, p. 118.

The first, reseach done by Zaini Hayati which tittle “ an analysis on the student’s ability in using principal auxiliaries of the grade student’s at SMP Negeri 3 Padangsidimpuan in 2010 – 2011 academic year’s. The research to find out the extent of the student ability in in using auxiliaries verb. Auxiliary verb masteri is very crucial for students in completing their ability to use english. The result of the research can be concluded, the grade VIII SMP Negeri 3 padangsidimpuan are sufficient,because based on the data it can be found that their mean score is 61,11%. So can be categorized in to enaught categorized. Based on the data, it has known that the most difficulties of the student’s in using principal auxiliaries can be known from their problem to use to Do (Do, Did, Does) in negative and interrogativ e sentence.³⁵

The second, research done by Ratna Dewi Lubis which the tittle is “ the influence of auxiliary verbs mastery to tenses ability of the eight grade students of SMP Negeri 2 Siabu in 2010–2011 academic year”. The conclution can be conducted as follows the ability of the student’s mastery masteri in auxiliary verbs was 73,93%, it’s can be categorized in to” good” categories.³⁶

The third reseach was done by Rasmi Yusmidar about “ The Ability Of The Students In Using Principal Auxiliaries In Writing Tenses” at grade VIII MTSS Babussalam Basilam Baru academic year 2011/2012, they can be categorized in to enough, it can be seen from te value of the mean score (M) got by the students,

³⁵ Zaini Hayati, *An Analysis On The Student’s Ability In Using Principal Auxiliariess Of The Grade Student’s At SMP Negrri 3 Padangsidimpuan* (UMTS: Padangsidimpuan, 2010), p. 75.

³⁶ Ratna Dewi Lubis, *The Influence of Auxiliary Verbs Mastery to Tenses Ability of The Eight Grade Student’s of Smp Negeri 2 Siabu* (UMTS: Padangsidimpuan, 2010), p. 70.

that is 58,69%. the student difficulties in using principal auxiliaries in writing tense were:

- a. The student false the using of principal auxiliaries in writing tense.
- b. The student are poor in vocabulary
- c. The difficulties of students' about structure.³⁷

If the reserchers mentioned above research about the students' ability in using principal Auxiliary Verbs and the the influence of auxiliary verb mastery to tensis ability, the researcher feels interest The Students' Problems In Differentiating The Use Of Auxiliary Verb To Do In Sentences At VII Garade SMP Negeri 11 Padangsidimpuan.

³⁷ Rasmi Yusmidar, *The Ability of The Students in Using Principal Auxiliaries in Writing Tenses At Grade VIII MTs Babussalam Basilam Baru* (thesis, STAIN: Padangsidimpuan, 2012), p.72.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This reseach had been done at SMP Negeri 11 Padangsidimpuan. It located at Jl. Sisingamangaraja Gg. Air Bersih Kecamatan Padangsidimpuan Batu Nadua South Tapanuli North Sumatera. The subject of research was Grade VII Student in SMP Negeri 11 Padangsidimpuan 2013/2014 academic years. The reseach was done at September 2013 up to May 2014.

B. Kinds of the Research

This reseach uses qualitative reseach. L.R. Gay And Airasian stated that qualitative reseach is “based on the collection data and of non numerical data such as observation, interviews, and other more discursive sources of information”.¹ Based on the method, this research was done descriptive method. Descriptive research is “involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research”.² So, it can be concluded that descriptive research means to analyze or make a sense (descriptive) about situation or events. The researcher was used qualitative descriptive method to know The Students’

¹ L. R. Gay & Peter Airasian, *Educational Research : Competencis For Analysis And Application* (Usa: Prentice Hall, 2000), p. 9.

² *Ibid.*, p. 315.

Problem in Differentiating The Use of Auxiliary Verb To Do in Sentences At VII
Grade SMP Negeri 11 Padangsidempuan.

C. The Sources of Data

The source of data this research consist of :

- a. Primary source of data (principal data) were the basic of data. Primary sources of data, that were the grade VII students at SMP Negeri 11 Padangsidempuan, they were 97 students. They were consist of three classes. This research was done with used purposive sampling. "Purposive sampling referred to as judgment sampling, the researcher selected a sample based on his or her experience or knowledge of the group to be sample".³ Actually, the researcher took one class to do the research; that were class VII- 1. The researcher took the certainly class because it can be representative to take the result of research, the limitation by the researcher on the time, knowledge, and expense. So, there were 29 students who answer the test.
- b. Secondary sources of data (supplementary data). The Researcher could be collected the information from the English teacher.

D. Instrument of Collecting Data

Jhon W. Creswell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough

³ *Ibid.*, p. 138.

unstructured (or semi structured), observations and interview, document and visual materials.⁴The instrument of collecting data that used by researcher as follow:

a. Observations

For collecting the data, the researcher used the observation, which the researcher takes fieldnotes on the behavior and activities of individuals at the research site. In these fieldnotes, the researcher records. In an unstructured or semistructured (used some prior questions that the inquirer wants to know) way, activities at the research site. The qualitative observer may also engaged in roles varying from a non participant to a complete participant.⁵ Observation can be done directly or indirectly. The researcher had been done directly observation; namely to observe the object directly without mediator. This observation used to know the situation in SMP Negeri 11 Padangsidimpuan, include location, facilities, and teaching learning process.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.⁶ Jhon W. Creswell stated in interviews the researcher conducts face to face interviews with participant. these interviews involve unstructured and generally open – ended questions that were a few in number and intended to elicit views and opinions

⁴ Jhon W. Creswell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Sage Publications, Inc, 2002), p. 185.

⁵ Jhon W. Creswell. *Loc. Cit.*

⁶ L.R. Gay & Peter Airasian, *Op.Cit.*, p. 219.

from the participants.⁷ Then, the researcher also was done the interviewed to English teacher and to the students about students' problems in differentiating the use of to Do and what are the English teachers efforts to overcoming the students problems in using auxiliary verb.

For collecting the data, the researcher used the interviewed and test for collecting data. In interview the researcher interviewed the students and teacher it is to know the students' problems in differentiating the use of auxiliary To Do. In interview, the researcher asks the English teacher about the students problems in using To Do. Then, the resercher asked to the students about the problems in differentiated the used of auxiliary verb To Do. The questions had given to the students were 14 items while the questions and to the English teacher were 6 items. There were 29 students who had interviewed in this research. But, because of the limitation of the researcher on the time, the researcher took only 14 students. They were 7 boys and 7 girls.

c. Test

Test is some question to get information that pointed the used of auxiliary verb to do.⁸ So this research, researcher given test about Auxiliry Verb To Do in order to get the information about the students' problems in differentiating the use of To Do. Appropriate with the instrument of this research, the researcher want to know the students problems' in differentiating

⁷ Jhon W. Cresswell, *Op.Cit.*, p. 188.

⁸ L.R Gay & Peter Airasian, *Op. Cit.*, p. 219.

the use of auxiliary verb in sentences at IIV grade of SMP Negeri 11 Padangsidempuan. This research, researcher had given test about student's problems in using do, does, and did. To know the students' problems, the researcher had given question to the students in multiple choice. The indicators in Do and Does were each seven items. The indicators in did were each six items. The items were twenty questions. Every questions were 5 scores, so the total scores were 100 scores.

Table III
Indicators of the test

Indicators	Sub indicators	Items	Number items	Score
To Do	Do	7	1,4,7,10,13,16,19	5
	Does			5
	Did	7	2,5,8,11,14,17,20	5
		6	3,6,9,12,15,18	
Total		20	20	100

E. Technique of Data Analysis

After collecting their answer, the researcher analyze the result of the test with mean score, and the average scores of the students were interpreted in descriptive. After collecting data, the writer analyzes the data by using some steps, they were:

- a. Editing data, it was done to arrange systematically
- b. Reducting of the data, it was done to seek the uncompleted data and beside unnecessary.
- c. Tabulation of the data, it was done to account and give the score to students answer through the test and take on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answer and put them on the table by using the formula:

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

Explanation

f: frequency

N: Sum of the students

P: Percentage⁹

- d. Description of the data was done to describe or interpretative data have been collected systematically
- e. Taking conclusion, it is done to conclude the discussion solidly and briefly.

F. Technique of Checking Trustworthiness

⁹ Anas Sudijono, *Pengantar Statistic Pendidikan* (Jakarta : PT. Raja Grafindo Persada, 2008), p. 43.

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. There are nine techniques to determine the data trustworthiness state by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Trigulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.¹⁰

But the researcher was taken number eight the detail description is a technique to demand the researcher to the result his/her research, so description was done carefully and accurately to draw the context of the research.

¹⁰ Lexy J Moleong, *Metode Penelitian Kualitative* (Bandung : Remaja Rosdakarya, 2009), p. 175.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

1. General Findings

As a general result of this research, the researcher would describe the location and setting of the research. This research was conducted in SMP Negeri 11 Padangsidimpuan, which address at Jl. Sisingamangaraja Gg. Air Bersih Kecamatan Padangsidimpuan Batu Nadua South Tapanuli North Sumatera. This school was built on 2003 year, and the first headmaster was Nurman Lubis, S. Pd since 2003 to now. SMP Negeri 11 Padangsidimpuan had 32 teacher , 3 administrator and there were 4 English teachers.

SMP Negeri 11 Padangsidimpuan had 305 students, student the most important component in education because without students the learning process was impossible to be implemented. The researcher gave the description of students' data in SMP Negeri 11 Padangsidimpuan.

Table IV.
Data of Students in SMP Negeri 11 Padangsidimpuan

NO	CLASS	STUDENTS		
		MALE	FEMALE	TOTAL
1.	VII	47	50	97
2.	VIII	46	50	96

3.	IX	68	44	112
TOTAL		161	144	305

In this research, the students that made as participants were all of the class VII-1 students of SMP Negeri 11 Padangsidempuan. The total of them were 29 students, they were 10 boys and 19 girls. The names of class VII-1 students as follow:

Tabel V.
Students' data in Class VII-1

NO	NAMA	NO	NAMA
1.	Abdullah Taufieq Hasibuan	16.	Inun
2.	Afdu Rohim Hasibuan	17.	Jeremia Nicholas
3.	Andre Bastian Fahreza M	18.	Lasmida Febrianti Sitompul
4.	Anggi Indriani Lubis	19.	Meinar Siregar
5.	Amelia Putri	20.	Muheni Safitri
6.	Chairunnisa	21.	Murni Muliwati
7.	Dahlia Maulina Situmorang	22.	Nanda Anugrah Hutasuhut
8.	Doli Alfandi	23.	Renita Simare Mare
9.	Elsyahara Husein	24.	Ribka Sihombing
10.	Eni Anisa Siregar	25.	Rudy Faisal Nasution
11.	Erico Ferdinan Hutagalung	26.	Sakinah Siagian
12.	Feby Ayu Pribadi	27.	Syawalina Fitriani
13.	Fitriani	28.	Tuti Melisa Pardede
14.	Hendriansyah Saputra	29.	Yessi Putri Ayu Pasaribu

15.	Ibra Dianaran Siregar		
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2. Specific Findings

The specific findings in this research was consisted of the answers for formulations of the problems that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcher described them as follow:

a. The Description of Students' Teaching Learning Process in the classroom

Based on the observation result in the class VII-1 about the students learning process. Below was the description of students' teaching learning process in the classroom:

The students situation and learning process in the class VII-1 were , in this class had 16 tables and 32 chairs, students in this class had 29 students, where, every students had one table mate. The boy students has table mate boy and there in the righ side, the girl students had table mate girl and there in left side. The other, this class was cleaned because the students always cleaned the room after they finished study. This class there was in down stairs, so, the students could enjoyed to study.¹

¹ The Result of Observation About Situation and Teaching Learning Process in the Classroom.

The students learning process, the researcher saw that the students have interaction between teacher, the students and the students. In learning the students used lesson book “English infocus for VII grade junior high school and dictionary”. The researcher saw some of students in the class still listened, the class quietly. After the teacher finished to explain the subject and the teacher gave them task, some students started to make abnormal behavior such as conversation with their table mate, only quite and didn't do the task. Some students look bored or tired up, only a few students still showed their interest to the class or to the subject.²

In teaching, the English teacher only used lesson book and complete English grammar. Because the school didn't prepare infocus and laptop, the English taught and gave explanation by using white board. The first, the teacher wrote the topic in the white board, after gave them explanation, the teacher wrote example in the white board. Then students wrote in their note book. The teacher didn't forget to invite the students to ask question, but only two students asked question. Then the teacher gave the explanation about the question and the teacher asked them, have them understood about the subject.³

² The Result of Observation About Situation and Teaching Learning Process in the Classroom.

³ The Result of Observation About Situation and Teaching Learning Process in the Classroom.

Moreover the teacher gave them task in their task book, the teacher used it for training the students worked the task or test, so they were understood about English lesson. Then the English teacher corrected their task.

b. Description of the Students' Problems in Differentiating Auxiliary Verb To Do

One of the aims of this research is to know the students' problems in differentiating do, does, and did. The instrument to find those problems was interview and test.

1. Do

In this part the researcher put the test result that have gotten from the students. Based on the result of the test was given to respondents. The description of students problems in using "do" was below:

For the question number 1,4,7,10,13,16,19 were about Do. For question number 1 was about simple present tense, the subject of the sentence was I. In the formula of simple present tense for subject I, used auxiliary verb "Do" the correct answer was "Don't". So, a half of students chose the correct answer there were 16 (55,2%) students, Whereas other students had chosen wrong option, they were 13 students.

For question number 4 was about simple present tense by using subject "you" and in formula of simple present tense in interrogative sentences "Do" used for subject I, You, They. So, the correct answer was

“Do” chose by 24 students (82,8%). Whereas another students had chosen wrong answer.

For question number 7 was about simple present tense by using subject “you” and “you” using auxiliary verb “Do”, the correct answer was “Don’t”. There were 14 students (48,3%) who chose the correct option. Whereas 16 students had chosen the wrong option.

For question number 10 the correct answer was “Do” because “do” in this sentence as a main verb didn’t auxiliary verb. But, more than a half of students chose the wrong option. There were 21 students (72,4%) chose the wrong option and only 8 (27,6%) students who chose the correct option. There were 21 (72,4%) students had chosen the wrong option.

For question number 13 the correct option for this question was “Don’t” because the question using “Do” in short answer and the answer using “No”. But the students chose the wrong answer more than the students chose the correct answer. There were only 13 students (44, 8 %) who chose “don’t” as a correct option. Whereas 16 (55,2%) students had chosen the wrong option.

For question number 16 the correct answer was “don’t” because the first statement using positive statement, there were 16 students (55,2 %) who chose “don’t” as a correct option and others students had chosen the wrong option. They were 13 students (44,8 %).

For question number 19 the correct answer was “Do“, because the sentences was about request and the formula Do + imperative. But, there were only 10 students (34,5 %) who chose this option. Whereas 19 students (65,5%) had chosen the wrong option. So, more than a half of students chose the wrong answer.

From the result of test above, the researcher took conclusion that the students have problems in using auxiliary verb do, it can be seen from the result of test, only 49,8% chose the correct answer.

In the other hand, the researcher was interviewed some students, Anggi Indriani Lubis and Meinar Siregar said that they didn’t know the using of auxiliary verb do, the use of do in sentences as auxiliary or main verb.⁴ Doli Alfandi said that he didn’t know that do is auxiliary verb because he known do is verb.⁵ Erico Ferdinan Hutagalung said that he didn’t know and confuse when used “do” in sentences, do as auxiliary or verb.⁶

2. Does

Based on the result of the test was given to respondents. The description of students problems in using “does” was below:

⁴ Anggi Indriani Lubis and Meinar Siregar, Student of SMP Negeri 11 Padangsidimpuan VII-1 class, *Private Interview*, 11 March 2014.

⁵ Doli Alfandi, Student of SMP Negeri 11 Padangsidimpuan VII-1 class, *Private Interview*, 11 March 2014.

⁶ Erico Ferdinan Hutagalung, Student of SMP Negeri 11 Padangsidimpuan VII-1 class, *Private Interview*, 11 March 2014.

For question number 2,5,8,11,14,17,20 is about auxiliary verb does. For question number 2 the subject of the sentences was the third person (Katy) and the sentence was about simple present tense. In the formula of simple present tense for he, she, it, used auxiliary verb “does” because Katy was the third person (she) the correct answer was “does”, but some of students chose “don’t”. It means that there were only 9 students (31%) chose the correct option, it was “Doesn’t”.

For question number 5, the correct answer was “does” because the sentence using subject “it” and “does” used for subject he, she, it in simple present tense. But more than a half of students chose the wrong option, and only 4 students (13,8 %) who chose the correct option.

For question number 8 the correct answer was “doesn’t” because the subject of the sentence was “dr. Watson” (he) and auxiliary verb “does” used for he. But, there were only 3 student (10,3 %) who chose the correct option and another students (89,7%) had chose the wrong option. It means that almost all of students had chosen the wrong option.

For question number 11, the correct answer was “Does” because the sentences using subject “Pate” (he) and in simple present tense does used for he, she, it. But the students had chosen the wrong answer more than the correct answer. There were only 13 students (44,8 %) who chose the correct option. Whereas 55,2 % students had chosen the wrong option.

For question number 14 the correct answer was “Doesn’t”, because the question using “Does” and the answer using “Yes”. But a half of students chose the wrong option. There were 24 students (82,8 %) had chosen the wrong option and only 5 students (17,2%) who chose the correct option.

For question number 17 the correct answer was “doesn’t” because the first statement was positive statement and the second sentence using subject “He”. But, there were only 10 students (34,5 %) who chose the correct option and another students (69%) had chosen the wrong option. It means that more than a half of students had chosen the wrong option.

For question number 20, the correct answer was doesn’t, because the sentence used subject “teacher” (he) and the sentence was about simple present tense. But, more than a half of students chose the wrong option and only 7 students (24,1 %) who chose the correct option.

From the result of test above, the researcher took conclusion that the students have problems in using auxiliary verb does, it can be seen from the result of test, only 25,1% chose the correct answer.

In the other hand, the researcher was interviewed to Andre Bastian Fahreza M and Dahlia Maulina Situmorang that they have problems in differentiating the subject for auxiliary verb Does and Do, because Does

and Do used in simple present tense.⁷ So they confuse about wich auxiliry verb would be use. Murni Muliwati and Yessi Putri Ayu Pasaribu said that they were difficult in using does because they were heed less the subject and heed less an exception of verb in auxiliary verb to do (do, does, did).⁸

3. Did

Based on the result of the test was given to respondents. The description of students problems in using “did” was below:

For question number 3,6,9,12,15,18 were about auxiliary verb did. For question number 3 the correct answer was didn’t, because the sentence used the adverb of time “last Sunday “, but some of them chose don’t and didn’t, there were 20 students, and 9 students had chosen “Didn’t”. It means that there were only 9 students (31%) who chose the correct option. Whereas others students chose the wrong option.

For question number 6 was about simple past tense in Interrogative sentence by using adverb of time “this morning”, the correct answer was “did”. But There were 19 (65,5%) students had chosen the wrong option and only 10 students (34, 5%) who chose the correct option.

⁷ Andre Bastian Fahreza M and Dahlia Maulina Situmorang, Student of SMP Negeri 11 Padangsidempuan VII-1 class, *Private Interview*, 11 March 2014.

⁸ Murni Muliwati and Yessi Putri Ayu P, Student of SMP Negeri 11 Padangsidempuan VII-1 class, *Private Interview*, 11 March 2014.

For question number 9 the correct answer was “Didn’t” because the sentence about simple past tense and all of subject using auxiliary verb “did”. But more than a half of students (75,9%) who chose the wrong answer, and there were only 7 students (24,1%) who chose the correct option.

For question number 12 the correct answer was “Does”, because the subject of the sentences was “Gill” (she) and “she” using auxiliary verb “does” in simple present tense. But that more than a half of students chose the wrong option. There were 12 (41,4 %) students chose the right answer and 17 (58,6%) students chose wrong answer.

For question number 15 was used did and used short answer “Yes”, the correct answer was “Did”. But there were only 6 students (20,7 %) who chose the correct option and another students (79,3 %) chose the wrong option. It means that more than a half of students had chosen the wrong option.

For question number 18 was about statement, the correct answer was “Didn’t” because has adverb of time “yesterday” and in the second sentence was the positive statemen. There were only 14 students (48,3%) who chose the correct option. There were 15 students (51,7%) chose the wrong option. It means that a half of students had chosen the correct answer.

From the result of test above, the researcher took conclusion that the students have problems in using auxiliary verb “did”, it can be seen from the result of test, only 33,9% chose the correct answer.

In the other hand, the researcher was interviewed to Hendriansyah Saputra said that he felt the using of did, and do was similar with does. At the matter the used of did, do with does have different in subject and in verb.⁹ Ibra Dianaran Siregar, Nanda Anugrah Hutasuhut and Amelia Putri said they didn’t know that did have the different adverb of time and do or does.¹⁰ So they didn’t know that did used for simple past tense and do or does used for simple present tense.

c. Description of Dominan Problems of Students in differentiating Auxiliary Verb To Do.

From the result of test and the result of interview above the researcher can conclude that the dominan problems of students were in using auxiliary verb Does. It can be seen from the result of test number 2,5,8,11,14,17,20 is about auxiliary verb does.

For question number 2 there were 14 students (48,3%) who chose “Don’t”. Whereas 9 students (31 %) chose “Doesn’t”, 6 students (20,7%) chose “Didn’t”. It means that there are only 8 students who choose the correct

⁹ Hendriansyah Saputra, Student of SMP Negeri 11 Padangsidempuan VII-1 class, *Private Interview*, 11 March 2014.

¹⁰ Ibra Dianaran Siregar, Et.All, Student of SMP Negeri 11 Padangsidempuan VII-1 class, *Private Interview*, 11 March 2014.

option. For question number 5 there were only 4 students (13,8 %) who chose the correct option. There were 14 students chose do and 11 students chose did were the wrong answer.

Furthermore, for question number 8 there were only 3 student (10,3 %) who chose the correct option. There were 23 students chose don't and 3 students chose didn't. There were 26 students (89, 7 %) chose the wrong option. For question number 11 there were only 13 students (44,8 %) who chose the correct option. Whereas 55,2 % of students chose the wrong option. There were 6 students chose do and 10 students chose did. For question number 14 there were only 5 students (17,2 %) who chose the correct option (doesn't). There were 14 students (82,8 %) chose the wrong option. There were 10 students chose did and 14 students chose does.

For question number 17 there were only 10 students (34,5 %) who chose the correct option. There were 12 students chose don't and 7 students chose didn't. So, there were 20 students (65,5 %) chose the wrong option. For question number 20 there were only 7 students (24,1 %) who chose the correct option. There were 16 students chose don't and 6 students chose didn't. There were 22 students (75,9 %) chose the wrong option.

The result of test in auxiliary verb does, only 24,6% chose the correct answer, and can be categorized to low categories

B. Discussion

After analyzing the data, it concluded that the students problems in differentiating the use of auxiliary verb to do there were some problems that faced by students, the students often got confused about which auxiliary could be used, they did not know the used of auxiliary verb in sentences, position of the auxiliary verb to do when formulate negative question, have problems to combine the sentences. While according to research done by Zaini Hayati which tittle “an analysis on the student’s ability in using principal auxiliaries was 55,45 %, that the result of his research can be categorized in to enaught categorized. While according to research was done by Ratna Dewi Lubis which the tittle is “the influence of auxiliary verbs mastery to tenses ability was 73,93 % that the result of her research categorized” good”. According to research was done by Rasmi Yusmidar about “ The Ability Of The Students In Using Principal Auxiliaries In Writing Tenses was 58,69% that the result of her research can be categorized in to enaught.

In differentiating the use of auxiliary verb to do the students in class VII-1 SMP Negeri 11 Padangsidempuan, there were some problems that faced by students, Problems In differentiating subject, Problems in using To Do, less motivation. It was supported by Muhibbin Syah that the learning difficulties can be caused by 2 (two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelgence Question). The second, external factors (factor outside the

child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.¹¹

To anticipate the students problems, the English teacher the English teacher always motivated the students to improve students sprite in learning especially in learning auxiliary verb to do. It was supported by Mulyasa that the learning difficulties could be anticipate through tutoring. It was done by teacher to guid the slow learner.¹² In addition, according to Yatim Riyanto that to overcome learning difficulties could be done through remedial.¹³

According to the researcher to overcome the students problems by repeating the lesson and studying in the field.

¹¹ Muhibbin Syah. *Psikologi Belajar* (Jakarta: Raja Grafindo Persada,2008), p. 184-186

¹² Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya,2008), p. 121

¹³ Yatim Riyanto. *Paradigma Baru Pembelajaran* (Jakarta:Pranada Media Group,2009), p. 140

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

After getting the result of the research, the researcher come to the conclusions as follows:

1. Students teaching learning process in the classroom were well, because the students can be enjoyed to study.

2. The students' problems in differentiating auxiliary verb to do were:

In auxiliary verb "do" the students didn't know the using of "do" in sentences as auxiliary verb or main verb. In auxiliary verb "does" the students didn't know the differentiating subject for auxiliary verb "does" and "do" because "does" and "do" used in simple present tense. In auxiliary verb "did" the students didn't know that "did" have the different adverb of time and auxiliary verb do or does.

3. The dominan problems of students in using auxiliary verb to do were: in using auxiliary verb Does.

B. Suggestions

Based on the conclusions above, the researcher gave some suggestions as follow:

1. To the students; they have to increase their abilities in English by study hard. It could be done by repeated again the lesson in the home, read English book, following the English course and they have to be more seriously in learning.
2. To the English teachers, all of the teachers have to be creatively in making the comfortable learning, gave explanation, exercise, and motivation. Beside it the English teacher should be teach with made things that supported the topic, it was purpose to lose their bored. So the students were seriously in learning.
3. To the head master SMP Negeri 11 Padangsidempuan. As a leader of school headmaster should be support the English teacher to teach well and should be complete the equipments which they needed in order to get good quality in teaching and learning English process.

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