



**THE STUDENTS' ABILITY IN USING AUXILIARY
VERBS AT GRADE VIII MTS S BABUSSALAM
BASILAM BARU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of Requirement for the Degree of
Islamic Education Scholar (S.Pd.I.) in English*

Written by:

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

2014



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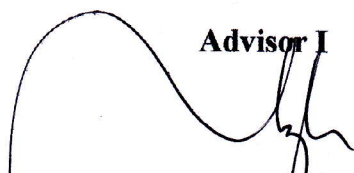
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2014

Padangsidempuan, August 14th, 2014

Term : Thesis

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Dean Tarbiyah and Pedagogy Faculty

Appendix : 7 (seven) exemplars

In -

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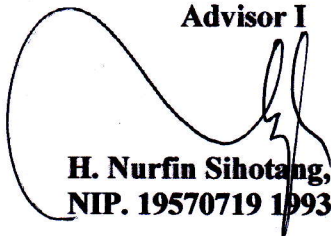
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Muhamad Adisyah Putra, entitle "*The Students' Ability In Using Auxiliary Verbs At Grade VIII MTs S Babussalam Basilam Baru*", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Department, Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan

Therefore, we hoped that he could be summoned to defend his thesis in Munaqasyah. That's all and thank you for the selection.

Wassalamu'alaikum Wr. Wb.

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May Allah, The almighty bless them all, Amin.

Padangsidempuan, August 14th, 2014

Declaration maker,



MUHAMAD ADISYAH PUTRA

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ABSTRACT

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Title : THE STUDENTS' ABILITY IN USING AUXILIARY
VERBS AT GRADE VIII MTs S BABUSSALAM
BASILAM BARU

This research was done based on the fact of the students' problem in English grammar, they confused in using auxiliary verbs like primary verbs in writing sentences or speaking English. The purposes of this research were to know the students' ability in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru, to know the students' difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru, and to know the efforts of the English teacher in overcoming the students' difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru.

The research was done at MTs S Babussalam Basilam Baru. The sources of data were the students at grade VIII, the English teacher and the headmaster at MTs S Babussalam Basilam Baru. The kind of this research was qualitative research by using descriptive method. The instrument of data collection was observation, interview, and test.

After the research was done, it was known that the students' ability in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru could be categorized into enough category with the mean score 54,36%. The students' difficulties in using auxiliary verbs were difficult in using auxiliary verbs with appropriate subjects, they were difficult in using auxiliary verbs with the right full verbs, and they were difficult in using auxiliary verbs sentences in forms and voice of the sentences. The efforts done by the English teacher to overcome the students' difficulties were repeating lesson, giving more examples, exercises, ordered them to often speak English, and invited them to learn by heart about the kind of verbs and also personal pronouns.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an important thing in human life. It is a gift from Allah subhanahu wa ta'ala to humanity as a tool of communication to convey thoughts, feelings, and desires. By using language human can talk and understand each other. Allah also has mentioned about it in the Holy Koran surah Ar-Rum: 22.

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّوَانِكُمْ إِنَّ فِي
ذَلِكَ لَآيَاتٍ لِلْعَالِمِينَ ﴿٢٢﴾

The meaning: “Another of His signs is the creation of the heavens and earth, and the diversity of your languages and colours. There truly are signs in this for those who know”.¹

Based on the verse above, it can be known that Allah has created one of the important things that is language, every language in the world is different and it can be correlated with the various skin colors of human. So that is why every human in the different region or country uses different language and it also indicates a nation of human itself. Therefore it is given by Allah to human as a sign of His powerful.

¹ M. A. S. Abdel Haleem. *The Qur'an/ A new translation*, (New York: Oxford University Press, 2004), p. 258.

Allah also has mentioned about the using of language in surah Al-Isra:

53.

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

The meaning: “[Prophet], tell My servants to say what is best. Satan sows discord among them: Satan is a sworn enemy of man”.²

The verse above can be interpreted to say word in the best and correctly to anyone. It means people must use language correctly based on rules and using in their language. If someone says something in wrong rules and using it will make wrong interpretation.

Every language in the world has a complex communication system such as system of meaning, form, and expression. These systems relate to several different levels. The levels are often referred by linguists as the levels of the language. There are five levels of the language, namely; the level of sounds in the phonetic-phonology, the level of words building in the morphology, the level of sentences in the syntax, the level of language use in the discourse analysis, and the level of meaning in the semantics.³ One of those levels is the syntax which studies about arrangement of words in a sentence. It is also one of the major

² *Ibid.*, p. 178.

³ Administrator. *Five Levels of Language Study*, 2014. Retrieved from <https://myweb.rollins.edu/sphelan/FIVELEVS.HTML/> on April 25th, 2014 at 10.15 AM.

components of grammar and the grammar is taught to every language learners as the basic knowledge in understanding language.

One of many languages in the world is English. In Indonesia English is a foreign language. The Indonesian government realizes that English is needed for students to improve their ability to face global competition. Even the Indonesian government has put it in one of the lessons that is tested in the National Examination. So it has been one of compulsory subject which must be studied by students from Junior High School and Senior High School.

In studying English, students are expected to master four basic skills of the language namely listening, speaking, reading, and writing. To master those skills well they must master about the English grammar. The English has its own grammar and there are many subjects that must be studied in the grammar such as the parts of speech and the tenses. An aspect that exists in those subjects is a verb. Verb is the word which has function as the main part of the predicate of a sentence. It can be divided into two kinds, they are the full verbs and the auxiliary verbs or the helping verbs and it is also usually said the linking verb.

Auxiliary verbs are some part of grammar. These are the verbs which are used with full verbs to show the tense and to form the English sentence. The ability to understand it is really important. Less understanding about it can make serious problem especially in the case of the using of the English grammatical structure correctly and also wrong interpretation which had been explained in surah Al-Isra: 53. What are happened if students are faced with a kind of the test

that is related with auxiliary verbs, while they do not have deep understanding about it? The researcher thinks it will make them fail in the test.

Based on the researcher's experience in the teaching practice program (PPL) at MTs S Babussalam Basilam Baru, the teacher explained either at grade VIII book or curriculum, the major subject of the students were about listening, speaking, reading, and writing skill. The grammar was just as addition in every subject. Although it was just as addition, it also played an important role in those subjects because they needed it as the basic key to understand all subjects. So the grammar could be studied along with those skills.

The students at grade VIII still found difficulties, they did not understand and they confused about English grammar. Based on the observation with the English teacher and some of the students, the students confused in using auxiliary verbs like primary auxiliaries in writing sentences, or in speaking when they answered a question orally, whereas they had studied English in two years and also in the different English classes, namely class theory and practice. Moreover the students at grade VIII will face English subject in the National Examination at the next grade. So it is very important to find out the root of the problem then the teacher or the students can solve the problem.

By looking at the problem above the researcher is interested to research **“The Students' Ability in Using Auxiliary Verbs at Grade VIII MTs S Babussalam Basilam Baru”**.

B. Focus of the Problem

Based on the explanation in the background of the problem and due to the limitation of the researcher in the aspect of ability, time, and finance, so the researcher focused the problems about the students' ability in using auxiliary verbs on To be, To do, and To have in simple present tense, present continuous tense, simple past tense, and present perfect tense at grade VIII MTs S Babussalam Basilam Baru.

C. Definition of the Terminologies

To avoid misunderstanding, the researcher explained some terms that were used in this research as follows:

1. Student

Student is a pupil especially in the Elementary School, Junior High School or Senior High School. According to Hornby stated "Student is a person who is studying at a university or college".⁴ While Syaiful Bahri said "Student or learner is any person who receives an influence of a person or group of persons who carry out educational activities".⁵

Based on the definitions above, it can be concluded the student is a pupil or person who is studying at school either in elementary or high school

⁴ A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1187.

⁵ Syaiful Bahri. *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2002), p. 51.

which receives an influence of a person or group of persons who carry out educational activities like knowledge transfer and character building. In this research, the student is the pupil at grade VIII MTs S Babussalam Basilam Baru.

2. Ability

Ability comes from the word able which means having power or opportunity to do something. According to Hornby stated “Ability is the mental or physical capacity, power or skill required to do something”.⁶ While James Drever said “Ability means skill to perform certain action both physically and mentally both before and after receiving training”.⁷ Meanwhile David Matsumoto said “Ability is capacity to accomplish a task at the present moment. This implies that any learning or developmental process necessary to the task has already been accomplished”.⁸

Based on the definitions above, it can be concluded the ability is a skill of someone to do something either physically or mentally. It means the skill of the students in using auxiliary verbs.

3. Using

It comes from the word use which means doing something. According to Oxford, using is a word which comes from word 'use' that means “do

⁶ A.S. Hornby. *Op. Cit.*, p. 2.

⁷ James Drever. *The Dictionary of Psychology, diterjemahkan oleh Nancy Simanjuntak dengan judul Kamus Psikologi*, (Jakarta: Bina Aksara, 1998), p. 2.

⁸ David Matsumoto (ed.). *The Cambridge Dictionary of Psychology*, (New York: Cambridge University Press. 2009), p.1.

something with a machine, a method and an object for particular purpose or act of using”.⁹

Based on the definitions above, it can be concluded using is an act to use something.

4. Auxiliary verbs

There are several definitions about auxiliary verb, according to Oxford Learner's Pocket Dictionary stated “Auxiliary verb is a verb used with main verbs to show tense and to form questions”.¹⁰ Meanwhile Marcella Frank said “auxiliary verbs are “helping” verbs that add structural meaning or semantic coloring to verbs carrying the full burden of lexical meaning”.¹¹

Based on the definitions above, it can be concluded auxiliary verbs are verbs used with main verbs and these add functional or grammatical meaning, these are used to show tenses and to form question, for example the auxiliary verbs *do* and *has* in; *Do* you know where *Adi has* gone?. The word *do* is used to form question and *has* it is used to express perfect aspect of go.

Based on the terminologies above, this research meant to analyze the ability of the students in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru.

⁹ Oxford. *Oxford Learner's Pocket Dictionary: A Pocket-sized Reference to English Vocabulary 4th Edition*, (New York: Oxford University Press, 2008), p. 488.

¹⁰ *Ibid.*, p. 25.

¹¹ Marcella Frank. *Modern English: A Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), p. 94.

D. Formulation of the Problem

To make the problems clearly, the researcher formulated the problems as follows:

1. How was the students' ability in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru?
2. What were the students' difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru?
3. What were the efforts of the English teacher in overcoming the students' difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru?

E. Purpose of the Research

The purposes of the research were as follows:

1. To know the students' ability in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru.
2. To know the students' difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru.
3. To know the efforts of the English teacher in overcoming the students' difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru.

F. Significance of the Research

The significances of the research were as follows:

1. As an input to the English teachers in teaching process especially in learning auxiliary verbs.
2. As a source of knowledge to learn and understand auxiliary verbs.
3. As a partial fulfillment of requirements for the degree of Islamic educational scholar (S.Pd.I) in English.
4. To give contribution in the science of the language education field and to complete the empty subjects.
5. As an addition material for literature and reference to another researchers.

G. Thesis Outline

The systematic of this research were divided into several sub chapters as follow:

1. CHAPTER I: INTRODUCTION.

Introduction consists of several parts, they are: First, background the problem explains about the background and the reason to choose the title of the research. Second, focus of the problem is made to specify the discussion of the research. Third, definition of Terminologies explains about the meaning of the terminologies which are used in the research. Fourth, formulation of the problems mentions about the explanations that become as the questions and it will be answered in the research. Fifth, purpose of the research is the part that

will answer the questions in the formulation of the problem or the statements which reveal the things that will be get in the last of the research. Sixth, significance of the research explains about what for the research is done by the researcher. Seventh, thesis outline explains about the content for each chapter.

2. CHAPTER II: REVIEW OF LITERATURE.

The review of literature consists of: First, theoretical Framework explains about the definition, kind, using of the auxiliary verbs, and students' ability. Second, related findings explain about the related researches that are found before. Third, conceptual framework explains about the illustration of the research.

3. CHAPTER III: RESEARCH METHODOLOGY.

The research methodology consists of: First, research design explains the approach and the method that are used in the research. Second, time and location of the research explain about how long the time and place of the research is done by the researcher. Third, source of data explains the source of the collection data. Fourth, technique of collecting data explains about the instruments of research that are used in the research and the steps to collect data. Fifth, technique of data analysis explains about the way to analyze the data collection. Sixth, checking data truthworthiness explains checking to the trustworthiness of the data.

4. CHAPTER IV: RESULT OF THE RESEARCH

The result of the research consists of: First, description of the findings of the research that explains about general and specific findings. Second, discussion explains the discussion of the research. Third, the threats of the research that explains the threats which are found by the researcher in the process of the research.

5. CHAPTER V: CONCLUSION AND SUGGESTION

The conclusion consists of: First, conclusion about the research and Second, suggestion from the researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Auxiliary Verbs

a. Definition of the Auxiliary Verbs

The word auxiliary verb is synonym to the word helping verb so auxiliary verb is used to help a full verb. The word auxiliary comes from the Latin word '*auxilium*' which means 'help'.¹² Literally in English, it means providing supplementary or additional help and support. While verb is a word that indicates an action, an event, or a statement that is done by somebody or something. So the auxiliary verb can be defined as the verb that has helping and supporting function in expressing the action, the event and the statement. According to some experts such as Hornby stated "Auxiliary is a verb used in forming the tenses, moods, and voices of other verbs".¹³ Then according to Jayanthi Dakshina Murthy said "auxiliary verb is a verb which helps other verbs to form different tenses is known as auxiliary verb".¹⁴ While Marcella Frank said "auxiliary verbs are "helping" verbs that add structural meaning or semantic coloring to

¹² Administrator. *Auxiliary*, 2014. Retrieved from <http://www.oxforddictionaries.com/definition/English/auxiliary?q=auxiliary/> on April 25th, 2014 at 10.15 AM.

¹³ A.S. Hornby. *Op. Cit.*, p. 69.

¹⁴ Jayanty Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book place, 2003), p.128.

verbs carrying the full burden of lexical meaning”.¹⁵ Based on the all explanations it can be concluded that auxiliary verbs are some verbs that have a function to help, give a support, and modifying meaning of the full verb in expressing actions, events, and statements.

In linguistic, auxiliary verbs are also called the helping verb, pre-verb, special finite or syntactical operators.¹⁶ The main characteristic of the auxiliary verbs is that it can not stand alone in a sentence, but it needs another verb and these are placed before the full verb. Auxiliary verbs are also used to form a complete sentence structure. These are used to make the negative form by using the word *not* after the auxiliary verb and the interrogative form in a sentence by displacing the auxiliary verb to the beginning of the sentence.¹⁷

Some of the auxiliary verbs also have a special forms, it can be become either as the auxiliary verb or the full verb.¹⁸ Differentiating auxiliary verbs as the auxiliary or the full verb can be known from the usage itself, for example To be acts as the auxiliary verb in this sentence "*Adi is learning English*" (To be is in this sentence is the auxiliary verb because it is followed by the verb learning) and To be acts as the full verb

¹⁵ Marcella Frank. *Loc. Cit*,

¹⁶ Akhmad Kardimin. *Fundamental English Grammar*, (Yogyakarta: Pustaka Pelajar Offset, 2009),p. 50.

¹⁷ *Ibid.*

¹⁸ John Eastwood. *Oxford Guide to English Grammar*, (New York: Oxford University Press, 1994), p. 104.

as in this sentence "*Adi is a student*" (To be is in this sentence is the full verb because it is not followed by another verb).

In addition, auxiliary verbs are also used to make a voice. The voice in English grammar refers to active and passive use of a verb.¹⁹ Active voice is used in making a straightforward statement about an action, that is the *agent* of the action is the grammatical subject, and the *receiver* of the action is the grammatical object. In the passive voice, *receiver* in the active voice becomes the subject and the *agent* becomes the object of the sentence which is introduced by preposition *by*.

Active voice is also called active verbal sentence. This voice uses full verb directly after the subject in some tenses such as simple present tense and simple past tense in their positive sentences, but for negative and interrogative sentences these tenses still use auxiliary verbs such as *do*, *does*, and *did* before the full verb. While passive voice is also called passive verbal sentence, this voice uses auxiliary verbs and Be form (*be*, *been*, and *being*) before the full verb for some tenses such as present continuous or present perfect tense.

¹⁹ Marcella Frank. *Op. Cit.*, p. 55.

b. Kinds of the Auxiliary Verbs

In the grammar, the auxiliary verbs can be divided into three kinds, they are as follows:²⁰

1) Primary auxiliaries

These auxiliaries are called primary that means these are the main, basic, or most important in auxiliary verb. These are used to change the tense or voice of the full verb, and also used to make question sentences or negative sentences. It consists of three parts, they are *To be (is, am, are, was, and were)*, *To do (do, does, and did)*, and *To have (have, has, and had)*

2) Modal auxiliaries

These are used to make special semantic component to the verb such as ability, obligation, or possibility. The modal auxiliaries are *shall, should, will, would, can, could, may, might, must, ought to, and use to*.

3) Semi modal auxiliaries

These auxiliary verbs are called semi modals or marginal auxiliary because they can be used as modal auxiliary verbs and main verbs. They are *need* and *dare*.

²⁰ Administrator. *Auxiliary*, 2014. Retrieved from <http://awelu.srv.lu.se/grammar-and-words/selective-mini-grammar/verb-phrases/auxiliary-verbs/> on April 25th, 2014 at 10.15 AM.

c. Using of the Auxiliary Verbs

Using auxiliary verbs are determined by the tenses. Every tense uses different auxiliary. As stated at the focus of the problem before, in this research, the researcher only discusses the auxiliary verbs on To be, To do, and To have in simple present tense, present continuous tense, simple past tense, and present perfect tense.

In using of auxiliary verbs can be seen from the purpose of the sentence that will be expressed. The purpose of the sentence is divided into three sentence forms, they are first, the positive sentence (+), it is a sentence form which has the purpose to notify or to inform about something. For example the sentence: *Adi is playing football right now.* In this sentence has the purpose to inform that Adi in the present continuous time is playing football. In this form can be seen that auxiliary is used after the subject Adi (third person singular) then the auxiliary verb (*is*) is followed by the full verb; playing (present participle/ verb-ing).

Second, the negative sentence (-), it is a sentence form which has the purpose to express negative statements. For example the sentence: *Adi is not playing football right now.* In this sentence has the purpose to express negative statement about Adi who is not playing football in the present continuous time. In this form can be seen that auxiliary (*is*) followed by the word *not* for expressing negative statement.

Third, the interrogative sentence (?), it is a sentence form which has the purpose to ask (question) about something. For example the sentence: *Is Adi playing football right now?* In this sentence has the purpose to ask whether Adi in the present continuous time is playing football or not. In this form can be seen that auxiliary (*is*) is displaced to the beginning of the sentence and it is used before the subject Adi (third person singular).

Interrogative sentence are also divided into two kinds they are interrogative short answer, it is a question sentence that only needs yes or no for the answer. In this kind, auxiliary verb is only placed in the beginning sentence. The second form is interrogative long answer; it is a sentence that needs more than yes or no for the answer. The answer for this question sentence is many answer or long answer. In this kind, auxiliary verb is placed after the question words such as what, where or when.

Although every tense uses auxiliary verbs, but some tenses such as simple present tense and simple past tense in active verbal sentence on the positive form does not need auxiliary verb because this voice uses a full verb directly after the subject. For example “*Adi eats rice everyday*” (this sentence does not use auxiliary verb because it wants to express the active verbal sentence in the positive form).

The explanations of the using auxiliary verbs in the tenses in this research are as follows:

1) To be

a) To be in simple present tense

The simple present tense indicates present time in a simple form and it is also used to express a habitual action and general truths.²¹ This tense uses auxiliary verbs (To be) in passive verbal sentence to form positive, negative, and interrogative sentence. The auxiliary verbs in this tense are *Is, Am, and Are* and the past participle (verb III) becomes the full verb.

Table 1

The subjects and the auxiliary verbs (To be) in simple present tense

Subject	Auxiliary verbs
I	Am
You We They	Are
She He It	Is

²¹ Akhmad Kardimin. *Op. Cit.*, p. 156-158.

- The forming of Simple present tense in passive verbal sentence:

(+) Subject + *is/ am/ are* + verb III + by + ...

(-) Subject + *is/ am/ are* + not + verb III + by + ...

(?) *Is/ am/ are* + Subject + verb III + by + ...?

Example:

(+) The book store *is* opened by Mr. Adi everyday

(-) The book store *is* not opened by Mr. Adi everyday

(?) *Is* the book store opened by Mr. Adi everyday?

b) To be in present continuous tense

The present continuous tense is used to indicate present time (now).²² The act in this tense is in a progress or continuing. This tense is also used to express an act that indicates a moment in future time. The auxiliary verbs are only used in active and passive verbal sentences, but in nominal sentence, the auxiliary verbs become the full verb. The auxiliary verbs in this tense are *Is, Am, and Are* and the present participle (verb-ing) becomes the full verb for active verbal and the past participle (verb III) becomes the full verb for passive verbal sentence.

²² Michael A. Pyle and Marry Ellen Munoz. *Cliffs TOEFL Preparation Guide*, (New Delhi: Wiley Dreamtech, 2002), p. 58.

Table 2

The subjects and the auxiliary verbs (To be) in present continuous tense

Subject	Auxiliary verbs
I	Am
You We They	Are
She He It	Is

- The forming of present continuous tense in active verbal sentence:

(+) Subject + *is/ am/ are* + verb-ing + ...

(-) Subject + *is/ am/ are* + not + verb-ing + ...

(?) *Is/ am/ are* + Subject + verb-ing + ...?

Example:

(+) We are watching TV at the moment

(-) We are not watching TV at the moment

(?) *Are* we watching TV at the moment?

- The forming of present continuous tense in passive verbal sentence. In this tense, the verb form of Be; *being* is added after the auxiliary:

(+) Subject + *is/ am/ are* + being + verb III + by + ...

(-) Subject + *is/ am/ are* + not + being + verb III + by + ...

(?) *Is/ am/ are* + Subject + being + verb III + by + ...?

Example:

(+) The book *is* being read by Adi at the moment

(-) The book *is* not being read by Adi at the moment

(?) *Is* the book being read by adi at the moment?

c) To be in simple past tense

The simple past tense is the tense used to indicate a completed action that happened at one specific time in the past.²³

The auxiliary verbs (To be) are used in passive verbal to form positive, negative, and interrogative sentence. The auxiliary verbs in this tense are *Was and Were* and the past participle (verb III) becomes the full verb.

²³ Michael A. Pyle and Marry Ellen Munoz. *Op. Cit.*, p. 59.

Table 3

The subjects and the auxiliary verbs (To be) in simple past tense

Subject	Auxiliary verbs
I She He It	Was
You We They	Were

- The forming of Simple past tense in passive verbal sentence:

(+) Subject + *was/were* + verb III + by + ...

(-) Subject + *was/were* + not + verb III + by + ...

(?) *Was/were* + Subject + verb III + by + ...?

Example:

(+) Adi *was* given a gift by Ayu yesterday

(-) Adi *was* not given a gift by Ayu yesterday

(?) *Was* Adi given a gift by Ayu yesterday?

2) To do

a) To do in simple present tense

Except using To be, The simple present tense also uses To do. To do is used in active verbal sentence to form negative and interrogative sentence. For positive form, auxiliary is not used because this form uses the full verb (infinitive; verb I) directly and if the subject is third person singular (she/ he/ it), the full verb will be added by suffix -s or -es.

Table 4

The subjects and the auxiliary verbs (To do) in simple present tense

Subject	Auxiliary verbs
I You We They	Do
She He It	Does

- The forming of simple present tense active verbal sentence:

(+) Subject + verb 1 (-s/ -es) + ...

(-) Subject + *do/ does* + not + verb 1 + ...

(?) *Do/ does* + Subject + verb 1 + ...?

Example:

(+) Adi *walks* to school everyday

(-) Adi *does* not walk to school everyday

(?) *Does* Adi walk to school everyday?

b) To do in simple past tense

The simple past tense also uses To do. This tense uses To do in active verbal sentence to form negative and interrogative sentence. For positive form, auxiliary is not used because this form uses the full verb (the past tense verb; verb II) directly.

Table 5

The subjects and the auxiliary verbs (To do) in simple past tense

Subjects	Auxiliary Verb
I	Did
You	
We	
They	
She	
He	
It	

- The forming of simple past tense in active verbal sentence:

(+) Subject + verb 2 + ...

(-) Subject + *did* + not + verb 1 + ...

(?) *Did* + Subject + verb 1 + ... ?

Example:

(+) Adi *went* to Jakarta last week

(-) Adi *did* not go to Jakarta last week

(?) *Did* Adi go to Jakarta last week?

3) To have

a) To have in present perfect tense

The present perfect tense expresses indefinite time that is begun in the past and extends to the present time.²⁴ It means this tense indicates an event that has been happened in the past which relates with the present time, but the time of the event is not clear. This tense uses *have* and *has* as the auxiliary verbs and the past participle (verb III) becomes the full verb

Table 6

The subjects and the auxiliary verbs (To have) in present perfect tense

Subject	Auxiliary Verb
I	Have
You	
We	

²⁴ Marcella Frank. *Op. Cit.*, p. 78.

They	
She	Has
He	
It	

- The forming of present perfect tense in active verbal sentence:

(+) Subject + *have/ has* + verb III + ...

(-) Subject + *have/ has* + not + verb III + ...

(?) *Have/ has* + subject + verb III + ...?

Example:

(+) Adi *has* studied English for three years

(-) Adi *has* not studied English for three years

(?) *Has* Adi studied English for three years?

- The forming of present perfect tense in passive verbal sentence. In this kind, the verb form of Be; *been* is added after the auxiliary:

(+) Subject + *have/ has* + been + verb III + by + ...

(-) Subject + *have/ has* + not + been+ verb III + by + ...

(?) *Have/ has* + Subject + been+ verb III + by + ...?

Example:

(+) The cake *has* been cooked by her

(-) The cake *as* not been cooked by her

(?) *Has* the cake been cooked by her?

2. Students' Ability

a. Definitions of the Students' Ability

Students' ability is the phrase that is made from two words, they are students and ability. Knowing those word is needed explanation of each term itself, according to Hornby said "Student is anyone who studies or who is devoted to the acquisition of knowledge or a person who is studying at a college, polytechnic or university".²⁵ While Syaiful Bahri said "Student or learner is any person who receives the influence of a person or group of persons who carry out educational activities".²⁶

Meanwhile according to Kartini Kartono from James P. Chaplin's dictionary of psychology book said "Ability is a skill, dexterity, talent; or power to do an act".²⁷ While David Matsumoto said "Ability is capacity to accomplish a task at the pre-sent moment. This implies that any learning or developmental process necessary to the task has already been accomplished".²⁸

²⁵ A.S. Hornby. *Op. Cit.*, p. 859.

²⁶ Syaiful Bahri. *Loc. Cit.*

²⁷ James P. Chaplin. *Dictionary of Psychology, diterjemahkan oleh Kartini Kartono dengan judul Kamus Lengkap Psikologi*, (Jakarta: PT. Raja Grafindo, 1995), p. 1.

²⁸ David Matsumoto (ed.). *Loc. Cit.*

Based on the explanation above, it can be concluded that students' ability is a skill or capacity of the students in doing something. In this case it means the ability of the students in using auxiliary verbs.

b. Kinds of the Ability in Using Auxiliary Verbs

Based on the explanation in the theoretical description of the auxiliary verbs, the ability in using auxiliary verbs is divided into several kinds, they are:

- 1) Able to use each of auxiliary verb with the right subject such as I, you, we, they, she, he, and it.
- 2) Able to use each of auxiliary verb with the right full verbs such as infinitive verb, present participle, and past participle.
- 3) Able to use each of auxiliary verb in the right forms and voice of sentence such as active verbal sentence and passive verbal sentence.

All of above kinds will be reflected or covered in the test and interview which was showed in the instrument of collecting data.

B. Related Findings

This research is not beginner in this topic but, there were some researchers that had been researched as follows:

The first is the thesis of Miskah Azizah with the title “An Analysis on Students' Ability in Using “To Be” at Grade VIII MTS Subulussalam Kotanopan

in 2012 Academic Year”.²⁹ The research was conducted with qualitative approach and descriptive method. She found that the students were confused to determine the tenses and the correct structure. After doing the research, she stated that the students' ability was 42.96 % and it could be categorized into low category.

The second is the thesis of research was done by Mahleni Hasibuan with the title “An Analysis on the Students’ Ability in Mastering Basic Tense to the Grade VIII MTs Negeri Padang Bolak in 2008/2009 academic year”.³⁰ The result of this research showed that the average of the students’ ability is more than the average point of them is categorized into point C or enough.

The last is the thesis of Nurmayan Dalimunthe with the title “The Analysis of Students' Ability in Mastering Five Tenses at Grade IX in Vocational High Schools (SMK) Negeri I Batang Angkola Benteng Huraba in 2012 Academic Year”.³¹ The research was conducted with qualitative approach and descriptive method. She found their difficulties such as they felt difficult in using auxiliary verbs and adding suffix -s/ -es for third person singular in simple present tense. After doing the research, the researcher concluded that the students' ability was 53.25 % and it could be categorized into enough category.

²⁹ Miskah Azizah. *An Analysis on Students' Ability in Using "To Be" at Grade VIII MTS Subulussalam Kotanopan*, (A Thesis, STAIN Padangsidempuan, 2012).

³⁰ Mahleni Hasibuan. *An Analysis on the Students’ Ability in Mastering Basic Tense to the Grade VIII MTs Negeri Padang Bolak*, (A Thesis, UMTS Padangsidempuan, 2008).

³¹ Nurmayan Dalimunthe. *The Analysis of Students' Ability in Mastering Five Basic Tenses at Grade XI in Vocational High School (SMK) Negeri I Batang Angkola Benteng Huraba*, (A Thesis, STAIN Padangsidempuan, 2012).

Based on the related findings above it can be concluded that the problem is concern on students' problem in English grammar, same as those research in this research the researcher also researches about English grammar which becomes the students' problem.

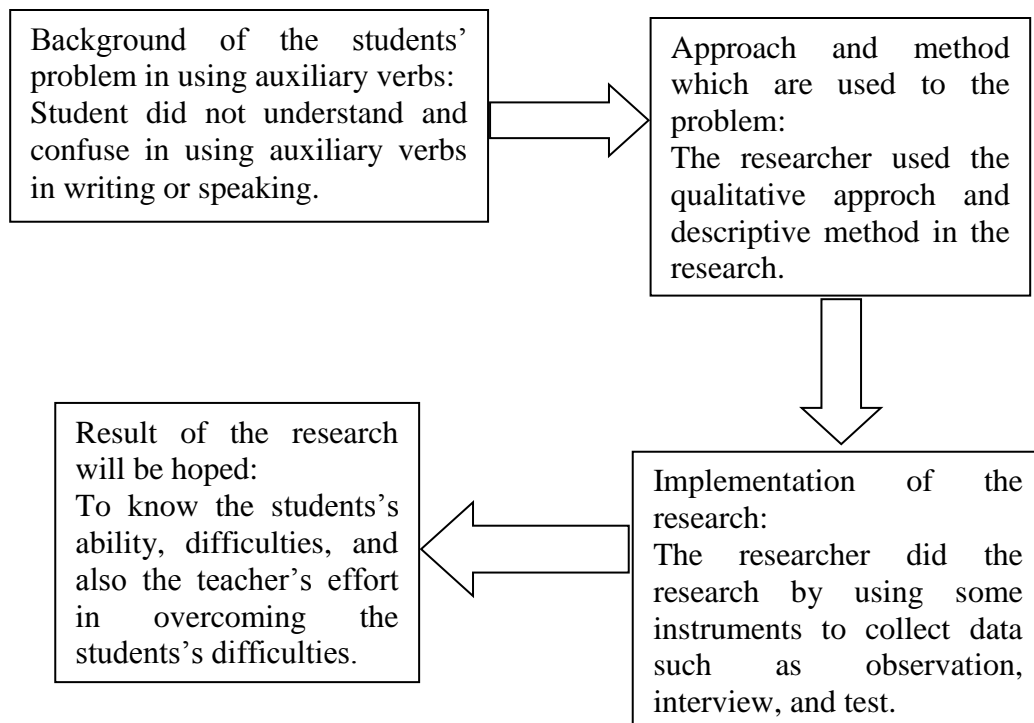
C. Conceptual Framework

Auxiliary verbs is one of important things in English grammar. It is the verbs which are used with full verbs to show the tense and to form the English sentence. Less understanding about it can make serious problem especially in the case of the using of the English grammatical structure correctly. So the ability to understand it is really important.

Based on the researcher's experience in the teaching practice program (PPL) at MTs S Babussalam Basalam Baru the students at grade VIII still found difficulties, they did not understand and confuse about English grammar especially in using of auxiliary verbs in writing or speaking. The students' difficulties might come from the students itself or the teacher. From this reason the researcher wants to analyze their ability in using auxiliary verbs by using descriptive qualitative research. The result of the research will be hoped to explain the students' ability and difficulties and also the teacher's effort in overcoming their difficulties, so the difficulties in using auxiliary verbs can not be happened in the future.

The following figure illustrates this research:

Figure 1 : Conceptual Framework of the Research



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The approach of this research used qualitative approach. It is the approach that researches about some phenomenon. According to Bogdan and Taylor in Lexy J. Meleong's book defined "Qualitative is the research procedure that produces descriptive data such as written or spoken word from people and behavior that can be observed".³² While, L.R. Gay and Peter Airasian stated "Qualitative approach is used for investigating a variety of educational problems an issue it is used to the terming and description the way things".³³ Meanwhile John W. Cresswell stated "Qualitative research is fundamentally interpretive".³⁴ It means that the researcher makes an interpretation of data like making an interpretation or drawing conclusions of the research personally and theoretically.

The method of this research used descriptive method. According to Sukardi said "Descriptive method is the research that describes and interprets an

³² Lexy J. Meleong. *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2000), p. 3.

³³ L.R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application*, (New Jersey: Printice Hall, 2000), p. 56.

³⁴ John W. Cresswell. *Research design: Qualitative, Quantitative, and Mixed method approach 2nd ed*, (London: Sage Publications, Inc, 2003), p. 182.

object with reality”.³⁵ Meanwhile Sumadi Suryabrata said “Descriptive method is the research that has purposed to make description about situations and events”.³⁶

Based on the definitions and the statements above, the researcher concluded the research design of his research was the qualitative approach and descriptive method to understand and describe the students' ability in using auxiliary verbs at Grade VIII MTs S Babussalam Basilam Baru. The ability of the students was shown from their capability in answering the questions from interview and test which are related with the auxiliary verbs.

A. Time and Location of the Research

The time of the research had been done from April 2014 up to July 2014 and the location of the research was conducted at MTs S Babussalam Basilam Baru, it is located at Jl. Mandailing Km. 11.5 Basilam Baru, Kec. Batang Angkola, Kab. Tapanuli Selatan.

B. Source of Data

The sources of data were taken from two sources:

1. Primary data was taken from the students at grade VIII MTs S Babussalam Basilam Baru. There was only one class at grade VIII and it consisted of 22 students. The researcher decided all of them as the source of data for the test,

³⁵ Sukardi. *Metode Penelitian Pendidikan, Kompetensi dan Prakteknya*, (Jakarta: Bumi Aksara, 2003), p. 157.

³⁶ Sumadi Suryabrata. *Metodologi Penelitian*, (Jakarta: Rajawali, 1983), p. 19.

in order to make it accurate and also because they were less than 100 people. According to Suharsimi Arikunto said that “when the subject is less than 100, then it is better to take the whole subjects”.³⁷

2. Secondary data was taken from the English teacher and the headmaster of MTs S Babussalam Basilam Baru.

C. Technique of Collecting Data

To collect the data of this research, the researcher used himself as the key instrument. He took the data himself, he met with the students, the teachers and the headmaster to collect the valid data. Besides the researcher as the key of instrument, the researcher used several instruments to collect the data. According to Suharsimi Arikunto said “Instrument is a tool for researcher in using the method of collecting data”.³⁸ The instruments of this research are as follows:

1. Observation

It is a technique of collecting data to gain in sight on understanding the natural environment as lived by the participants.³⁹ The observation was used to know the situation and the condition of the students and the teacher in learning English in the class.

³⁷ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 134.

³⁸ Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 135.

³⁹ L.R. Gay and Peter Airasian. *Op. Cit.*, p. 212.

2. Interview

Interview is a purposeful interaction, usually between two people, focus on one person trying to get information from the other person.⁴⁰ This research used structural interview, it is the kind of interview where the interviewer determines the problem and the questions himself. So the researcher did the interview to sources of data. First, the headmaster of MTs S Babussalam Basilam Baru was about the general finding of the school, second, the interview for the students was about the ability and difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru and the last, the interview for the English teacher was about the students' difficulties and the effort in overcoming the students' difficulties in using auxiliary verbs.

3. Test

Although this research used qualitative approach but the researcher still uses test. According to L.R. Gay and Peter Airasian stated "qualitative research sometimes combines qualitative (e.q. observation/ interview) and quantitative (e.q. test score) data in studies, resulting in the need for statistical analysis."⁴¹ According to Yatim Riyanto stated "Test is a practice that is used to measure someone or group's skill, knowledge, intelligence, ability or

⁴⁰ *Ibid.*, p. 219.

⁴¹ *Ibid.*, p. 109.

talent".⁴² So test in this research is used to get the information about the ability of the students in using auxiliary verbs.

The researcher gave question to the students in multiple choice form, all of the questions were about the auxiliary verbs. The total of the questions were 25 questions, and the score for each question was 4. So the totality of the scores for the test was 100. The indicator of the test can be seen as follows:

Table 7

The indicator of the test

No	Indicator	No. Item	Item	Score
1	Students are able to use auxiliary verbs			
	To Be			
	a. In simple present tense	1, 11, 13	3	12
	b. In present continuous t.	4, 6, 12, 14, 17, 18, 23	7	28
2	c. In simple past tense	9, 16, 21	3	12
	To Do			
	a. In simple present tense	2, 5, 22	3	12
3	b. In simple past tense	7, 19, 25	3	12
	To Have			
	a. In present perfect tense	3, 8, 10, 15, 20, 24	6	24
Total			25	100

⁴² Yatim Riyanto. *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), p. 103.

The steps to collect data were as follow:

1. Doing observations to the school first to look for the condition and the situation of the students and the teacher in learning English in the class.
2. Then, preparing a number of questions that would be answered by the students.
3. Next, giving the test and the sheet answer to the students and it had been completed by limited time in doing the test.
4. After the students finished the test, the researcher collected the students' sheet answer and then analyzed it with following particular steps.
5. Made a list of the interview and then the researcher interviewed the headmaster, the English teacher, and the students.

D. Technique of Analyzing Data

After collecting data, the researcher analyzed data by using some steps as follows:

1. Editing of data, it was done to arrange data systematically.
2. Reduction of the data, it was done to make an abstraction. The abstraction is an effort to make the summary of data.
3. Tabulation of the data, it was done to account and give scores to respondents' answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the students' answer, it took on the table by using the formula:

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

Explanation:

F : Frequency

N : Sum of the samples

P : Percentage⁴³

4. After calculating and scoring the students' test, all of the students' test score were totaled and calculated by using formula of the mean score as follows:

$$M = \frac{\sum Score}{\sum Respondent \times \sum Item \times Highest\ score\ item} \times 100\%$$

Then the mean score was consulted into the classification quality on the table below:

Table 8

The classification quality of the students' score⁴⁴

No	Interval	Predicate
1	0% – 20%	Very low
2	21% – 40%	Low
3	41% – 60%	Enough
4	61% – 80%	High
5	81% – 100%	Very high

⁴³ Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT.Raja Grafindo Persada, 2008), p. 40.

⁴⁴ Riduan. *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p. 89.

5. Description of the data, it was done to describe or interpreted data that had been collected systematically.
6. Taking conclusion, it was done to conclude the discussion solidly and briefly.

E. Checking Data Trustworthiness

Trustworthiness in the qualitative research is very important because checking the trustworthiness of the data was used to contradict the assumption of qualitative research is not scientific. There are many techniques to determine the data trustworthiness but the researcher used Triangulation. According to Lexy J. Meleong stated “Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data”.⁴⁵ So it is the technique of checking data trustworthiness by comparing the result of data. Triangulation also has several kinds, one of the kinds that had been chosen by the researcher was triangulation check with abother researcher with comparing the result of test, interview to the students, and interview to the English teacher.

⁴⁵ Lexy J. Meleong. *Op. Cit.*, p. 175.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Findings

1. General Findings

The research was conducted in Madrasah Tsanawiyah Swasta (MTs S) Babussalam Basilam Baru which located at Jl. Mandailing Km. 11.5 Basilam Baru, Kec. Batang Angkola, Kab. Tapanuli Selatan. The place of the school was very strategic because it stood in the centre of society, this school bordered on fourth sides. First, North side bordered on the garden of Basilam baru. Second, East side bordered on Huta Holbung village. Third, South side borderd on the garden of Huta Tonga village. Fouth, West side bordered on Pasir village, and it also was not far from the Mandailing main street so people could get easy to reach it.

MTs S Babussalam Basilam Baru is one of the Islamic junior high school which was built in 1980 and it had been accredited in 2011. This school existed under the Syekh Muhammad Baqi institution that also built Madrasah Aliyah Babussalam and Pesantren Syekh Muhammad Baqi. This school is headed by Mrs. Ida Suryani, S.Pd. and it had 20 teachers and 1 administration staff.

According to Mrs. Ida Suryani, S.Pd. said that there are two English teachers that are attached at MTs S Babussalam Basilam Baru, they are

Zulfahri, S.Pd. which graduated from STKIP Tapanuli Selatan and Aswar Hamid, S.Pd.I. which graduated from STAIN Padangsidimpuan. In conducting the activity of English teaching and learning, Mrs. Ida Suryani, S.Pd. said that the school has some infrastructure or facilities to support English lesson that is Language laboratory which consists of audio, video or cassette that relate with English lesson.⁴⁶

The important component in conducting teaching and learning activity is the students. In academic year 2013/ 2014 this school had 67 (sixty seven) students which were divided into 3 grades. The grade VII consisted 1 class and it had 13 students, the grade VIII consisted 1 class and it had 22 students, the grade IX consisted 2 classes and it had 32 students. In this research, the students that were made as participant were all of the students at grade VIII which only one class and it consisted of male students were 9 students and female students were 13 students.⁴⁷

2. Specific Findings

a. The Students' Ability in Using Auxiliary Verbs at Grade VIII MTs S

Babussalam Baslam Baru

As stated at the previous chapter that one of the instruments to collect data was the test which consisted of 25 questions. In this case, the

⁴⁶ Ida Suryani, The Headmaster of MTs S Babusslam Baslam Baru. *Interview*, on July 16th, 2014

⁴⁷ *Ibid.*

students were asked to answer the questions about using auxiliary verbs in sentences. The result description of the students' score in using auxiliary verbs could be seen as follows:

Table 9

The result of the students' test score in using auxiliary verbs

No	Students' Initial Name	Score
1	ADB	36
2	ALP	52
3	EKN	44
4	FAN	56
5	HAR	48
6	ISH	60
7	JEN	68
8	JUH	56
9	KNS	56
10	MAR	56
11	NAJ	48
12	NAS	76
13	NAF	60
14	NHS	52
15	NHK	52
16	PAL	44

17	PUS	44
18	RIK	68
19	RUH	52
20	RIH	52
21	SAH	52
22	SWD	64
Total Score		1196
Mean Score		54.36
Highest Score		76
Lowest Score		36

Based on the result of the test which was given to the students as the respondents, it could be known that the score of the respondents was between 36 up to 76 it meant that the highest score was gotten by the respondents was 76 and the lowest score was 36, the total score was 1196 and the mean score was 54.36.

From the explanation above, it could be known that the means score was 54.36 (see appendix V). So based on the clasification quality of the students' score that was listed in the previous chapter (chapter III), it could be determined that the students' ability in using auxiliary verbs at grade

VIII MTs S Babussalam Basilam Baru was enough (41% - 60%) and it was detailed as follows.⁴⁸

Table 10

The quality of the students' ability in using auxiliary verbs at grade VIII

No	Interval	Predicate
1	0% – 20%	Very low
2	21% – 40%	Low
3	41% – 60%	Enough
4	61% – 80%	High
5	81% – 100%	Very high

The description result of the students' answers for each number of the test were as follows.

For question number 1 about To Be in simple present tense - passive verbal sentence, the test was “**I ... taught English every Monday by Mr. Adi.**”. The correct answer for this test was “**am**”. the students that able to choose the correct auxiliary verbs “am” were 16 students (72.72%), while others students that chose the wrong answers were 0 student (0%) choose “do”, 3 students (13.64%) chose “has”, and 3 students (13.64%) chose “was”. (see appendix IV).

Next, the question number 2 about To Do in simple present tense - active verbal sentence, the test was “**The sun ... not rise in the west.**”. The

⁴⁸ Riduan. *Loc. Cit*,

correct answer for this question was “**does**”. The students that able to choose the correct answer “does” were 10 students (45.46%). While the students who chose the wrong answers were 4 students (18.18%) that chose “is” and 4 students (18.18%) chose “do”. (see appendix IV).

Next, the question number 3 about To Have in present perfect tense – active verbal sentence, the test was “**What ... you done with this television? It’s broken.**”. The correct answer for this question was “**have**”. The students that able to choose the correct answer “have” were 10 students (45.46%). While the students who chose the wrong answers were 4 students (18.18%) chose “has”, 4 students (18.18%) chose “do”, and 4 students (18.18%) chose “did”. (see appendix IV).

Further, the question number 4 about To Be in present continuous tense - passive verbal sentence, the test was “**You ... being made a cup of coffee by her now.**”. The correct answer for this question was “**are**” and the students who able to choose the correct answer were 9 students (40.90%). While the students who chose the wrong answer were 6 students (27.28%) chose “were”, 5 students (22.73%) chose “have”, and 2 students (9.09%) chose “did”. (see appendix IV).

Next, the question number 5 about To Do in simple present tense – active verbal sentence, the test was “**They always ... not come on time in the first class.**”. The correct answer for this question was “**do**” and the students who able to choose the correct answer were 17 students (77.27%).

While the students who chose the wrong answer were 0 student (0%) chose “does”, 3 students (13.64%) chose “are”, and 2 students (9.09%) chose “have”. (see appendix IV).

Next, the question number 6 about To Be in present continuous tense – active verbal sentence, the test was “... **Adi writing a letter at the moment?**”. The correct answer for this question was “**Is**” and the students who able to choose the correct answer were 10 students (45.46%). While the students who chose the wrong answer were 3 student (13.64%) chose “do”, 3 students (13.64%) chose “has”, and 5 students (22.72%) chose “does”. (see appendix IV).

Further, the question number 7 about To Do in simple past tense – active verbal sentence, the test was “**They ... not play football yesterday.**”. The correct answer for this question was “**did**” and the students who able to choose the correct answer were 16 students (72.72%). While the students who chose the wrong answer were 3 students (13.64%) chose “have”, 1 student (4.55%) chose “were”, and 2 students (9.09%) chose “are”. (see appendix IV).

Next, the question number 8 about To Have in present perfect tense - active verbal sentence, the test was “**He ... sent a gift on my birthday.**”. The correct answer for this question was “**has**” and the students who able to choose the correct answer were 17 students (77.72%). While the students who chose the wrong answer were 1 student (4.54%) chose “have”, 3

students (13.64%) chose “is”, and 1 student (4.55%) chose “does”. (see appendix IV).

Next, the question number 9 about To Be in simple past tense – passive verbal sentence, the test was “... **the window broken by him yesterday?**”. The correct answer for this question was “**Was**” and the students who able to choose the correct answer were 10 students (45.46%). While the students who chose the wrong answer were 4 students (18.18%) chose “were”, 3 students (13.64%) chose “have”, and 5 students (22.72%) chose “did”. (see appendix IV).

Further, the question number 10 about To Have in present perfect tense – passive verbal sentence, the test was “**The movie ... been wathced by Adi twice.**”. The correct answer for this question was “**has**” and the students who able to choose the correct answer were 11 students (50%). While the students who chose the wrong answer were 3 students (13.63%) chose “is”, 4 students (18.18%) chose “have”, and 4 students (18.18%) chose “was”. (see appendix IV).

Next, the question number 11 about To Be in simple present tense – passive verbal tense, the test was “**The letter ... delivered by the postman at 7 o’clock every morning.**”. The correct answer for this question was “**is**” and the students who able to choose the correct answer were 11 students (50%). While the students who chose the wrong answer were 2

students (9.09%) chose “does”, 4 students (18.18%) chose “are”, and 5 students (22.73%) chose “was”.

Next, the question number 12 about To Be in present continuous tense – active verbal sentence, the test was “**We ... not talking about him at the moment.**”. The correct answer for this question was “**are**” and the students who able to choose the correct answer were 12 students (54.55%). While the students who chose the wrong answer were 5 students (22.73%) chose “do”, 4 students (18.18%) chose “were”, and 1 student (4.54%) chose “did”. (see appendix IV).

Next, the question number 13 about To Be in simple present tense – passive verbal sentence, the test was “**... you woken up by your mother every morning?**”. The correct answer for this question was “**Are**” and the students who able to choose the correct answer were 9 students (40.90%). While the students who chose the wrong answer were 4 students (18.18%) chose “has”, 5 students (22.73%) chose “do”, and 4 students (18.18%) chose “did”. (see appendix IV).

Next, the question number 14 about To Be in present continuous tense- active verbal sentence, the test was “**I ... listening to Maher Zain’s song right now.**”. The correct answer for this question was “**am**” and the students who able to choose the correct answer were 12 students (54.55%). While the students who chose the wrong answer were 4 students (18.18%)

chose “was”, 2 students (9.09%) chose “do”, and 4 students (18.18%) chose “has”. (see appendix IV).

Next, the question number 15 about To Have in present perfect tense – passive verbal sentence, the test was “**All class rooms ... been cleaned by the students.**”. The correct answer for this question was “**have**” and the students who able to choose the correct answer were 14 students (63.64%). While the students who chose the wrong answer were 2 students (9.09%) chose “are”, 4 students (18.18%) chose “has”, and 2 students (9.09%) chose “did”. (see appendix IV).

Next, the question number 16 about To Be in simple past tense – passive verbal sentence, the test was “**We ... not invited to Adi’s party yesterday.**”. The correct answer for this question was “**were**” and the students who able to choose the correct answer were 8 students (36.36%). While the students who chose the wrong answer were 5 students (22.73%) chose “did”, 5 students (22.73%) chose “have”, and 4 students (18.18%) chose “was”. (see appendix IV).

Next, the question number 17 about To Be in present continuous tense – passive verbal sentence, the test was “**I ... being punished by the teacher at the moment.**”. The correct answer for this question was “**am**” and the students who able to choose the correct answer were 17 students (77.72%). While the students who chose the wrong answer were 2 students

(9.09%) chose “have”, 3 students (13.64%) chose “was”, and 0 student (0%) chose “do”. (see appendix IV).

Next, the question number 18 about To Be in present continuous tense – passive verbal sentence, the test was “**Our house ... being painted by my father.**”. The correct answer for this question was “**is**” and the students who able to choose the correct answer were 9 students (40.90%). While the students who chose the wrong answer were 4 students (18.18%) chose “are”, 5 students (22.74%) chose “has”, and 4 students (18.18%) chose “have”. (see appendix IV).

Next, the question number 19 about To Do in simple past tense – active verbal sentence. The test was “**Where ... you go last night?**”. The correct answer for this question was “**did**” and the students who able to choose the correct answer were 6 students (27.28%). While the students who chose the wrong answer were 7 students (31.82%) chose “do”, 8 students (36.36%) chose “were”, and 1 student (4.54%) chose “have”. (see appendix IV).

Next, the question number 20 about To Be in simple past tense – passive verbal sentence, the test was “**I ... seen that movie four times.**”. The correct answer for this question was “**have**” and the students who able to choose the correct answer were 11 students (50%). While the students who chose the wrong answer were 8 students (36.36%) chose “am”, 1

student (4.55%) chose “has”, and 2 students (9.09%) chose “did”. (see appendix IV).

Next, the question number 21 about To Be in simple past tense – passive verbal sentence, the test was “**This bank ... stolen by the robber two days ago.**”. The correct answer for this question was “**was**” and the students who able to choose the correct answer were 15 students (68.18%). While the students who chose the wrong answer were 0 student (0%) chose “did”, 3 students (13.64%) chose “have”, and 4 students (18.18%) chose “has”. (see appendix IV).

Next, the question number 22 about To Do in simple present tense – active verbal sentence. The test was “**... he read a book every day?**”. The correct answer for this question was “**Does**” and the students who able to choose the correct answer were 11 students (50%). While the students who chose the wrong answer were 4 students (18.18%) chose “do”, 2 students (9.09%) chose “was”, and 5 students (22.73%) chose “is”. (see appendix IV).

Further, the question number 23 about To Be in present continuous tense – active verbal sentence, the test was “**My daughter ... sleeping right now.**”. The correct answer for this question was “**is**” and the students who able to choose the correct answer were 13 students (59.09%). While the students who chose the wrong answer were 3 students (13.64%) chose

“was”, 6 students (27.27%) chose “has”, and 0 students (0%) chose “does”. (see appendix IV).

Next, the question number 24 about To Have in present perfect tense – passive verbal sentence. The test was “**Borobudur temple ... been visited by many tourists.**”. The correct answer for this question was “**has**” and the students who able to choose the correct answer were 10 students (45.45%). While the students who chose the wrong answer were 6 students (27.28%) chose “is”, 2 students (9.09%) chose “are”, and 4 students (18.18%) chose “have”. (see appendix IV).

Next, the last question number 25 about To Do in simple past tense – active verbal sentence, the test was “**... Adi visit Bali for his last holiday?**”. The correct answer for this question was “**Did**” and the students who able to choose the correct answer were 15 students (68.18%). While the students who chose the wrong answer were 3 students (13.64%) chose “was”, 1 student (4.45%) chose “has”, and 3 students (13.64%) chose “is”. (see appendix IV).

b. The Students’ Difficulties in Using Auxiliary Verbs at Grade VIII MTs S Babussalam Basilam Baru

One of the purpose of this research was to know the students’ difficulties in using auxiliary verbs at grade VIII. Based on the result of the interview to students, there were some difficulties that were faced by the

students when they used auxiliary verbs. According to Sarwan Hamid said that he knew auxiliary verbs but he still did not understand to use it in making sentence. He did not know the rules such as using auxiliary verbs to the correct full verb.⁴⁹ Mardiah Harahap also said that she did not really understand each auxiliary verbs in every tense, so she was difficult to use auxiliary verbs with the subject.⁵⁰

Next, Nurul Apriani said that she had not understood auxiliary verbs well, she was difficult to determine the appropriate full verbs for each auxiliary verb.⁵¹ Then, Purnama Sari confused to determine auxiliary verbs with the appropriate with the subject and the verbs.⁵² In addition the English teacher also said that the students are difficult to use and distinguish the correct auxiliary verbs with the kind of verbs, subject, forms and voice of the sentences such as active to passive verbal sentences.⁵³

According to the explanations above and others result of the interview to students in appendix II, the students' difficulties in using auxiliary verbs could be concluded as follows:

⁴⁹ Sarwan Hamid, the Students of MTs S Babussalam Basilam Baru, *Interview*, on July 17th, 2014.

⁵⁰ Mardiah Harahap, the Students of MTs S Babussalam Basilam Baru, *Interview*, on July 17th, 2014.

⁵¹ Nurul Apriani, The Students of MTs S Babussalam Basilam Baru, *Interview*, on July 17th, 2014.

⁵² Purnama Sari, the Students of MTs S Babussalam Basilam Baru, *Interview*, on July 17th, 2014.

⁵³ Aswar Hamid, S.Pd.I, The English Teachers of MTs S Babussalam Basilam Baru, *Interview*, on July 17th, 2014.

- 1) The students were difficult in using auxiliary verbs with appropriate subjects such as personal pronouns.
- 2) The students were difficult in using auxiliary verbs with the right full verbs such as infinitive (verb I), present participle (verb + ing), and past participle (verb III).
- 3) The students were difficult in using auxiliary verbs in active and passive verbal sentence.

Based on the result above, the researcher analyzed that their difficulties came from various reasons, however there were several important reasons that caused the problems, first, the students' intelligance in mastering a concept or a principle about auxiliary verbs was still less and second, they also lack of interest in learning English. The fact of the condition and the situation also indicated that during the learning process, most of the students did not followed the English lesson carefully such as some of them were chit-chat each other and they also did not pay attention to the teacher's explanation about the matery.⁵⁴ So, therefore they had difficulties in learning English.

⁵⁴ MTs S Babussalam Basilam Baru. *Observation*, on July 15th, 2014.

c. The Effort of the English Teacher in Overcoming the Students' Difficulties in Using Auxiliary Verbs at Grade VIII MTs S Babussalam Basilam Baru

Based on the result of the interview toward the English teacher, Mr. Aswar Hamid said that the effort to overcome the students' difficulties in using auxiliary verbs were:⁵⁵

- 1) The teacher often repeated the lesson until the students understood about the matery, gave more examples which often they found in their daily life, and also gave more exercises.
- 2) The teacher ordered students to often speak English than Indonesian in the English lesson, although that was only short sentences.
- 3) The teacher invited the students to learn by heart the kind of verbs and also personal pronouns, because students often confused to determine those with correct auxiliary verbs.

In addition, The teacher also said that use correct auxiliary verbs in speaking or writing the students must practice and study hard in their home because studying and practicing English only in the school was not enough, they also must repeat again the lesson that have been learnt in the school. So with those effort students are hoped to become accustomed to use the correct auxiliary verbs.⁵⁶

⁵⁵ Aswar Hamid, S.Pd.I. *Loc. Cit.*

⁵⁶ *Ibid.*

d. The Result of Triangulation

As shown in the previous chapter (chapter III) this research used triangulation to checking the trustworthiness data. Based on comparing the test result, interview to the teacher, and interview to the students, it can be known that the students did not understand to use auxiliary verbs. So the data that had been obtained were true based on result of triangulation, the result of three sources were same because those data indicated students had difficulties in using auxiliary verbs.

B. Discussion

After analyzing the collecting data, it was gotten that the students' ability in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru could be categorized into enough category. It could be known from the calculating score of the students' ability was 52.90% and based on the classification quality it was classified into enough category. Based on the result of the students test, almost all of the students got low up to enough score. Futher, based on the interview to the students, there were some difficulties that were faced by the students in using auxiliary verbs such as difficult in using auxiliary verbs with appropriate subjects, difficult in using auxiliary verbs with the right full verbs, and difficult in using auxiliary verbs in forms and voice of the sentences such as active to passive verbal sentences. In addition, the researcher also analyzed that the students' difficulties came from various reasons, first, the student' intelligence in

mastering a concept or a principle was less, and second, the students had lack of interest in learning English.

Relating to the earlier researches, according to the thesis of Miskah Azizah with the title “An Analysis on Students' Ability in Using “To Be” at Grade VIII MTS Subulussalam Kotanopan in 2012 Academic Year”. The research was conducted with qualitative approach and descriptive method. She found that the students were confused to determine the tenses and the correct structure. After doing the research, she concluded that the students' ability was 42.96 % and it could be categorized into low category. Further, Mahleni Hasibuan's thesis “An Analysis on the Students' Ability in Mastering Basic Tense to the Grade VIII MTs Negeri Padang Bolak in 2008/2009 academic year”. The result of this research showed that the average of the students' ability was more than the average point of them is categorized into point C or enough. In addition, Nurmayan Dalimunthe in her thesis “The Analysis of Students' Ability in Mastering Five Tenses at Grade IX in Vocational High Schools (SMK) Negeri I Batang Angkola Benteng Huraba in 2012 Academic Year”. was also conducted with qualitative approach and descriptive method. After doing the research, she concluded that the students' ability was 53.25 % and it could be categorized into enough category. She found one of the students's difficulties was difficult in using auxiliary verbs and adding suffix *-s/ -es* for third person singular in simple present tense. Based on the earlier researches above, it can be concluded that the problem was concern on students' problem in English

grammar, same as those research in this research the researcher also researched about English grammar that was auxiliary verbs became the students' problem.

Those students' difficulties in the earlier research and also in this research were happened because of so many factors, according to Muhibbin Syah said that the learning difficulties can be caused by 2 (two) factors, they were the first, internal factor (factors from the self child involve, physiology factors such as healthy, and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve: social factor, such as relationship between child's parents, and school environment.⁵⁷

Especially for this research, the researcher also had found some facts from the interview to the students that might support the occurrence of the problem or the difficulties. The first, some of the students regarded that English lesson was difficult and made them confused. in this fact, the researcher thought if the students had regarded English lesson was the difficult and confusing lesson, they absolutely would have difficult in learning English in the future. Second, All of students said that they had learnt English in the Elementary School but some of them said they still did not really understand about it. Third, some of the students seldom to brought an English dictionary. It was very unfortunate that the fact about many students rarely brought the dictionary in English class, whereas the dictionary was one of the tool that could help them to study new words and also stimulated them to master four skills in English.

⁵⁷ Muhibbin Syah. *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182-184.

In overcoming the students' difficulties in using auxiliary verbs the English teacher at MTs Babussalam Basilam Baru had several efforts such as the teacher often repeated the lesson until the students understood about the matter, gave more examples which often they found in their daily life and also gave more exercises. The teacher ordered students often to speak English than Indonesian in the English lesson, although that was only short sentences. The teacher invited the students to learn by heart about kind of verbs and also personal pronouns, because it was happened that students often confused to use those with correct auxiliary verbs.

C. Threat of the Research

In this research, the researcher believed that there were many threats or weaknesses. It were caused by many aspects such as limitation of the time, limitation of the book as the references, the lack of the researcher's knowledge, and also limitation of the students as the respondents, when they did the test, some of them were not looked seriously, so that is why the result is not good enough as the expert done or it may be far from the perfect.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After getting the result of the research the researcher concluded the research as follows:

1. The students' ability in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru in academic year 2013-2014 could be categorized into enough category. It could be seen from the value of the mean score (M) which had been gotten by the students, that was 54.36%.
2. The difficulties that were faced by the students in using auxiliary verbs at grade VIII were first, the students were difficult in using auxiliary verbs with appropriate subjects of the sentence. Second, the students were difficult in using auxiliary verbs with the right full verbs. Third, The students were difficult in using auxiliary verbs in forms and voice of the sentences such as active to passive verbal sentences.
3. The effort of English teacher in overcoming the difficulties in using auxiliary verbs at grade VIII MTs S Babussalam Basilam Baru were first, The teacher often repeated the lesson until the students understood about the matter, gave more examples which often they found in their daily life and also gave more exercises. Second, the teacher ordered students often to speak English than Indonesian in the English lesson, although that was only short sentences. Third, the teacher invited the students to learn by heart about kind of verbs

and also personal pronouns, because it was happened that students often confused to use those with correct auxiliary verbs.

B. Suggestion

Based on the conclusion which was mentioned previously, the researcher would like to give some suggestions to people who get benefit from this research as follows:

1. To the students at grade VIII MTs S Babussalam Basilam Baru and generally to all students or people who learnt English must practice about auxiliary verbs, although it is a small part in grammar it must be learnt because good structure and grammar could make our English easy to understand.
2. To the teacher, especially English teachers of MTs S Babussalam Basilam Baru were hoped to motivate the students in learning English and use some technique that could attract the students to learn English seriously especially in using auxiliary verbs in writing or speaking.
3. To the readers especially English learners must more improve their knowledge in grammar especially in using auxiliary verbs.

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APPENDICES

APPENDIX I: OBSERVATION

➤ Instrument of the observation at MTs S Babussalam Basilam Baru

1. The situation and the condition of the students and the teacher in learning English.
2. The ability of the students in receiving the subject from the teacher.

APPENDIX II: INSTRUMENT OF INTERVIEWS

➤ Interview instrument to the Headmaster of MTs S Babussalam Basilam Baru

Interviewer : Muhamad Adisyah Putra
Interviewee : Ida Suryani, S.Pd.
Day/ Date : Wednesday/ July 16th, 2014
Place : MTs S Babussalam Basilam Baru

1. Berapa banyak guru-guru bahasa Inggris di MTs S Babussalam Basilam Baru?
(How many the English teachers are at MTs S Babussalam Basilam Baru?)

Answer: Ada dua guru bahasa Inggris, yaitu Bpk. Zulfahri, S.Pd. dan Bpk. Aswar Hamid, S.Pd.I.

(There are two the English teachers, they are Mr. Zulfahri, S.Pd. and Mr. Aswar Hamid, S.Pd.I.)

2. Berasal dari lulusan mana saja guru bahasa Inggris tersebut?
(Where did they graduate from?)

Answer: Bpk. Zulfahri, S.Pd. lulusan dari jurusan bahasa Inggris di STKIP Padangsidempuan dan Bpk. Aswar Hamid, S.Pd.I. Lulusan dari jurusan bahasa Inggris di STAIN Padangsidempuan.

(Mr. Zulfahri, S.Pd. graduated from English department at STKIP Padangsidempuan and Mr. Aswar Hamid, S.Pd.I. graduated from English department at STAIN Padangsidempuan.)

3. Apakah pihak sekolah sudah pernah mengikut sertakan guru bahasa Inggris ke penataran atau peningkatan kinerja mengajar? Jika ya kapan dan di mana?
(Had the school ever brought the English teacher to take part in upgrading program or upgrading teaching performance? If yes, where and when?)

Answer: Ya, kami pernah mengikutkan salah satu guru kami, yaitu Bpk. Aswar Hamid, S.Pd.I. ke penataran di MAN 2 Padangsidempuan pada bulan Maret 2014.

(Yes, we had ever brought one of our English teacher, that was Mr. Aswar Hamid, S.Pd.I. in upgrading program at MAN 2 Padangsidempuan on May 2014.)

4. Apa saja fasilitas-fasilitas sekolah yang dapat membantu pembelajaran bahasa Inggris?

(What are the school's facilities which can support the English learning?)

Answer: Ada lab. Bahasa yang dapat digunakan dan lab ini berisi berbagai macam media pembelajaran bahasa Inggris, seperti CD atau perangkat audio dan video bahasa Inggris.

(There is a language laboratory which can be used and this lab consists of various English learning media, such as CD or English learning audio and video.)

5. Berapa banyak siswa per kelas di MTs S Babussalam Basilam Baru?

(How many students per class are at MTs S Babussalam Basilam Baru?)

Answer: Ada 20 siswa per kelas. MTs S Baussalam mempunyai 67 siswa yang terbagi ke dalam 3 kelas. Pada kelas VII berisi 1 kelas dengan 13 siswa, kelas VIII berisi 1 kelas dengan 22 siswa, dan pada kelas IX berisi 2 kelas dengan 16 orang perkelas.

(There are 20 students per class. MTs S Babussalam had 67 students which were divided into 3 grades. At grade VII consisted 1 class with the 13 students, at grade VIII consisted 1 class with the 22 students, and at grade IX consisted of 2 classes with the 16 students per class.)

➤ **Interview instrument to the English teacher**

Interviewer : Muhamad Adisyah Putra
Interviewee : Aswar Hamid, S.Pd.I.
Day/ Date : Thursday/ July 17th, 2014
Place : MTs S Babussalam Basilam Baru

1. Bagaimana antusiasme siswa di kelas VIII terhadap mata pelajaran bahasa Inggris?

(How was the students' enthusiasm at grade VIII in English lesson?)

Answer: Antusiasme siswa di kelas VIII terhadap mata pelajaran bahasa Inggris sangat bermacam-macam, sebagian dari mereka ada yang bersemangat dan ada juga yang tidak semangat mengikuti pelajaran. (The students' enthusiasm at grade VIII in English lesson was very various, some of them had spirit and some of them also did not have spirit to follow the lesson.)

2. Dalam mengajarkan bahasa Inggris metode pengajaran apa yang Bapak/ Ibu gunakan selama ini?

(What were your method in teaching English?)

Answer: Saya menggunakan banyak metode seperti diskusi atau tanya-jawab dan itu tergantung dari materi dan situasi di kelas. (I used many methods such as disscussion or question-answer and it was depended on the matery and the situation in the class.)

3. Apa buku-buku yang Bapak/ Ibu gunakan sebagai sumber bahan mengajar bahasa Inggris?

(What were the books that you used as the source material of teaching?)

Answer: Saya menggunakan buku paket bahasa Inggris SMP untuk SMP/ MTs kelas VIII dari Yudhistira dan LKS.

(I used the English package book for SMP/ MTs at grade VIII from Yudhistira and LKS.)

4. Dalam mengajarkan bahasa Inggris di kelas, pernahkan Bapak/ Ibu mengajarkan auxiliary verbs? Berapa banyak pertemuan Bapak/ Ibu mengajarkan materi tersebut?

(In teaching English in the class, had you ever taught auxiliary verbs? How many meetings you taught the matery?)

Answer: Ya, hanya dua kali pertemuan dan juga saya ulang kembali saat membahas tenses atau membuat suatu paragraf pendek.

(Yes, it's only two meetings and I repeated again when discussing tenses or making a short paragraph.)

5. Metode apa saja yang Bapak/ Ibu gunakan dalam mengajarkan materiauxiliary verbs tersebut?

(What were the method that you used in teaching the auxiliary verbs?)

Answer: Saya menggunakan metode diskusi, tanya-jawab dan pemberian tugas.

(I used discussion, question-answer and giving task.)

6. Apa dengan metode tersebut siswa bisa memahami auxiliary verbs dengan benar?

(Could the method make the students understand auxiliary verbs?)

Answer: Sebagian siswa-siswa ada yang mengerti dan ada juga yang tidak.

(Some of them understood and some of them did not understand)

7. Apa saja kesulitan siswa dalam menggunakan auxiliary verbs di kelas VIII?

(What were the students' difficulties in using auxiliary verbs at grade VIII?)

Answer: Mereka sulit dalam menggunakan auxiliary verbs yang benar sesuai dengan jenis kata kerja, subject kalimat seperti personal pronouns,

bentuk dan voice suatu kalimat seperti merubah auxiliary verbs dari active ke passive verbal sentences.

(They were difficult to use the correct auxiliary verbs appropriate with the kind of verbs, subject, forms and voice of sentences such as changing auxiliary verbs from active to passive verbal sentences)

8. Dari pengalaman Bapak/ Ibu saat mengajarkan auxiliary verbs, apa jenis auxiliary verbs yang mudah dan sulit untuk dipahami atau digunakan oleh siswa?

(based on your experience when you taught auxiliary verbs, what were the kind of auxiliary verbs which were easy and difficult to understand by the students?)

Answer: Mereka mudah untuk memahami To be dan sulit memahami To have.

(they were easy to understand To be and difficult to understand To have.)

9. Apa tindakan yang Bapak/ Ibu lakukan untuk pemecahan kesulitan siswa dalam memahami dan menggunakan auxiliary verbs?

(What were your effort in overcoming the students' difficulties in using auxiliary verbs?)

Answer: saya sering mengulangi pelajaran sampai siswa mengerti tentang materi yang di ajarkan, memberikan banyak contoh yang sering mereka temui di kehidupan sehari-hari dan juga banyak latihan, saya juga menyuruh siswa untuk sering berbicara bahasa Inggris saat di dalam kelas bahasa Inggris dari pada bahasa Indonesia walaupun hanya kalimat-kalimat pendek, dan saya juga mengajak atau meminta siswa untuk meghapal jenis kata kerja dan personal pronouns karena siswa-siswa sering bingung menentukan hal tersebut sesuai dengan auxiliary verbs yang benar.

Selainitu saya juga menghimbau siswa untuk sering berlatih dan belajar keras di rumah karena belajar hanya di sekolah masih kurang cukup, serta mereka harus mengulangi pelajaran yang sudah dipelajari di sekolah.

(I often repeated the lesson until the students understood about the matery which was taught, gave more examples which often they found in their daily life and also gave more exercises, I also ordered the students to often speak English than Indonesian although it was only short sentences, and I also invited or asked the students to learn by heart the kind of verbs and personal pronouns, because the students often confused to determine those with the correct auxiliary verbs.

While, I also appeal the students to often practice and study hard in their home because studying only in the school is not enough, and they must repeat again the lesson that have been learnt in the school)

10. Apa ada tambahan atau les bahasa Inggris di luar jam pelajaran bahasa inggris di sekolah?

(Is there an English extracurricular outside the time of English lesson at the school?)

Answer: Tidak, tidak ada tambahan bahasa Inggris.

(No, there is no English extracurricular)

➤ **Interview instrument to the students**

Interviewer : Muhamad Adisyah Putra
Interviewee : Students
Day/ Date : Thursday/ July 17th, 2014
Place : MTs S Babussalam Basilam Baru

1. Bagaimana pendapat kamu terhadap mata pelajaran bahasa Inggris?

(What is your opinion to English lesson?)

Answer:

- Student A: Sulit dan membingungkan (difficult and confusing)
- Student B: Sulit dan membuat saya bingung (difficult and it makes me confused.)
- Student C: Menurut saya susah (I think it is difficult.)
- Student D: Terkadang gampang dan terkadang juga susah (sometimes it's easy and sometimes it's difficult.)
- Student E: Menurut saya pelajarannya menyenangkan (I think this lesson is fun.)
- Student F: Kadang susah tetapi kadang juga mudah (Sometimes it's difficult but sometimes it's also easy.)
- Student G: Sulit dan kadang bingung (Difficult and sometimes confusing)

2. Sudah pernahkah kamu mempelajari pelajaran bahasa Inggris sebelum memasuki MTs S Babussalam Basilam Baru?

(Had you ever learnt English lesson before entering MTs S Babussalam Basilam Baru?)

Answer:

- Student A: Sudah, tetapi saya kurang paham sewaktu di SD (Yes, but I did not understand enough at the Elementary School.)

- Student B: Sudah di SD (yes, it had been learnt at Elementary School.)
- Student C: Ya, sudah waktu di SD (Yes, I had learnt at Elementary School.)
- Student D: Ya, sudah di SD (Yes, I had learnt at Elementary School.)
- Student E: Ya, saya sudah pernah pelajari di SD (Yes, I had ever learnt it at Elementary School.)
- Student F: Ya, sudah mempelajarinya di SD (Yes, I had learnt it at Elementary School.)
- Student G: Ya, sudah dipelajari di SD (Yes, it had been learnt at Elementary School.)

3. Apakah kamu membawa kamus dalam setiap mata pelajaran bahasa Inggris di kelas?

(Do you bring a dictionary in the English lesson at the class?)

Answer:

- Student A: Jarang bawa kamus (I seldom bring a dictionary)
- Student B: Saya jarang-jarang bawa kamus (I seldom bring a dictionary)
- Student C: Kadang bawa dan kadang tidak (Sometimes I bring and sometimes I do not bring)
- Student D: Ya, saya membawanya (Yes I bring it)
- Student E: Ya, saya selalu membawanya (I always bring it)
- Student F: Ya, saya selalu bawa (Yes, I always bring it)
- Student G: Engga pernah dan engga punya (I never bring it and I do not have)

4. Bagaimana menurut kamu tentang grammar bahasa Inggris?

(What do you think about English grammar?)

Answer:

- Student A: Saya engga begitu ngerti (I don't really understand)
- Student B: Sulit dan saya engga ngerti (difficult and I do not understand)
- Student C: Susah dan saya engga ngerti (Difficult and I do not understand)
- Student D: Sulit untuk ngertinya (Difficult to understand)
- Student E: Meskipun sulit tetapi saya masih tetap ngerti (Although it is difficult but I still understand about it)
- Student F: Agak sulit tapi saya suka mempelajarinya (It is little bit difficult but I enjoy to study it)
- Student G: Susah dan saya engga ngerti (Difficult and I do not understand)

5. Apakah kamu sudah mempelajari tenses dasar seperti simple present tense, past tense, present continuous tense, dan juga present perfect tense? Jika sudah, apakah ada kesulitan-kesulitannya?

(Had you studied basic tenses such as simple present tense, past tense, present continuous tense, and also present perfect tense? If you had learnt, did you have difficulties)

Answer:

- Student A: Sudah. Saya engga ingat semua rumusnya (Yes I had. I did not remember all the formulas.)
- Student B: Ya sudah. Saya engga tahu tentang rumus dan kata kerjanya (Yes I had. I did not know the formula and the verb)
- Students C: Sudah dan saya bingung dengan perubahan kata kerjanya (Yes I had and I confused about the changing of the verb)

- Student D: Ya sudah. Saya bingung dengan auxiliary verbs pada tiap tenses
- Student E: Sudah, kadang saya sulit untuk menentukan auxiliary verbs sama bentuk kata kerjanya (Yes I had. Sometimes I was difficult to determine auxiliary verbs with form of the verb)
- Student F: Ya sudah, saya merasa sulit untuk merubah kata kerja sesuai dengan rumusnya (Yes I had, I felt difficult to change the verb appropriate with the formula)
- Student G: Ya sudah, Saya engga ingat rumus dan kata kerjanya (Yes I had, I did not remember the formula and the verb)

6. Apakah kamu tahu auxiliary verbs? Dan seperti apa auxiliary verbs itu?
(Do you know auxiliary verbs? And what is it)

Answer:

- Student A: Saya tahu sedikit auxiliary verbs seperti *am* (I know few about auxiliary verbs such as *am*.)
- Student B: Saya tahu tetapi saya belum paham betul, auxiliary verbs itu seperti *is dan am* (I know but I do not understood well, it is like *is and am*)
- Student C: Saya tahu tapi engga begitu ngerti, mungkin seperti *do* (I know but I do not really understand, it may be like *do*)
- Students D: Saya tahu tapi kurang ngerti, itu biasanya ada di tenses (I know but I did not really understand, it usually exists in the tenses.)
- Student E: Ya saya tahu, jika saya engga salah ini ada dalam setiap kalimat bahasa Inggris seperti *is, am, atau are* (Yes I know, if I am not wrong it existed in every English sentence such as *is, am, or are*)

- Student F: Ya saya tahu tapi masih belum ngerti betul, ini dipelajari di tenses seperti *do* atau *does* (Yes I know but I still have not understood well, it is learnt in tenses such as do or does)
- Student G: Ya saya tahu, tapi kurang ngerti seperti *has* dan *have* (Yes I know, but I do not really understand such as is and are.)

7. Apa saja kesulitan kamu saat menggunakan auxiliary verbs?

(What are your difficulties in using auxiliary verbs?)

Answer:

- Students A: Saya sulit memakainya seperti dalam membuat kalimat (I am difficult to use it such as making sentence)
- Student B: Saya engga tahu saat membuatnya dalam kalimat, malah kadang lupa (I do not know when I make it in the sentence, even I forgot about it)
- Student C: Kadang saya kurang paham menggunakannya dalam kalimat seperti nentuin auxiliary verbs untuk tiap kata kerja yang benar (sometimes I do not really understand to use it in making sentence such as determining auxiliary verbs to the correct full verb.)
- Student D: Saya kesulitan menggunakan auxiliary verbs sama subjectnya (I am difficult to use auxiliary verbs with the subject.)
- Student E: Terkadang saya sulit untuk menentukan auxiliary verbs sama kata kerjanya (Sometimes I am difficult to determine auxiliary verbs with the verb.)
- Student F: kadang saya bingung menentukan kata kerja yang pas untuk auxiliary verbs (Sometimes I am difficult to determined appropriate full verb with each auxiliary verb)
- Student G: Saya bingung nentuin auxiliary verbs sama subject dan kata kerjanya (I confuse to determine auxiliary verbs with the appropriate with the subject and the verbs.)

8. Saat di kelas apakah kamu memahami penjelasan Guru mengenai auxiliary verbs?

(When you were in the class, did you understand the teacher's explanation about auxiliary verbs?)

Answer:

- Students A: Tidak, menurut saya kurang jelas (No, I thought it was not really clear.)
- Student B: Saya engga paham dengan penjelasannya (I did not understand with his explanation.)
- Student C: Ya, tetapi saya lupa lagi setelah pelajaran usai (Yes, but I forgot after the lesson had finished)
- Student D: Saya kurang paham sama contoh-contoh yang dibuat (I did not really understand about the examples.)
- Student E: Ya, saya paham (Yes, I understood.)
- Student F: saya kurang paham penjelasannya (I did not really understand his explanation.)
- Student G: saya masih kurang paham sama penjelasan dan contohnya. (I still did not understand with the explanation and the examples.)

Name of the interviewee:

A: Adamsyah Batubara

B: Eko Nanda

C: Sarwan Hamid

D: Mardiah Harahap

E: Riki Ardianto

F: Nurul Apriani

G: Purnama Sari

APPENDIX III: INSTRUMENT OF TEST

TEST

Name :

Class :

Time :

- **Choose the correct auxiliary verbs to complete the following sentences by crossing sign (X) to a, b, c, or d.**

Example : The bookstore ... opened everyday.

a. Is

b. Are

c. Do

d. Does

1. I ... taught English every Monday by Mr. Adi.
 - a. do
 - b. am
 - c. has
 - d. was
2. The sun ... not rise in the west.
 - a. is
 - b. do
 - c. does
 - d. has
3. What ... you done with this television? It's broken.
 - a. has
 - b. do
 - c. did
 - d. have
4. You ... being made a cup of coffee by her now.
 - a. were
 - b. have
 - c. are
 - d. did

5. They always ... not come on time in the first class.
 - a. do
 - b. does
 - c. are
 - d. have

6. ... Adi writing a letter at the moment?
 - a. do
 - b. Has
 - c. Does
 - d. Is

7. They ... not play football yesterday.
 - a. have
 - b. were
 - c. are
 - d. did

8. He ... sent me a gift on my birthday.
 - a. have
 - b. has
 - c. is
 - d. does

9. ... the window broken by him yesterday.
 - a. Was
 - b. Were
 - c. Have
 - d. Did

10. The movie ... been watched by Adi twice.
 - a. is
 - b. have
 - c. has
 - d. was

11. The letter ... delivered by the Postman at 7 o'clock every morning.
 - a. is
 - b. does

- c. are
- d. was

12. We ... not talking about him at the moment.

- a. do
- b. are
- c. were
- d. did

13. ... you woken up by your mother every morning?

- a. Has
- b. Are
- c. Do
- d. Did

14. I ... listening to Maher Zain's song right now.

- a. was
- b. do
- c. has
- d. am

15. All class rooms ... been cleaned by the students.

- a. are
- b. has
- c. have
- d. did

16. We ... not invited to Adi's party yesterday.

- a. did
- b. have
- c. was
- d. were

17. I ... being punished by the teacher at the moment.

- a. have
- b. was
- c. am
- d. do

18. Our house ... being painted by my father.
- a. is
 - b. are
 - c. has
 - d. have
19. Where ... you go last night?
- a. do
 - b. did
 - c. were
 - d. have
20. I ... seen that movie four times.
- a. am
 - b. has
 - c. did
 - d. have
21. This bank ... stolen by the robber two days ago.
- a. did
 - b. have
 - c. was
 - d. has
22. ... he read a book every day?
- a. Does
 - b. Do
 - c. Was
 - d. Is
23. My daughter ... sleeping right now.
- a. was
 - b. has
 - c. does
 - d. is
24. Borobudur temple ... been visited by many tourists.
- a. is
 - b. has

- c. are
- d. have

25. ... Adi visit Bali for his last holiday?

- a. Was
- b. Has
- c. Did
- d. Is

KEY ANSWER

1. B
2. C
3. D
4. C
5. A
6. D
7. D
8. B
9. A
10. C
11. A
12. B
13. B
14. D
15. C
16. D
17. C
18. A
19. B
20. D
21. C
22. A
23. D
24. B
25. C

APPENDIX IV: DESCRIPTION OF THE STUDENTS' TEST ANSWERS

1. Question Number 1: To Be in simple present tense - passive verbal sentence

I ... taught English every Monday by Mr. Adi.

No	The Alternative Answer	F	%
1	do	0	0%
2	am	16	72.72%
3	has	3	13.64%
4	was	3	13.64%
Total		22	100%

2. Question Number 2: To Do in simple present tense - active verbal sentence

The sun ... not rise in the west.

No	The Alternative Answer	F	%
1	is	4	18.18%
2	do	4	18.18%
3	does	10	45.46%
4	has	4	18.18%
Total		22	100%

3. Question Number 3: To Have in present perfect tense – active verbal sentence

What ... you done with this television? It's broken.

No	The Alternative Answer	F	%
1	has	4	18.18%
2	do	4	18.18%
3	did	4	18.18%
4	have	10	45.46%
Total		22	100%

4. Question Number 4: To Be in present continuous tense - passive verbal sentence

You ... being made a cup of coffee by her now.

No	The Alternative Answer	F	%
1	were	6	27.28%
2	have	5	22.73%
3	are	9	40.90%
4	did	2	9.09%
Total		22	100%

5. Question Number 5: To Do in simple present tense – active verbal sentence

They always ... not come on time in the first class.

No	The Alternative Answer	F	%
1	do	17	77.27%
2	does	0	0%
3	are	3	13.64%
4	have	2	9.09%
Total		22	100%

6. Question Number 6: To Be in present continuous tense – active verbal sentence

... Adi writing a letter at the moment?

No	The Alternative Answer	F	%
1	Do	4	18.18%
2	Has	3	13.64%
3	Does	5	22.72%
4	Is	10	45.46%
Total		22	100%

7. Question Number 7: To Do in simple past tense – active verbal sentence

They ... not play football yesterday.

No	The Alternative Answer	F	%
1	have	3	13.64%
2	were	1	4.55%
3	are	2	9.09%
4	did	16	72.72%
Total		22	100%

8. Question Number 8: To Have in present perfect tense - active verbal sentence

He ... sent a gift on my birthday.

No	The Alternative Answer	F	%
1	have	1	4.54%
2	has	17	77.27%
3	is	3	13.64%
4	does	1	4.55%
Total		22	100%

9. Question Number 9: To Be in simple past tense – passive verbal sentence

... the window broken by him yesterday?

No	The Alternative Answer	F	%
1	Was	10	45.46%
2	Were	4	18.18%
3	Have	3	13.64%
4	Did	5	22.72%
Total		22	100%

10. Question Number 10: To Have in present perfect tense – passive verbal sentence

The movie ... been watched by Adi twice.

No	The Alternative Answer	F	%
1	is	3	13.63%
2	have	4	18.18%
3	has	11	50%
4	was	4	18.18%
Total		22	100%

11. Question Number 11: To Be in simple present tense – passive verbal tense.

The letter ... delivered by the postman at 7 o'clock every morning.

No	The Alternative Answer	F	%
1	is	11	50%
2	does	2	9.09%
3	are	4	18.18%
4	was	5	22.73%
Total		22	100%

12. Question Number 12: To Be in present continuous tense – active verbal sentence

We ... not talking about him at the moment.

No	The Alternative Answer	F	%
1	do	5	22.73%
2	are	12	54.55%
3	were	4	18.18%
4	did	1	4.54%
Total		22	100%

13. Question Number 13: To Be in simple present tense – passive verbal sentence
... you woken up by your mother every morning?

No	The Alternative Answer	F	%
1	Has	4	18.18%
2	Are	9	40.90%
3	Do	5	22.73%
4	Did	4	18.18%
Total		22	100%

14. Question Number 14: To Be in present continuous tense- active verbal sentence
I ... listening to Maher Zain's song right now.

No	The Alternative Answer	F	%
1	was	4	18.18%
2	do	2	9.09%
3	has	4	18.18%
4	am	12	54.55%
Total		22	100%

15. Question Number 15: To Have in present perfect tense – passive verbal sentence
All class rooms ... been cleaned by the students.

No	The Alternative Answer	F	%
1	are	2	9.09%
2	has	4	18.18%
3	have	14	63.64
4	did	2	9.09%
Total		22	100%

16. Question Number 16: To Be in simple past tense – passive verbal sentence

We ... not invited to Adi's party yesterday.

No	The Alternative Answer	F	%
1	did	5	22.73%
2	have	5	22.73%
3	was	4	18.18%
4	were	8	36.36%
Total		22	100%

17. Question Number 17: To Be in present continuous tense – passive verbal sentence

I ... being punished by the teacher at the moment.

No	The Alternative Answer	F	%
1	have	2	9.09%
2	was	3	13.64%
3	am	17	77.27%
4	do	0	0%
Total		22	100%

18. Question Number 18: To Be in present continuous tense – passive verbal sentence

Our house ... being painted by my father.

No	The Alternative Answer	F	%
1	is	9	40.90%
2	are	4	18.18%
3	has	5	22.74%
4	have	4	18.18%
Total			100%

19. Question Number 19: To Do in simple past tense – active verbal sentence

Where ... you go last night?

No	The Alternative Answer	F	%
1	do	7	31.82%
2	did	6	27.28%
3	were	8	36.36%
4	have	1	4.54%
Total		22	100%

20. Question Number 20: To Have in present perfect tense – active verbal sentence

I ... seen that movie four times.

No	The Alternative Answer	F	%
1	am	8	36.36%
2	has	1	4.55%
3	did	2	9.09%
4	have	11	50%
Total		22	100%

21. Question Number 21: To Be in simple past tense – passive verbal sentence

This bank ... stolen by the robber two days ago.

No	The Alternative Answer	F	%
1	did	0	0%
2	have	3	13.64%
3	was	15	68.18%
4	has	4	18.18%
Total		22	100%

22. Question number 22: To Do in simple present tense – active verbal sentence
... he read a book every day?

No	The Alternative Answer	F	%
1	Does	11	50%
2	Do	4	18.18%
3	Was	2	9.09%
4	Is	5	22.73%
Total		22	100%

23. Question Number 23: To Be in present continuous tense – active verbal sentence
My daughter ... sleeping right now.

No	The Alternative Answer	F	%
1	was	3	13.64%
2	has	6	27.27%
3	does	0	0%
4	Is	13	59.09%
Total		22	100%

24. Question Number 24: To Have in present perfect tense – passive verbal sentence
Borobudur temple ... been visited by many tourists.

No	The Alternative Answer	F	%
1	Is	6	27.28%
2	has	10	45.45%
3	are	2	9.09
4	have	4	18.18
Total		22	100%

25. Question Number 25: To Do in simple past tense – active verbal sentence

... Adi visit Bali for his last holiday?

No	The Alternative Answer	F	%
1	Was	3	13.64%
2	Has	1	4.54%
3	Did	15	68.18%
4	Is	3	13.64%
Total		22	100%

APPENDIX V: THE SUM OF THE STUDENTS' SCORE

THE STUDENTS' SCORE IN USING AUXILIARY VERBS AT GRADE VIII MTS S BABUSSALAM BASILAM BARU

No	Respondent Number	RESPONDENT ANSWER OF EACH ITEM NUMBER																									SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	1	0	0	0	4	4	4	0	0	0	4	4	0	0	0	4	0	4	0	0	0	4	0	0	4	0	36
2	2	4	0	4	0	4	0	0	0	0	4	4	4	0	4	0	4	4	0	4	0	0	4	4	0	4	52
3	3	4	0	0	4	4	0	0	4	4	0	0	0	0	4	4	4	4	0	0	0	0	4	4	0	44	
4	4	4	4	0	0	4	0	4	4	0	0	0	4	4	0	0	0	4	0	4	4	4	4	4	0	4	56
5	5	4	0	0	4	4	0	4	0	4	4	4	0	4	0	0	4	0	0	0	4	0	4	0	0	48	
6	6	4	4	4	0	4	0	4	4	4	0	0	4	0	4	0	0	4	0	4	0	0	4	4	4	4	60
7	7	4	4	0	4	4	4	4	4	4	4	0	4	0	4	4	0	4	0	4	0	4	0	4	0	4	68
8	8	4	0	0	0	0	4	4	4	4	4	4	0	0	4	4	0	4	0	4	0	4	0	4	4	0	56
9	9	4	0	4	0	4	4	0	0	4	0	4	4	4	4	0	0	4	0	0	0	4	4	4	0	4	56
10	10	0	0	0	4	0	0	4	4	0	4	0	4	4	4	0	4	0	4	0	4	4	4	4	0	4	56
11	11	0	4	0	0	0	4	4	4	4	0	0	0	0	4	4	4	4	0	0	4	4	0	0	4	4	48
12	12	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	0	0	4	4	0	0	4	76
13	13	4	0	4	4	0	4	0	4	0	0	4	4	4	0	4	0	4	0	0	0	4	4	4	4	4	60
14	14	0	4	0	0	4	4	0	4	0	0	4	0	4	0	4	4	4	4	0	4	0	0	4	4	0	52
15	15	4	0	4	0	4	0	4	0	4	4	0	4	0	0	4	0	0	4	0	4	4	0	4	4	0	52
16	16	0	4	0	0	4	0	4	4	0	0	0	0	4	0	4	0	0	4	4	4	0	4	0	0	4	44
17	17	4	0	4	0	4	0	4	4	0	4	0	0	4	4	0	0	0	4	0	4	0	0	0	0	4	44
18	18	4	0	4	4	4	4	4	4	4	0	4	0	4	4	0	0	4	4	0	4	0	4	4	0	4	68
19	19	4	0	4	0	4	0	4	4	0	0	4	4	0	0	4	4	4	0	0	4	4	0	0	0	4	52
20	20	4	4	0	0	4	4	4	4	0	4	0	4	0	0	4	0	4	0	0	4	4	0	0	4	0	52
21	21	0	4	4	0	0	4	4	4	0	0	4	0	0	4	4	0	4	0	0	4	4	0	0	4	4	52
22	22	4	4	0	4	4	0	4	4	0	4	0	4	0	4	4	4	0	0	0	4	4	4	0	4	4	64
TOTAL																									1196		

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$M = \frac{\sum \text{Score}}{\sum \text{Respondent} \times \sum \text{Item} \times \text{Highest score item}} \times 100\%$$

$$= \frac{1196}{22 \times 25 \times 4} \times 100\%$$

$$= 54.36\%$$

THE RESULT OF THE STUDENTS' ANSWER IN USING AUXILIARY VERBS AT GRADE VIII MTS S BABUSSALAM BASILAM BARU

NO	INITIAL NAME	ANSWERS																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
		B	C	D	C	A	D	D	B	A	C	A	B	B	D	C	D	C	A	B	D	C	A	D	B	C
1	ADM	D	D	B	C	A	D	A	A	C	C	A	A	D	C	C	A	C	C	A	A	C	B	B	B	A
2	ALP	B	A	D	A	A	C	B	C	D	C	A	B	C	D	B	D	C	D	B	B	D	A	D	A	C
3	EKN	B	B	A	C	A	A	C	B	A	A	D	C	A	A	C	D	C	A	C	C	B	D	D	B	D
4	FAN	B	C	C	B	A	B	D	B	B	B	C	B	B	B	A	C	C	B	B	D	C	A	D	D	C
5	HAR	B	A	B	C	A	A	D	D	A	C	A	B	C	D	D	B	C	C	C	A	C	C	D	C	B
6	ISH	B	C	D	B	A	C	D	B	A	D	B	B	A	D	B	B	C	C	B	A	D	A	D	B	C
7	JEN	B	C	A	C	A	D	D	B	A	C	D	B	A	D	C	B	C	C	B	A	C	D	D	A	C
8	JUH	B	D	A	A	C	D	D	B	A	C	A	A	C	D	C	C	C	D	B	A	C	C	D	B	D
9	KNS	B	A	D	B	A	D	A	C	A	A	A	B	B	D	D	B	C	B	C	D	C	A	D	C	C
10	MAR	D	B	B	C	D	B	D	B	C	C	C	B	B	D	A	D	B	A	A	D	C	A	D	A	C
11	NAJ	D	C	C	A	D	D	D	B	A	B	B	C	D	A	C	D	C	A	A	C	C	A	B	D	C
12	NAS	B	C	D	C	A	C	D	B	A	C	A	A	B	D	C	D	C	A	A	A	C	A	B	B	C
13	NAF	B	D	D	C	C	D	A	B	B	D	A	B	B	B	C	B	C	C	C	A	C	A	D	B	C
14	NHS	C	C	A	D	A	D	C	B	D	A	A	C	B	C	C	D	C	A	C	D	D	B	D	B	D
15	NHK	B	A	D	D	A	C	D	C	A	C	D	B	C	A	C	A	B	A	A	D	C	D	D	B	A
16	PAL	C	C	C	B	A	A	D	B	D	B	D	A	B	A	C	A	B	A	B	A	D	A	B	A	C
17	PUS	B	B	D	A	A	B	D	B	C	C	C	D	B	D	B	A	A	A	C	D	B	D	A	D	C
18	RIK	B	B	D	C	A	D	D	B	A	D	A	A	B	D	B	C	C	A	C	D	B	A	D	D	C
19	RUH	B	D	D	A	A	A	D	B	D	B	A	B	A	C	C	D	C	B	A	D	C	B	A	A	C
20	RIH	B	C	C	B	A	D	D	B	B	C	D	B	C	C	C	C	C	D	A	D	C	B	B	A	A
21	SAH	C	C	D	A	C	D	D	B	D	D	A	C	D	D	C	A	C	B	D	D	C	D	A	B	C
22	SWD	B	C	B	C	A	C	D	B	B	C	C	B	D	D	C	D	A	D	C	D	C	A	B	B	C

STUDENTS' INITIAL NAME

ADB : Adamsyah Batubara
ALP : Alpin
EKN : Eko Nanda
FAN : Fahmi Aziz Nasution
HAR : Hariansyah
ISH : Ismi Haduriang
JEN : Jelita Nasution
JUH : Juhairoh
KNS : Khairunnisa Siregar
MAR : Mardiah Harahap
NAJ : Nur Ajijah
NAS : Nurul Apriza Siregar
NAF : Nurul Afriani
NHS : Nurhasanah
NHK : Nurhakimah
PAL : Payungan Lubis
PUS : Purnama Sari
RIK : Riki Ardianto
RUH : Rizki Ummu Hazipah
RIH : Rizki Husein
SAH : Sarwan Hamid
SWD : Sri Wulan Damayanti

CURRICULUM VITAE



A. Identity

Name : **MUHAMAD ADISYAH PUTRA**
Place and birthday : Bandar Kumbul, January 21th, 1992
Sex : Male
Religion : Moslem
Address : Sayurmatinggi IV

B. Parents

Father : Kawaldi Lubis
Mother : Purnama Pane

C. Background of Education

1. Elementary School at atMI IANATUL IKHWANDepok, 1998-2004.
2. Junior High School at SMP N 10 Depok, 2004-2007.
3. Senior High School at SMA N I Sayurmatinggi, 2007-2010.
4. Student of English Education Department at theState Institute for Islamic Studies (IAIN) Padangsidimpuan, 2010-2014.