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**THE STUDENTS' ABILITY IN MASTERING
HELPING VERB 'TO HAVE'
AT SMK NEGERI 1 PARGARUTAN ANGKOLA TIMUR**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I) in
English Program*

Written by:

NURSAIMA MAHYUNIANTI

Reg. No. 07 340 0020

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2013



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Written by:

NURSAIMA MAHYUNIANTI

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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2013

Things : Thesis a.n. Nursaima Mahyuniанти
Appendix : 5 (five) exemplars

Padangsidimpuan, June 17th 2013
To:
Chairman of STAIN Padangsidimpuan
in-
Padangsidimpuan

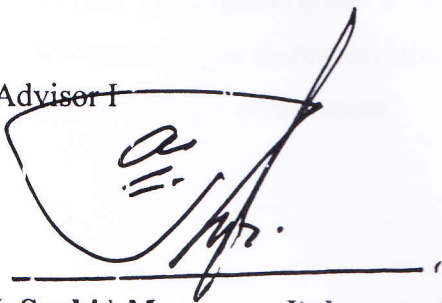
Assalamu 'alaikum Wr. Wb

After reading, researching, and providing suggestions for improvement as necessary to the thesis of Nursaima Mahyuniанти entitled "*The Students' Ability in Mastering helping verb 'to have' at SMK Negeri 1 Pargarutan Angkola Timur*" we argue that this thesis has been accepted to complete the tasks and requirement in order to achieve an Islamic Education Scholar (S.Pd.I) in English Program of STAIN Padangsidimpuan.

As soon, we hope Nursaima Mahyuniанти can be called to account her thesis in Munaqosah. That's all, thanks for your attention.

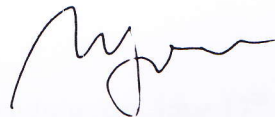
Wassalamu 'alaikum Wr. Wb

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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : **NURSAIMA MAHYUNIAN TI**
Registration Number : 07 340 0020
Department/ Study Program : TARBIYAH/ TBI-1
The Title of Thesis : **THE STUDENTS' ABILITY IN MASTERING
HELPING VERB 'TO HAVE' AT SMK NEGERI
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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan, June 17th 2013

Declaration maker,



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EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : NURSAIMA MAHYUNIANTI
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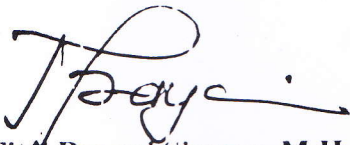
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Result/Mark : 68/C
Cumulative achievement index : 3.24
Predicate : Very Good



**KEMENTERIAN AGAMA
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LEGALIZATION

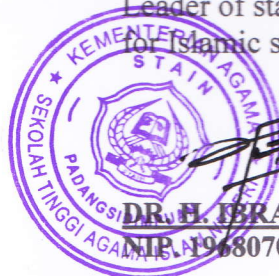
Thesis : **THE STUDENTS' ABILITY IN MASTERING
HELPING VERB 'TO HAVE' AT SMK NEGERI 1
PARGARUTAN ANGKOLA TIMUR**

Written by : **NURSAIMA MAHYUNIANTI**

Reg. No : **07 340 0020**

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

Padangsidimpuan, June 17th 2013
Leader of state college
for Islamic studies,




DR. H. IBRAHIM SIREGAR, MCL.
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT

In the Names of Allah the Beneficence and the Merciful.

Alhamdulillah, in the name of Allah, praises and the greatest thanks to the Almighty God, Allah SWT, the Most Merciful, for granting the researcher strength, healthy, ability and guidance so that the researcher has been able to finish this thesis: ***“THE STUDENTS’ ABILITY IN MASTERING HELPING VERB ‘TO HAVE’ AT SMK NEGERI 1 PARGARUTAN ANGKOLA TIMUR”***. *Shalawat* is also addressed to the prophet, Muhammad SAW who presents his life or Islam.

In completing this thesis, the researcher had so many weaknesses. The researcher realized that the researcher had to learn and study anymore. In this time, the researcher received a lot of helpful suggestions, guidance and supports from many people. Thus, the researcher would like to acknowledge her gratitude for all the generous attention, guidance and moral support during the completion this thesis. Special thank and sincere thanks are fully addressed to the researcher beloved parents, Alm. Pandu Harahap and Masliani, who gives beautiful loves, prayers, attentions, guidance and moral support and their great affection for the researcher (me and my mom). So here, the researcher would like to extend my gratitude, they are:

1. Special thanks are due to Mr. Drs. H. Syahid Muammar Pulungan, S.H, as first advisor and Mrs. Yusni Sinaga, S.Pd., M.Hum, as second advisors who had given the guidance and the motivation to the researcher in writing this thesis.

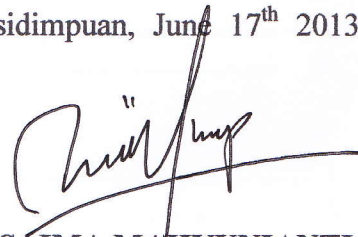
2. Special thanks to the Leader of STAIN Padangsidempuan, Mr. Dr. H. Ibrahim Siregar, MCL.
3. Thanks are due the Deputy Leader I, II and III STAIN Padangsidempuan.
4. Thanks are to Head of Department STAIN Padangsidempuan, Mrs. Hj. Zulhimma, S.Ag., M.Pd.
5. Thanks are to the leader of Tadris Bahasa Inggris (TBI), Mrs. Rayendriani Fahmei Lubis, M.Ag.
6. Thanks are to Mrs. Eka Sustris Harida, M.Pd., as academic advisor starting from semester I until semester XII, which had educated, and giving input during in STAIN Padangsidempuan.
7. To all leaders Tadris Bahasa Inggris (TBI), this had give science and knowledge in STAIN Padangsidempuan.
8. Thanks are due Mr. Baktiar Harahap, S.Pd., as the Head Master of SMK Negeri 1 Pargarutan Angkola Timur who had helped the researcher to complete this research as well as his students for the helping has given to the researcher.
9. Thanks are due to Rezki Juli Hartati, Janna Haryati, Irianto Fadly Pasaribu and to all my friends TBI-I (Smile to all People).

And the finally, for the researcher beloved sisters (Lismawati Harahap, Siti Aisyah Harahap, Elli Wati Harahap) and brothers (Muhammad Nasbin Harahap, Syahdan Safi'I Harahap, Aidil Fitri Harahap and Khoirul Basri Harahap), the researcher would like to express them great thanks. Their love, attention, mutual

understanding, guidance and support for the researcher are very helpful and cannot
reply by the researcher.

This thesis is still far from being perfect based on the weakness of the
researcher. Therefore, the researcher expects the constructive criticism and
suggestions from the readers to improve this thesis.

Padangsidempuan, June 17th 2013



NURSAIMA MAHYUNIANTI
Reg. No. 07 340 0020

ABSTRACT

Name : NURSAIMA MAHYUNIANTI
Reg. No : 07 340 0020
Program Study : TADRIS BAHASA INGGRIS (TBI)
Year : 2013
The Title of Thesis : THE STUDENT'S ABILITY IN MASTERING HELPING VERB 'TO HAVE' AT SMK NEGERI 1 PARGARUTAN ANGKOLA TIMUR

The aims of the research are to know how is the ability of students' at grade X (tenth) in mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal form, to know the students' difficulties at grade X (tenth) to mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal form and to know the English teacher's efforts to overcoming their students' difficulties in mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal form in SMK Negeri 1 PargarutanAngkolaTimur.

The sources of data are the grade X (tenth) of students, the English teachers and Headmaster of SMK Negeri 1 PargarutanAngkolaTimur. The kind of this research is qualitative approach by using descriptive method. The instruments of collecting data are observation, interview and test. The analysis by using Mean Score and describe their ability based on their result. The formula of Mean Score as below:

$$M = \frac{(\sum x)}{N}$$

N

After the research was done, it can be known that the students' ability in mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal format SMK Negeri 1 PargarutanAngkolaTimur can be categorized into enough category (41.11%). The students' difficulties enough in comprehending the basic of English subject. Some students did not know to match the appropriate helping verb with the subject. The students had lack vocabulary mastery. Some students cannot different between present perfect tense and past perfect tense. So, they felt difficult to answer the test.

CURRICULUM VITAE

A. Identity

Name : NURSAIMA MAHYUNIANTI
Reg. No. : 07 340 0020
Place and Birthday : Pasirampolu, June 17th 1988
Sex : Female
Religion : Islam
Address : Pargarutan Pasirampolu, Jl. Sapirok Km. 14 Angkola
Timur Tapanuli Bagian Selatan Sumatera Utara

B. Parents

Father's name : Alm. Pandu Harahap
Mother's name : Masliani

C. Educational Background

1. Graduated from elementary school in SD Negeri 142479 Palsabolas, from 1994-2000.
2. Graduated from junior high school in Madrasah Tsanawiyah Swasta Yayasan Perguruan Karya Setia (YPKS) Padangsidimpuan from 2000-2004.
3. Graduated from senior high school in Madrasah Aliyah Negeri 2 Model Padangsidimpuan from 2004-2007.
4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan.

APPENDIXES

Appendix I

OBSERVATION GUIDANCE

1. The location of SMK Negeri 1 PargarutanAngkolaTimur.
2. The process of teaching English in SMK Negeri 1 PargarutanAngkolaTimur.
3. Media or tools that used to help or make the teaching activity effectively.
4. The organization structure of SMK Negeri 1 PargarutanAngkolaTimur.

Appendix II

INTERVIEW GUIDANCE

A. Interview to the English Teacher

1. What is the primer book that used by teacher in teaching helping 'to have' especially in present perfect tense and past perfect tense in verbal form?
2. How about the students' result in learning helping 'to have' especially in present perfect tense and past perfect tense in verbal form?
3. What are the students' difficulties in learning helping 'to have' especially in present perfect tense and past perfect tense in verbal form?
4. How the English's teachers solve the problem?

B. Interview to the Headmaster

1. What is the background of SMK Negeri 1 PargarutanAngkolaTimur?
2. How many teachers are in SMK Negeri 1 PargarutanAngkolaTimur?
3. How many English's teachers are in SMK Negeri 1 PargarutanAngkolaTimur?
4. How many students are in SMK Negeri 1 PargarutanAngkolaTimur?
5. What has been done by the headmaster to increase the students' ability in learning English?

C. Interview to students

1. What your opinion about English?
2. How the teacher learning English in your class?
3. What your opinion about study helping 'to have' in present perfect tense and past perfect tense in verbal form?
4. What your attempt to overcome the problem in study helping 'to have' in present perfect tense and past perfect tense in verbal form?

Appendix III

INSTRUMEN PENELITIAN

A. Please choose correct answer (a, b, c or d)!

1. I . . . to school for ten minutes.
 - a. Have walked
 - b. Have walk
 - c. Walked
 - d. Walk
2. He . . . his work since three days.
 - a. Have stop
 - b. Has stop
 - c. Have stopped
 - d. Has stopped
3. . . . she written the letter?
 - a. Is
 - b. Are
 - c. Has
 - d. Have
4. Andi . . . bought the new book.
 - a. Had not
 - b. Have not
 - c. Was
 - d. Hasn't
5. Roni and Jhon . . . for her.
 - a. Has wait
 - b. Has waited
 - c. Have wait
 - d. Have waited
6. He . . . learnt English three years ago.
 - a. Had
 - b. Have
 - c. Is
 - d. Are

7. We . . . the fact two hours ago.
- a. Had tell
 - b. Have tell
 - c. Had Told
 - d. Have told
8. . . . I sung a song last Sunday.
- a. Is
 - b. Have
 - c. Am
 - d. Had
9. Arif . . . the tree last week.
- a. Had cut
 - b. Had cutted
 - c. Have cut
 - d. Have cutted
10. Ajay . . . the letter last Sunday.
- a. Had not send
 - b. Had not sent
 - c. Had not sended
 - d. Had not sending

B. Choose the correct answer True or false (T/F)

11. We have met the teacher before (T/F)
12. Lemman has understand me (T/F)
13. I had not see your bag (T/F)
14. She had left my shoes in the garden last day (T/F)
15. My young sister had bring the cake before home (T/F)

GOOD LUCK

Kunci jawaban (answer)

A. Multiple Choice

- | | |
|------|-------|
| 1. A | 6. B |
| 2. D | 7. C |
| 3. C | 8. C |
| 4. D | 9. A |
| 5. B | 10. B |

B. True or False

11. True
12. True
13. False
14. True
15. False

Appendix IV

**The Students' Score in Mastering Helping Verb 'To Have'
Especially in Present Perfect Tense and Past Perfect Tense in Verbal Form at
SMK Negeri 1 PargarutanAngkolaTimur**

N O	Number of Respondent	Number of Test														Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		15
1	DM	2	0	2	2	0	2	2	0	2	2	0	4	4	4	0	26
2	RHM	2	2	0	2	0	2	2	2	0	2	4	0	4	4	0	24
3	RM	0	2	2	2	2	0	2	2	2	0	4	4	4	0	4	30
4	JT	2	2	0	2	2	0	2	0	2	2	4	4	0	4	4	30
5	IF	0	2	2	2	0	2	2	0	2	2	0	4	4	4	0	26
6	HS	2	0	2	0	2	2	0	2	0	2	4	4	0	4	4	28
7	MAR	2	0	2	0	2	2	2	0	2	0	4	4	4	0	4	28
8	MH	2	2	0	2	2	0	2	2	2	0	4	4	0	4	4	28
9	MY	2	2	0	2	2	0	2	2	2	2	4	0	4	4	4	32
10	IDN	0	0	2	2	0	2	2	0	2	2	4	4	4	4	4	32
11	SKH	2	2	2	2	0	0	2	2	2	0	4	0	4	4	0	26
12	DA	2	2	0	2	2	2	0	2	2	0	4	4	4	4	0	30
13	MC	2	0	2	2	2	0	2	2	2	0	4	4	0	4	4	30
14	AM	2	2	0	2	0	2	0	2	0	2	4	0	4	4	0	24
15	MI	0	0	2	0	2	2	2	2	0	2	4	0	4	0	4	24
16	NS	2	2	0	2	2	2	0	0	2	2	4	0	4	0	4	26
17	DS	2	2	2	2	0	0	2	0	2	2	4	4	0	4	4	30
18	RS	0	2	0	2	2	2	0	0	0	2	4	0	4	4	4	26
19	YR	0	0	2	2	0	2	0	2	0	2	0	0	4	4	4	22
20	MH	2	0	0	2	0	2	0	0	2	2	4	0	4	4	0	22
21	WM	2	2	0	0	2	0	2	0	0	2	0	4	4	0	4	22
22	RAP	2	0	2	2	0	2	0	0	2	0	4	4	0	0	4	22
23	EWP	0	0	2	2	2	0	0	2	0	2	0	4	4	0	4	22
24	RR	2	2	0	0	2	0	0	0	2	2	0	4	4	0	0	18
25	PN	0	0	2	2	0	2	2	2	2	0	4	4	0	4	4	28
26	NS	2	0	2	2	0	0	0	2	0	0	4	4	0	0	4	20
27	AS	0	2	2	0	2	2	0	2	0	0	0	4	4	0	4	22
28	WAH	2	2	0	0	0	0	2	2	2	0	0	0	4	4	0	18
29	YH	2	0	0	0	2	2	2	0	0	0	4	0	4	4	0	20
30	Y	2	0	0	2	2	2	0	2	2	2	4	0	0	0	4	22

31	Total	740
32	MEAN SCORE	24.67
33	Highest score	32
34	Lowest score	18

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$\begin{aligned}
 M &= \frac{\sum \text{Score}}{\sum \text{Respondent} \times \sum \text{Item} \times \text{Nilai Item tertinggi}} \times 100\% \\
 &= \frac{740}{30 \times 15 \times 4} \times 100\% \\
 &= \mathbf{41.11\%}
 \end{aligned}$$

CHAPTER I

INTRODUCTION

A. Background of Problem

The God created the world before he created human as creature in the world. God created the world with all contains and safe it with his owns self. Human as worlds' creature must know or learnt the world contains. Human has some activities to support their life. There are live in country, city, village and town. Some of them work as politicians, officers, teachers, farmers, magicians, pilots, etc. All activities done as well as they can.

Human issocialcreature that can't live alone in the world, so one person is depended to others. Each of human must know each of other (introduce). How we can life without others because the human created by Allah to know and help each of others. Such Allah says in Holy Quran, Al Hujurat verse 13:

أَوْقْبَائِلَ شُعُوبًا وَجَعَلْنَاكُمْ وَأَنْتَى ذَكَرٍ مِّنْ خَلْقِنَا إِنَّا النَّاسُ يُتَأَيُّهَا
خَيْرٌ عِلْمِ اللَّهِ إِنْ اتَّقَيْنَا اللَّهَ عِنْدَ أَكْرَمِكُمْ إِنْ لَتَعَارَفُوا

Means:

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not the ye may despise (each other). Verily the most honored of you in the

sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)".¹

In this case, human must take communication each of other. So, language is a media to take communication of them. Such Allah says in Quran, Arrahman verse 4:

الْبَيَانَ عَلَّمَهُ

Mean:

"He has taught him an intelligent speech".²

Language is an important one in human life, because language is the media of communication that human use to indicate what human means. Language is the greatest gift of Allah SWT to every nation that exists in the world. A language is a particular kind of system for encoding and decoding information. Since language became an object of study by the ancient grammarians, the term has had many different meanings.

Language doesn't stops, but languages continuous as the developing of era. To gain knowledge, human needs language to understand it. By language a nation also liaises closely with other nation in international relation. Language is

¹Tim Qomari, *Alqur'an Terjemahan Indonesia Inggris*, (Solo: Penerbit Qomari, 2008), p. 1082.

²*Ibid.*, p. 1122.

not only what we say, but language has many aspects, items, forms and elements. One of useful language is English.

English is a foreign language in Indonesia that has been taught from Elementary School as a Local Content “(Undang-Undang Republik Indonesia No. 20 Tahun 2003 Pasal 37 ayat 1-3 tentang Sistem Pendidikan Nasional dan Peraturan Pemerintah Republik Indonesia No. 19 Tahun 2005 Pasal 17 Ayat 2 tentang Standar Nasional Pendidikan)”³, Junior High School until Senior High School as a compulsory subject, up to University. In Learning English, there are four skills should be mastered by the students, are listening, speaking, reading, and writing which the complements, are: vocabulary, pronunciation and grammar as the supporting to the development of those four skills.

Grammar is needed in listening, reading, writing and speaking or in all communication, without the proper knowledge of grammar the students will find many problems to build up the sentences and express their idea for communication activities, especially in writing and speaking. The aspects of the grammar are parts of speech, tense, helping verb.

Helping verb is an important element in English, in writing and speaking. Studying about helping verb is not easy because each helping verb has different using and place. In writing, helping verb is useful and it should has a good relation with sense and timing. Helping verb in present time different with helping

³Masnur Muslich, *KTSP Dasar Pemahaman dan Dasar Pengembangan*, (Jakarta: Bumi Aksara, 2011), p. 1-40.

verb in past time and future time. This case can not be said as a simple case in English, because the important one in writing and speaking is the helping verb.

The helping verbs are to be, to do, modals and to have. To be, to do and to have called primary auxiliary or helping verb and modals called modal auxiliary or helping verb. To have is used in perfect form, such present perfect tense, present perfect continuous tense, past perfect tense, past perfect continuous, future perfect tense and future perfect continuous tense.

Helping verb 'to have' itself are have, has and had. Although its' different in the form but it has same meaning in the perfect form. The students' are confused to use them, because they can't be placed in a same place. The using depends on the subject. So, the students' are difficult to use it.

Most of students are difficult to master helping verbs, so, the teachers should learn it well. If the teachers learn it well, the students can receive it well too, if no, the students become worse and worse in mastering it.

Students seldom use helping verb in writing in a good arrangement, because they don't know how to use it well or they don't master the uses of helping verbs. The difficulties in mastering helping verbs are the effect of English difficulties.

Based on the result of preliminary studies conducted by the writer that, the students in SMK Negeri 1 PargarutanAngkolaTimur still lacking in terms of assessing the helping verb 'to have'. It can assume that there may be a problem in

the learning process, or there are several factors between students and teacher or learning strategy or methodology.

From some problems that had shown before, the researcher wants to know how the students' ability in mastering helpingverb 'to have'. So the researcher encourages the title **“THE STUDENTS’ ABILITY IN MASTERING HELPING VERB ‘TO HAVE’ AT SMK NEGERI 1 PARGARUTAN ANGKOLA TIMUR”**.

B. Limitation of Problem

Based on background above, the writer focus on the problem about structure, it is helping verb 'to have'. Helping verb itself divided to two kinds, are primary auxiliary and modal auxiliary. Primary auxiliary consist of to be, to do and to have. And modal auxiliary consist of Can may, will, shall,must, could, might, would, should,need, dare, ought to and used to.

Helping verb 'To have' is one of important topic in structure, such in form perfect tense, obligation, causative. So, in this research the writer limits the problem on students' ability in using helping verb 'to have' in present perfect tense and past perfect tense in verbal form.

C. Formulations of Problem

From background before, researcher make some formulation of problem in this research, are:

1. How is the students' ability in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur?
2. What are the students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur?
3. What the English teachers' effort to overcome the students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur?

D. Aims of the Research

Every activity will be done should have the aim/purpose, so that in this research. There are three the aims of this research, they are:

1. To know the students' ability in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur.
2. To know the students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur.
3. To know the English teachers' effort to overcome students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur.

E. Significances of the Research

This research not only have aims but also have some significances, they are:

1. The information from this research can be use as a source in teaching helpingverb 'to have' for the teacher of SMK Negeri 1 PargarutanAngkolaTimur.
2. As an input for the headmaster of SMK Negeri 1 PargarutanAngkolaTimur in guiding English teacher.
3. As an input for the readers especially the English learners that this research is expected to be able to improve their knowledge in learning helping verb 'to have'.
4. The result of this research can be use by the teacher as a source of the data about the students' ability in mastering helpingverb 'to have'.
5. As Partial fulfillment of the requirement for the degree of educational Islamic scholar (S.Pd.I).

F. Definition of Key Term

To reduce misunderstandings about the term that use in this research, the writer will explains as follows:

1. The Students', the word from student. Student is a person who studies. In Webster's New Word College Dictionary, "Student is a person who is

enrolled for study at a school, college, etc”.⁴ According to Hornby states that “the students is a person who is studying at school or college”.⁵ Hornby in Oxford Learner’s Pocket Dictionary states that “student is a person who studying at a college or university (British), person studying at secondary school, any person interested in a particular subject (American)”.⁶ While Indonesian dictionary “the student is a learner especially on the grade of elementary, junior high school”.⁷ Beside, Rama Yulis stone in his book Ilmu Pendidikan Islam that “siswa adalah anggota masyarakat yang berusaha mengembangkannya melalui proses pendidikan sesuai dengan jenjang pendidikannya”.⁸ (Students are the member of society that effort to develop his/her self through education level process and kinds of certain education).

All of person who studies in formal or informal institution called student. Like Abudin Nata opinion states that “student is all of person who learnt not only on the formal education institution but also on the informal education situation”.⁹ In addition, “student can be defined as a raw material in

⁴David B. Guralnik, *Webster’s New World College Dictionary*, (New York: MILLAN USA, 1988), p. 1.330.

⁵Hornby, *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 1995), p. 1.187.

⁶Hornby, *Oxford Learner’s Pocket Dictionary*, (China: Oxford University Press, 2003), p. 429.

⁷Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

⁸Rama Yulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2008), p. 77.

⁹Abudin Nata, *Pendidikan Dalam Perspektif Hadist*, (Jakarta: UIN Jakarta Press, 2005), p. 249.

transformation process in education”.¹⁰ Based on definitions above, the writer concludes that the student is who learns on the grade of elementary, junior, and senior high school, formal education institution and informal education.

So, student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process. And the students’ in this research is students who studies at SMK Negeri 1 PargarutanAngkolaTimurgrade X (tenth).

2. Ability

Ability is power/skill to do something. According to A. S. Hornby that the ability is:

- a. (Possible) capacity of power (to do something physical or mental).
- b. Cleverness, intelligence.
- c. Mental power, talent.¹¹

“Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to)”.¹² Indonesia dictionary states “Kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu kekayaan yang dimiliki”.¹³ (Ability is a power or a mental that have by someone to do

¹⁰Rama Yulisdan Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169.

¹¹Hornby, *Oxford Advanced Learner’s Dictionary, sixth edition*, (New York: Oxford University Press, 1995), p. 2.

¹²A. Merriam Webster, *Webster’s Collegiate Thesaurus*, (USA: Massa Chusetts, 1976), p. 33.

¹³Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, (TT: Gitamedia Press, tt), p. 511.

something, a property). So, ability is a power, capacity or mental to do something.

3. Mastering, the word form master. “Master is a person very skilled and able in some work, profession, science, etc. while mastery is the expert skill or knowledge”.¹⁴ On Oxford Advanced Learner Dictionary by Hornby state that “mastery is complete knowledge or great skill”.¹⁵ While in Indonesian dictionary state that “mastery is comprehension or capability to use knowledge or skill”.¹⁶ From those definitions above, it can be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill. Mastering in this research is the students very skilled and able in using helping verb especially helping verb ‘to have’.
4. Helping verb ‘To have’. Helping verb is combination of two words, helping and verb. “Helping is –ing form of help, means part of the work of another person, or make easier for somebody to do something or for something to happen, do something for the benefit of somebody in need”.¹⁷ And verb means word or phrase indicating what somebody or something does, what states somebody or something is in, what is becoming of something or somebody. “Helping verb in other word auxiliary verb is verb which helps

¹⁴Rama Yulis, *Op. Cit.*, p. 833.

¹⁵Hornby, *Op. Cit.*, p. 721.

¹⁶Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Op. Cit.*, p. 721.

¹⁷Hornby, *Op. Cit.*, p. 400.

other verb to form different tenses".¹⁸ So, helping verb is verb which support others verb to form a sentence. To have is parts of helping verb or auxiliary verb. So, 'to have' in this research is helping verb 'to have'.

5. SMK Negeri 1 PargarutanAngkolaTimur, it's a vocational high school in PargarutanAngkolaTimur.

Thus, the students' ability in mastering to have is an investigation about the students' ability to arrange or set to have in a sentence, especially in present perfect tense and past perfect tense in verbal form.

G. Outline of the Research

To facilitate of discussion in his research, the writer make a systematic discussion of the following:

The first chapter is introduction that consists of: *first*, background of the problem: Based on the result of preliminary studies conducted by the writer that, the students in SMK Negeri 1 PargarutanAngkolaTimur still lacking in terms of assessing the helping verb 'to have'. It can assume that there may be a problem in the learning process, or there are several factors between students and teacher or learning strategy or methodology. Most of students are difficult to master

¹⁸JayanthiDakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 128.

helping verbs, so, the teachers should learn it well. If the teachers learn it well, the students can receive it well too, if no, the students become worse and worse in mastering it. *Second*, formulation of the problem: how is the students' ability in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur, what are the students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur and what the English teachers' effort to overcome the students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur? *Third*, aims of the research: to know the students' ability in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur, to know the students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur and to know the English teachers' effort to overcome students' difficulties in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur. *Forth*, significances of research consist of the significances of the research may it for the reader especially for the writer or researcher. *Fifth*, definition of the key term, consist of definition of student, ability, mastery, helping verb 'to have' and SMK Negeri 1 PargarutanAngkolaTimur. *Last*, out line of the thesis.

The second chapter is a theoretical description which consisted of the Definition of helping verb, function of helping verb and kind of helping verb, to have, present perfect tense and past perfect tense.

The third chapter is the research method consists of the research design, place and time of the research, sources of data, instruments of collecting data, technique of analysis data. The research is qualitative research by using descriptive method. It had done on March 2013, in SMK Negeri 1 PargarutanAngkolaTimur.

The fourth chapter is the result of research that consists of students' ability in mastering helping verb 'to have' at SMK Negeri 1 PargarutanAngkolaTimur and analysis results. Based on the calculating score the students' ability in mastering helping verb 'to have' especially present perfect and past perfect tense in verbal form at the grade X (tenth) in SMK Negeri 1 PargarutanAngkolaTimur was 41.11%. Based on the criteria above, it can be categorized that their mastery enough.

The fifth chapter is a closing consisting of conclusions and suggestions from the writer.

CHAPTER II

THEORETICAL DESCRIPTION

A. Students' Ability

Student is a person who studies. In Webster's New Word College Dictionary, "Student is a person who is enrolled for study at a school, college, etc".¹ According to Hornby states that "the students is a person who is studying at school or college".² Hornby in Oxford Learner's Pocket Dictionary states that "student is a person who studying at a college or university (British), person studying at secondary school, any person interested in a particular subject (American)".³ While Indonesian dictionary "the student is a learner especially on the grade of elementary, junior high school".⁴ Beside, Rama Yulis stone in his book Ilmu Pendidikan Islam that "siswa adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui proses pendidikandansesuai denganjenjangpendidikannya".⁵ (Students are the member of society that effort to develop his/her self through education level process and kinds of certain education). So, students' is a person who studied through education level.

¹David B. Guralnik, *Webster's New World College Dictionary*, (New York: MILLAN USA, 1988), p. 1.330.

²Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1.187.

³Hornby, *Oxford Learner's Pocket Dictionary*, (China: Oxford University Press, 2003), p. 429.

⁴Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

⁵Rama Yulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2008), p. 77.

Ability is power/skill to do something. According to A. S. Hornby that the ability is:

- a) (Possible) capacity of power (to do something physical or mental)
- b) Cleverness, intelligence
- c) Mental power, talent⁶

“Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to)”.⁷ Indonesia dictionary states “Kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu kekayaan yang dimiliki”.⁸ (Ability is a power or a mental that have by someone to do something, a property). So, ability is a power, capacity or mental to do something.

So, the students’ ability is combination of students’ and ability. Means, the ability or mental that have by students’ to develop him self through level and process of education. Students’ able in mastering something to do, especially in mastering helping verb ‘to have’ in present perfect tense and past perfect tense.

⁶Hornby, *Oxford Advanced Learner’s Dictionary, sixth edition*, (New York: Oxford University Press, 1995), p. 2.

⁷A. Merriam Webster, *Webster’s Collegiate Thesaurus*, (USA: Massa Chusetts, 1976), p. 33.

⁸Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, (TT: Gitamedia Press, tt), p. 511.



B. Helping Verb

1. Definition of helping verb

Helping verb is combination of two words, helping and verb. “Helping is –ing form of help, means part of the work of another person, or make easier for somebody to do something or for something to happen, do something for the benefit of somebody in need”.⁹ And verb means word or phrase indicating what somebody or something does, what states somebody or something is in, what is becoming of something or somebody. “Helping verb in other word auxiliary verb is verb which helps other verb to form different tenses”.¹⁰ So, helping verb is verb which support others verb to form a sentence.

There are some definitions of helping verb that shown by some English grammarian, are: Marcella Frank said that “auxiliary verb also called anomalous verb are helping verbs that add structural meaning or a semantic coloring to verbs the full burden of lexical meaning”.¹¹ Wren and Martin state that “a helping verb is a verb used to form the tense, moods, voice”.¹² Whereas Jayanthi Dakshina Murthy “a helping verb/auxiliary verb is a verb which help others verb to form different tenses”.¹³ Therefore George A. Wishon and Julia M. Burks state that “helping verb are verbs, as well as auxiliary, and they even

⁹Hornby, *Op. Cit.*, p. 400.

¹⁰Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 128.

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

¹²Wren & Martin, *High School Grammar & Composition*, (NDV: Prasad Rao), p. 110.

¹³Jayanthi Dakshina Murthy, *Loc. Cit.*.

be used as both verbs and auxiliaries in the same sentence”.¹⁴ While that Slamet Riyanto, at all, Auxiliary verbs (kata kerjabantu) are “verb that function to help other verb (kata kerja yang berfungsimembantu kata kerja lain) express different meaning (menyatakan makna-makna yang berbeda)”.¹⁵

Auxiliary verb same as helping verb, special verb, pre-verb, special finite verb or syntactical verb. “Auxiliary verb dapat jugadikatakan sebagai *helping verb*, *special verb*, *pre-verb*, *special finite* atau *syntactical operator*”.¹⁶ All of them are same and called helping verb or auxiliary verb. It depends on the user, but most of people know or say it as helping verb or auxiliary verb.

From the definitions by some experts above, the researcher concludes that helping verb is the verb which supports the full verb or main verb in building some sentences in some tenses. As stated by Jayanthi Dakshina Murthy before, that helping verb is a verb which helps other verbs to form different tenses.

2. Function of Helping Verb

¹⁴George A. Wishon and Julia M. Burks, *Let's Write English*, (New York: inc.1980), p. 229.

¹⁵Slamet Riyanto, at all, *A Complete Grammar for TOEFL Preparation*, (Yogyakarta: Pustaka Pelajar, 2009), p. 147.

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

In English no sentence with one predicate. “It had written in English verb tense system, that only the simple form of the verb and the past tense form can be used alone in the predicate of sentence or clause”.¹⁷ Thus, only sentences like this can be written with a single verb (*I understand, who saw him?, the letter is on my desk*). “All other tenses are formed by combining the present participle (-ing) or the past participle with auxiliaries”.¹⁸

There are three functions of helping verb, are:

1. The auxiliaries are commonly use when we agree with someone:
 - a. Using yes for simple agreement (It’s very hot today. Yes it is)
 - b. Using so for surprise (Your glass is empty. So it is)
 - c. Using of course for something obvious (They say we shall win. Of course we shall).¹⁹

“When we disagree with someone we respond with *no* or *oh*, *no* followed by the appropriate auxiliary. *But* may be use for disagreeing with a question or an assumption. Example, *the box is open, no it is not* and *why didn’t you write to me?, but I did*. Disagreement with negative we commonly use the auxiliaries, generally with stress, preceded by (oh) but, or (oh) yes. Example, *you can’t eat all that, (oh) yes, I can* or *(oh) but I can*”.²⁰

2. “Helping verb/auxiliary verb or special finites is use in short answer and responses (do you like fish? No. I’m not/yes, I am)”.²¹

¹⁷George A. Wishon and M. Burks, *Loc. Cit.*

¹⁸*Ibid.*, p. 229

¹⁹W. Stannard Allen, *Living English Structure*, (Hong Kong: Longman,1987), p. 50.

²⁰*Ibid.*, p. 52-53.

²¹W. StannardAllen, *Op. Cit.*, p. 47.

3. “The auxiliaries are great time-savers when answering ‘question word-question’ (where yes or no cannot be used), example, who broke my pencil? Rina did”.²²

“Be, have and do are the verbs, as well as auxiliaries, and they even be used as both verbs and auxiliaries in the same sentence. Even when these verbs are used as auxiliaries, they continue to function as verbs in that they change to the –s form for third person singular and change from present to past”.²³

3. Kinds of Helping Verb

Helping verb divided in to two kinds, are primary auxiliary and modal auxiliary. According to JayanthiDakshina Murthy, helping verb divided in to two kinds, are:

1. Primary Auxiliary

Primary auxiliary is verb used to form negatives, questions and tense.

Example:

Is	was	do	have
Am	were	does	has
Are	been	did	had

2. Modal Auxiliary

Modal auxiliary verb is verbs used to express various moods and mental attitudes like hope, expectation, possibility and futurity.

²²*Ibid.*, p. 49.

²³*Ibid.*, p. 230.

Example:

Can	may	will	shall	must
Could	might	would	should	need
Dare	ought to	used to ²⁴		

Helping verbs consist of to be, to do and to have. “*Is, am, are, was, were* and *been* are known ‘to be’, *do, does* and *did* are known as ‘to do’ and *have, has* and *had* are known as ‘to have’.”²⁵

Table 1
Table of helping verb

ANOMALOUS VERB				
NON-FINITE FORMS			FINITE FORMS	
Infinitive	Present Participle	Past Participle	Present Tense	Past Tense
Be	Being	Been	Am, Is, Are	Was, Were
Have	Having	Had	Have, Has	Had
Do	Doing	Done	Do, Does	Did
-	-	-	Shall	Should
-	-	-	Will	Could
-	-	-	Can	Might
-	-	-	May	-
-	-	-	Ought [to]	-
-	-	-	Need	-
-	-	-	Dare	-
-	-	-	-	Used [to] ²⁶

²⁴JyanthyDakshina Murthy, *Op. Cit.*, p. 128.

²⁵GhufronMaba, *Practical Guide To Mastering English Grammar*, (Surabaya: TerbitTerang, ny), p. 4-20.

²⁶JyanthyDakshina Murthy, *Op. Cit.*, p. 129.

Different with Jayanthi Dakshina Murthy, Marcella Frank in his books 'Modern English A Practical Reference Guide' say that "there are three types of auxiliaries, each serving a different purpose, tense auxiliaries-be, have, will-shall".²⁷

Modal auxiliary can be used to express various moods, mental attitudes. "Modal auxiliaries generally express a speaker's attitudes or moods, such, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable and in addition they can convey the strength of these attitudes".²⁸

The tense auxiliaries perform a structural function only. "Be occurs with the -ing present participle in the progressive forms of the tense and with the -ed past participle in the passive forms of the tense".²⁹ "Have is used for the perfect tense. (Be and have are also independent verbs) Shall and Will are used for the future tense".³⁰

While in How to Master English book's by Ahmad Izzan and F.M. Mahfuddin states that helping verb/auxiliary verb there are 20, like in this table:

Table 2

²⁷ Marcella Frank, *Op. Cit.*, p. 94.

²⁸ Betty Schramper Azar, *Understanding and Using English Grammar*, (Washington: Prentice Hall Regent, 1950), p. 68.

²⁹ Marcella Frank, *Op. Cit.*, p. 94.

³⁰ *Ibid.*

Helping verb with the meaning

Present And Future	Past	Means
Can	Could	Dapat
May	Might	Boleh
Shall	Should	Akan
Will	Would	akan
Must	-	Harus
Have/has	Had	Sudah/punya
Do/Does	Did	-
Ought to	-	Seharusnya
Need	-	Memerlukan
Dare	-	Berani
Used to	-	Biasanya
Be	-	Ada/adalah ³¹

From all explanations above, the researcher concludes that helping verb/auxiliary verb defined in to two kinds are primary auxiliary/helping verb and secondary auxiliary/helping verb.

C. To Have

1. To Have in Present Perfect Tense

Present perfect tense is a perfect form in tense. It is combination of two tense, its present tense and perfect tense. Whereas present tense is a tense used to show an action in present time/now and perfect tense is a tense use to show an action had been completed. "Present perfect tense is a tense use to

³¹Ahmad Izzan and F.M. Mahfuddin, *How to Master English*, (Jakarta: KesaintBlanck, 2008), p. 21.

show an action has just been completed or an action has finished at the moment of speaking”.³²

As stated by Martin Hewings in his book, “Present perfect tense is talk about something that happened in the past, but we don’t specify precisely *when* it happened (perhaps we don’t know, or it is not important to say when it happened)”.³³ It also stated by Raymond Murphy with Roann Altman stated in *Grammar in use*, “Present Perfect is talk about a period of time that continues up to the present”.³⁴

Formula

a. Nominal

S + To Be + Complement

Example:

- + I *was* student.
- I *have* not been student.
- ? *Have* I been student?

b. Verbal

S + have/has + V3 + object/complement → Positive

³²JayanthiDakshina Murthy, *Op. Cit.*, p.155.

³³Martin Hewings, *Advanced Grammar in Use*, (England: Cambridge University Press, 2002), p. 6.

³⁴Raymond Murphy &Roann Altman, *Grammar in Use*, (New York: Cambridge University, 1989), p.28.

S + have/has + not + object/complement → Negative

Have/has + S + V1 + object/complement? → Interrogative

Example:

+ They *have* visited Garut.

- They *have* not visited Garut.

? *Have* they visited Garut?³⁵

So, present perfect tense is the tense to show that the action in past time or past events and continued up to now or has been done at the speaking moment.

2. To Have in Past Perfect Tense

Past perfect tense is two tense that combined become a tense, it is simple past tense and perfect tense. Past tense is a tense used to show an action in past time. And perfect tense is a tense to show an action had been completed. "Past perfect tense is a tense used to show that an action is had completed earlier before another action began".³⁶

Formula

c. Nominal

³⁵Firdaus Purnomo and Desi Anwar, *Kamus Lengkap Inggris-Indonesia Indonesia-Inggris*, (NVD), p. 441-443.

³⁶Jayanthi Dakshina Murthy, *Op. Cit.*, p. 159.

S + had + been + complement

Example:

- + I *had* been late.
- I *had* not been late.
- ? *Had* I been late?

d. Verbal

S + had + V3 + object/complement → Positive

S + had + not + object/complement → Negative

Had + S + V1 + object/complement? → Interrogative

Example:

- + The robber *had* killed the police since an hour.
- The robber *had* not killed the police since an hour.
- ? *Had* the robber kill the police since an hour?³⁷

So, past perfect tense show the two actions which had completed earlier or an action in past time and had finished before the other action began.

D. Using of Have To

Basically, have to same as have got to and must, that used to express something is necessary. "Have to, have got to and must have same

³⁷FirdausPurnomu and Desi Anwar, *Op. Cit.*, p. 456-461.

meaning”.³⁸“Must and have to use when you think is necessary, when you give opinion (example: it’s a fantastic film, you must see it or you have to see it)”.³⁹

Must forms just only use for present tense. No other forms of must for other tense. “Must no other forms than the present tense (no past tense, no participle etc) and in past tense sentences which say that it was necessary to do something, we use had to instead.”⁴⁰“The past form of have to, have got to and must (meaning necessity) is had to”.⁴¹

There are some function of ‘have to’, are:

1. When we say that it is necessary to do something, we use must or have (got) to.

Example:

To get a cheap ticket, you must/have (got) to book in advance.

2. When we want to say that it will be necessary for someone to do something in future, we use must, have (got) to or will have to.

Example:

To get there on time, I must/have (got) to/will have to leave home by 8.30 pm.

3. In question and negatives we use do/does (present) and did (past).

Do/does + have to . . . ? → Present

S + don’t/doesn’t + have to . . . → Present

³⁸Betty ScrampherAzar, *Op. Cit.*, p. 108

³⁹Raymond Murphy, *Op. Cit.*, p. 71

⁴⁰Martin Hewings, *Op. Cit.*, p. 46

⁴¹Betty ScrampherAzar, *Loc. Cit.*

Did + have to . . . ? → Past

S + didn't + have to . . . → Past

Example:

What time do you have to go to the dentist tomorrow?

Does Rony have to work on Sunday?

Why did they have to leave the party early?

4. The past form of have, have (got) to and must (meaning necessity) is had to.

Example:

I have to go downtown today.

She has to go to the bank.

I had to study last night.⁴²

E. Reviewing of Related Finding

The research related to Rasmi Yusmidar about “The ability of students in using principal auxiliaries in writing tenses at grade VIII MTs Babussalam Baslam Baru academic year 2011/2012, they can be categorized into enough. It can be seen from the value of the mean score (M) got by the students, that is 58.69 % and percentage of errors as much as 41.31%. The students’ difficulties in using principal auxiliaries in writing tense were:

1. The students false the using of principal auxiliaries in writing tense

⁴²Raymond Murphy, *Op. Cit.*, p. 76-77.

2. The students are poor in vocabularies.
3. The difficulties of students about structure.⁴³

⁴³RasmiYusmidar, The Ability of The Students In Using Principal Auxiliaries in writing tenses at Grade VIII MTs S BabussalamBasilamBaru (Padangsidempuan, STAIN,*Thesis*, 2012), p. 72.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Approach and kinds of Research

Based on analysis of data, this research used qualitative approach. “Pendekatan kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah”.¹ (Qualitative research is the research that’s means to understand the phenomenon about what is the subject research undergone by using natural method).

While according to Abdul Azis that copied by Burhan Bungin in Analisis Data Penelitian Kualitatif that “Pendekatan Kualitatif (Qualitative research) adalah salah satu pendekatan utama yang pada dasarnya adalah sebuah label atau nama yang bersifat umum saja dari sebuah rumpun besar metodologi penelitian”.² (Qualitative research is one of the main approaches that basically is a label or the name of generally from a research methodology).

Based on the method, this research used descriptive method. “Metode deskriptif adalah penelitian yang

¹Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2009), p. 126.

²Burhan Bungin, *Analisis Data Penelitian Kualitatif*, (Jakarta: PT. Raja Grafindo Persada, 2007), p. 19.

menggambarkan objek sesuai apa adanya”.³ (Descriptive method is a research that wants to describe object). This method will be used to describe the students’ ability in mastering helping verb ‘to have’ at SMK Negeri 1 Pargarutan Angkola Timur.

Based on the place, it is a field research.⁴ That had done in SMK Negeri 1 Pargarutan Angkola Timur.

B. Location and Time of Research

1. Location of the Research

Location of this research on Jalan Lintas Sumatera km. 14 Desa Pargarutan Dusun Simandalu about 800 meters from passed Sumatera, precisely at SMK Negeri 1 Pargarutan Angkola Timur. It’s a vocational high school in Pargarutan Angkola Timur.

2. Schedule of the Research

Time of this research had started on February 2012 up to April 2013 at SMK Negeri 1 Pargarutan Angkola Timur.

Table 5
Schedule of research

No	Activity	Time/week	
		Begin	Finish

³Sukardi, *Metode Penelitian Pendidikan, Kompetensi dan Prakteknya*, (Jakarta: Bumi Aksara, 2003), p. 157.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 8-9.

1	Writing Proposal until Seminar Proposal	January, 1 st week 2012	March, 1 st week 2013
2	Taking the Data from SMK Negeri 1 Pargarutan Angkola Timur	March, 1 st week 2013	March, 4 th week 2013
3	Writing Thesis until Munaqosyah	March, 4 th week 2013	May, 4 th week 2013
4	Revising the Thesis	May, 4 th week 2013	June, 3 th week 2013

C. Source of Data and Analytical Unit

This research consist of two sources of data, it is the source of primary data and the source of secondary one.

1. Primary source of data (principal data) is the basic of data. Primary source of the data is the X (tenth) grade of SMK Negeri 1 Pargarutan Angkola Timur. Primary data include test. "Test is a method of measuring a person's ability, knowledge or performance in a given domains, it is an instrument-a set techniques, procedures or items that requires performance on the part of the test taker".⁵ But, test means here the answer some questions about to have that is taken from X (tenth) grade of SMK Negeri 1 Pargarutan Angkola Timur. The test had given to thirty students, fifteen students from PP 1 and fifteen students from RPL 1.

⁵Douglas Brown, *Language Assessments, Principles and Classroom Practice*, (San Francisco Staff University: Longman, 2003), p. 3.

Table 6
The Total of Grade Students of SMK Negeri 1
PargarutanAngkolaTimurin 2012-2013 Academic Year

No	Grade	Class total	Female	Male	Total
1.	Grade X PP	2	32	24	56
2.	Grade X RPL	3	42	48	90
3.	Grade XI PP	3	58	45	93
4.	Grade XI RPL	2	38	35	73
5.	Grade XII PP	1	13	19	32
6.	Grade XII RPL	1	12	13	25
	Total	12	198	188	386

2. Secondary source of data (supplementary data) is observation and interview. First secondary data is interview, means getting interview with some students of grade X (tenth), English teacher and Headmaster of SMK Negeri 1 PargarutanAngkolaTimur. Interview will held based on the questions which have complied before in list of interview. Second secondary data is observation, means getting data to complete data in this research.

D. Instrument of Data Collection

The instruments of collecting will used in this research are:

1. Observations

Observation isa technique of collecting data which is done through an observation and taking a note a condition or object behavior. "Observasiadalahteknikpengumpulan data yangdilakukanmelaluis

uatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran”.⁶ There are six types of observation, they are; participant observation, non participant observation, systematic observation, non systematic observation, experimental observation and non experimental observation. So this observation will be used experimental observation, that used to know the situation of SMK Negeri 1 Pargarutan Angkola Timur.

2. Interview

Interview is an interaction between two people. “Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person”.⁷ In this research, the writer will use structural interview. In structural interview the writer prepares the question and alternative of the answer that will be given to the interviewer.⁸ Kinds of interview based on Burhan Bungin are interview by team and individual, open and close interview, oral and written interview and structural and non structural interview. So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview is given for X (tenth) grades of SMK Negeri 1 Pargarutan Angkola Timur, the questions are

⁶Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

⁷Gay and Peter Airasion, *Education Research Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 219.

⁸Amirul Hadi and Haryono, *Metodologi Penelitian*, (Bandung: Pustaka Setia, 1998), p. 136.

appropriated with the list of interview. Interview is done for getting data about the factors that influence the students' mastery in using helping verb 'to have'.

2. Test

Helping verb test is giving to X (tenth) grades of SMK Negeri 1 PargarutanAngkolaTimuras informant of this research, consist of 30 students, 15 students from RPL 1 and 15 students from PP 1. The test is consisting of 15 questions. The test is given to X (tenth) grade students of SMK Negeri1PargarutanAngkolaTimurin two sections. The first section consist of 10 multiple choice questions, for each correct answer is given 2 scores, while the incorrect answers are not given a value. The second sections consist of 5 true-false questions. For every correct answer is given 4 scores and if the answer is wrong then do not obtain the value. And the score of all questions are 40.

Table 7
Indicator of Score

No	Indicator	Number of Item	Value
1	Using helping 'to have' in present perfect tense	1a,2a,3a,4a,5a,11b,12b	18
2	Using helping 'to have' in past perfect tense	6a,7a,8a,9a,10a,13b,14b,15b	22
Total of Scores			40

As said by Slameto that the determination of weights for each type/evaluation techniques that are based on levels of objectives to be measured,

meaning/relevance of the material being measured and the level of difficulty of evaluation tools. On the basis of these considerations then required for each type/technique in the form of presentation that if you add up all there are 100, it is necessary to facilitate scoring (grading it) later.

So based on above statement, the author gives weight to such assessments which have been described above based on the difficulty level of question.

E. Checking Data Trustworthiness

In doing the research, the researcher needed to make validating of the findings, in this case the research used the term of ‘trustworthiness’ for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed triangulation technique.

Triangulation was supposed to support finding by showing that independent measured of it agree with or, at least, do not contradict it. It is supported by Creswell who stated “Triangulate is done by examining evidence from the sources and using it to build a coherent justification for themes”.⁹ It means that in triangulation the researcher should compare the resources or measure the results that don’t contradict each other.

The data that were comparing must be related and supported each other. It was done by the researcher by comparing the different data sources, they confirm

⁹John W. Creswell, *Research Design*, (USA: Sage Publication, 2002), p. 196.

one another. The data about teaching strategies that researcher had gotten from observation, test and interviewing the teachers are compared. After researcher did the triangulation, researcher finds the real data that researcher needed.

F. Technique of Data Analysis

After collecting the data, the researcher will analyze the data, the technique of data analysis will be presented in descriptive form. The data will be analyzed by the following procedures:

1. Editing data, it was done to arrange systematically.
2. Reduction of the data, it was done to seek the uncompleted data and be side unnecessary.
3. Tabulation of the data, it was done to account and given the score to students answers through the test and taken on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answer and put them on the table. The formula is:

$$M = \frac{\sum X}{n}$$

Where:

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result¹⁰

4. Description of data was done to describe or interpretative the data have been collected systematically. After calculating and scoring students' answer sheets, their score will be consulted into the classification quality on the table below:

Table 8
The Classification Quality of the Students' Score

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ¹¹

After finding the mean scores of all students, it was consulted to the criteria as follows:

- a. If the value of mean score is 81%-100%, it can be categorized into very well.
- b. If the value of mean score is 61%-80%, it can be categorized into good.
- c. If the mean score 41% - 60%, it can be categorized enough.
- d. If the mean score 21% - 40%, it can be categorized weak.

¹⁰AnasSudijono, *PengantarStatistikPendidikan*, (Jakarta: PT. Raja GrafindoPersada, 1987), p. 81.

¹¹Riduan, *BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitiPemula*, (Bandung: Alfabeta, 2005), p. 89.

- e. If the mean score 20% - 0%, it can be categorized very weak.
5. Take conclusion, it is done to conclude the discussion briefly and clearly.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General finding

a. Stand history

General result of this thesis, the researcher describe about SMK Negeri 1 Pargarutan Angkola Timur as location of the research that chosen by the researcher.

This school was built on 2009 year. Before SMK Negeri 1 PargarutanAngkolaTimur, this school was SD Simandalu. According to SK No. 113/KTSP/2009, the governor made decision to rebuilt SD Simandalu become SMK Negeri 1 PargarutanAngkolaTimur.

On 2010, SMK Negeri 1 PargarutanAngkolaTimur brought two department, its PenyuluhanPertanian (PP) and RangkaianPerangkatLunak (RPL) with BaktiarHarahap S.Pd as headmaster.

SMK Negeri 1 PargarutanAngkolaTimurtake location on JalanSipirok Km. 14 from city center of Padangsidimpuan, princely on Simandalu about 800 meters from pass North Sumatera, Pargarutan.

This school has location borders as below:

- 1) North side is abutted with fields of Mr. Maratahan.
- 2) East side is abutted with fields of Mr. Tinggi Harahap.
- 3) South side is abutted with Mr. Gabung Harahap.
- 4) West side is abutted with fields of Mr. Alimuddin Harahap, S.Pd.¹

b. Situation of Equipments and Facilities

Equipments and facilities are the factor which establish in the implementation education effort to get purpose maximally. There are some equipments and facilities in SMK Negeri 1 PargarutanAngkolaTimur as follow:

Table 9
Facilities of the School at
SMK Negeri 1 PargarutanAngkolaTimur

No	Infrastructures	Total	Condition	
			Good	Damage
1.	Class rooms	9	Good	-
2.	Library room	1	-	Un useful
3.	Headmaster room	1	-	Un useful
4.	Teacher room	1	-	Un useful
5.	Mosque	1	Good	-
6.	BP/BK room	1	Good	-
7.	UKS room	1	Good	-
8.	OSIS room	-	-	-
9.	Bathroom headmaster	1	Good	-
10.	Bathroom teacher	1	Good	-
11.	Bathrooms female	2	-	Un useful
12.	Bathrooms male	2	-	Un useful
13.	Lighter	1	Good	-
14.	Infokus	2	Good	-
15.	Laboratory	-	-	-

¹Baktiar Harahap, Headmaster of SMK N 1 Pargarutan Angkola Timur, *private Interview*, 12 march 2013.

16.	Fields	2	Good	-
17.	Tape Recorder	1	Good	-
18.	Sound System	1	Good	-
19.	Computers	2	Good	-
20.	Notebooks	3	Good ²	-

c. Situation of teachers and official of SMK Negeri 1 Pargarutan Angkola Timur

Teacher is one of factor who establish students success in learning process. The data of teachers SMKNegeri 1 PargarutanAngkolaTimur as follows:

Table 10
Teachers of SMK Negeri 1 PargarutanAngkolaTimur

No	Name	Code	NIP	Profession
1.	BaktiarHarahap S.Pd	BK	19620525 198501 1 003	Headmaster
2.	NurhasanahHarahap	NH	19610907 198501 2 001	Kaprog. PP
3.	ZulyadainSiregar S.Pd	ZS	19710325 199302 1 003	WakaKesiswaan
4.	Alimuddin S.Pd	AH	19641104 200003 1 001	WakaKurikulum
5.	HerlinaSusantiSiregar S.Pd	HSS	19751208 200701 2 018	PNS
6.	HusnilSiregar S.Ag	HSL	19770627 200801 1 002	PNS
7.	Netti Anna Matondang S.Pd	NA	19800826 200502 2 001	PNS
8.	KusumaHarahap	KH	19820926 200904 2 004	PNS
9.	SariannumHasibuan S.Pd	SHH	19730817 200904 2 001	PNS
10.	DesiSyantySiregar S.Pd	DSS	19831218 200904 2 003	WakaHubin
11.	DesiMarlinaHarahap S.Kom	DMH	19851230 201001 2 002	Kaprog RPL
12.	RajaminSiregar SP	RS	19730611 201001 1 006	PNS

²The data was taken from Data Administration of SMK Negeri Pargarutan Angkola Timur, 12 March 2013.

13.	Perkasa Putra Nasution S.Kom	PN	19770414 201101 1 012	CPNS
14.	DhyahLestianingtyas S.Kom	DL	19800828 201101 2 008	CPNS
15.	NettiHerawatiRambe S.Pd	NHR	19830314 201101 2 009	CPNS
16.	GimHapanaSiregar S.Pd	GH	19840317 201101 2 011	CPNS
17.	AgusAzharHarahap S.Si	AA	19830823 201101 1 007	CPNS
18.	ParwisAndi Hakim S.Pd	PAH	19831118 201101 1 012	CPNS
19.	UbaKhairaniHasibuan S.PdI	UKH	19851016 201101 2 017	CPNS
20.	WildaHasanah S.Pd	WH	19860918 201101 2 019	CPNS
21.	SyahmirawatiHarahap S.Pd	SH	19871015 201101 2 015	CPNS
22.	Ricardo Manullang	RM	19870816 201101 2 006	CPNS
23.	Dian MustikaHarahap S.Pd	DM	19880830 201101 2 018	CPNS
24.	PurnamaSuryani S.Pd	PS	19870320 201101 2 019	CPNS
25.	Nursaralisa S.Pd	NL	-	GTDD
26.	LinniAgustinaLubis S.Pd	LA	-	GTDD
27.	Devi HandayaniHarahap S.Pd	DHH	-	GTDD
28.	EmmiSuryani Batubara S.Pd	EM	-	GTDD
29.	FitriRizkiAnnora S.Pd	FRA	-	GTDD
30.	NurjariahHasibuan S.Pd	NJ	-	GTDD
31.	FaridahAryaniNasution STP	FA	-	GTDD
32.	Rina Sandra DewiLubis S.PdI	RSD	-	GTTK
33.	AsriElfinaSiregar S.P	AE	-	GTTK
34.	UmmatHarahap S.PdI	UH	-	GTTK
35.	MasyitohHarahap S.Pd	MS	-	GTTK
36.	Liana NiraHarahap	LN	-	GTTK
37.	Abdul HuseinSihombing	AHS	19610305 198303 1 000	GTTK
38.	BinsarHotmatuaHarahap	BS	-	PTTK
39.	Eka Prima PutriAmd.Kom	EPP	-	PTTK ³

³The data was taken from Data Administration of SMK Negeri Pargarutan Angkola Timur, 12 March 2013.

Table above description of teachers data SMK Negeri 1 PargarutanAngkolaTimurat 2012/2013. So all teacher in this year are 39 persons consist of 14 persons of boys and 25 ladies. SMK Negeri 1 PargarutanAngkolaTimur had five English teachers as follow:

Table 11
English Teachers
SMK Negeri 1 PargarutanAngkolaTimur

No	Name
1.	Desi Shanty Siregar S.Pd
2.	Alimuddin S.Pd
3.	Fitri Rizki Annora S.Pd
4.	Emmi Suryani Batubara S.Pd
5.	Netti Anna Matondang S.Pd ⁴

In SMK Negeri 1 PargarutanAngkolaTimur there were five English's teachers. Alimuddin S.Pd and Fitri Rizki Annora S.Pd for the tenth grade, Desi Shanty siregar S.Pd, Emmi Suryani Batubara for the eleventh grade and Netti Anna Matondang S.Pd and Desi Shanty Siregar S.Pd for The twelfth grade.

d. Situation of students

⁴Binsar Hotmatua Harahap, Staff Tata Usaha SMK Negeri 1 Pargarutan Angkola Timur, *Private interview*, 12 March 2013.

In learning process, student is a factor who have a role as a target in education. The data of students SMK Negeri 1 PargarutanAngkolaTimur as follows:

Table 12
The Population of the Students inSMK Negeri 1
PargarutanAngkolaTimur

No	Grade	Class total	Female	Male	Total
1.	Grade X PP	2	32	24	56
2.	Grade X RPL	3	42	48	90
3.	Grade XI PP	3	58	45	93
4.	Grade XI RPL	2	38	35	73
5.	Grade XII PP	1	13	19	32
6.	Grade XII RPL	1	12	13	25
	Total	12	198	188	386⁵

SMK Negeri 1 PargarutanAngkolaTimur has 12 classes, grade X is divided into 5 classes and divided into 2 classes PP and 3 classes RPL took 146 students, grade XI is divided into 5 classes and divided into 3 classes PP and classes RPL and took 166, and grade XII is divided into 2 classes and divided into 1 class PP and 1 class RPL and took 57 students, so the total all students are 386 person.

⁵Binsar Hotmatua Harahap, Staff Tata Usaha SMK Negeri 1 Pargarutan Angkola Timur, *Private interview*, 12 March 2013.

2. Specific finding

a. The Description of Data About Students' Ability in Mastering Helping Verb 'To Have' at Grade X SMK Negeri 1 PargarutanAngkolaTimurEspecially in Present Perfect Tense and Past perfect Tense in Verbal Form

Based on the result of the test which given to respondents, it can be seen that the score of respondents between 18 up to 32. It means that the highest score gotten by respondent is 32 and the lowest score is 18. The description scores of grade X (tenth) students of SMK Negeri 1 PargarutanAngkolaTimur in mastering helping verb "To Have" can be seen as following description.

Table 13
Students' score

No	Student's Initial Name	Total Score
1	DM	26
2	RHM	24
3	RM	30
4	JT	30
5	IF	26
6	HS	28
7	MAR	28
8	MH	28
9	MY	32
10	IDN	32
11	SKH	26
12	DA	30
13	MCM	30
14	AM	24
15	MI	24
16	NS	26

17	DS	30
18	RS	26
19	YR	22
20	MH	22
21	WM	22
22	RAP	22
23	EWP	22
24	RR	18
25	PN	28
26	NS	20
27	AS	22
28	WAH	18
29	YH	20
30	Y	22
Total		740
Means Score		24.67
Highest Score		32
Lowest Score		18

For question number 1 till 5, the researcher gives multiple choices. For question number 1, there were 21 students right and 9 students were wrong. For question number 2, there were 18 students right and 12 students were wrong. For question number 3, there were 14 students right and 16 students were wrong. For question number 4, there were 17 students right and 13 students were wrong. For question number 5, there were 23 students right and 7 students were wrong.

While question number 6, there were 20 students right and 10 students were wrong. Question number 7, there were 22 students right and 8 students were wrong. For question number 8, there were 18 students right

and 12 students were wrong. Question number 9, there were 21 students right and 9 students were wrong. For question number 10, there were 18 students right and 12 students were wrong.

For question number 11 till 15, the researcher give true-false test. For number 11, there were 19 students right and 11 students were wrong. Question number 12, there were 19 students right and 11 students were wrong. While question number 13, there were 22 students right and 8 students were wrong. Question number 14, there were 20 students right and 10 students wrong. For question number 15, there were 22 students right and 8 students were wrong.

To get the presentation of helping verb ‘to have’ especially in present perfect tense and past perfect tense in verbal form, researcher made formula to find the mean score. Based on Riduan, the formula is:

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

$$\frac{\text{Correct value}}{30 \times 15} \times 100\% = \frac{740}{41800} \times 100\% = 41.11\%$$

Based on the test result that given to the students, to determine the students’ ability in mastering helping verb ‘To Have’ at Grade X SMK

⁶Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p.89.

Negeri 1 PargarutanAngkolaTimur Especially in Present Perfect Tense and Past perfect Tense in Verbal Form can be seen on the criteria below:

Table 14
Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	High
81% - 100%	Very high ⁷

Based on the calculating score the students' ability in mastering helping verb 'to have' especially present perfect and past perfect tense in verbal form at the grade X (tenth) in SMK Negeri 1 PargarutanAngkolaTimur is 41.11%. Based on the criteria above, it can be categorized that their mastery enough.

b. The Students' Difficulties in Mastering Helping Verb 'To Have' at Grade X(tenth) SMK Negeri 1 PargarutanAngkolaTimur Especially in Present Perfect Tense and Past perfect Tense in Verbal Form

The result of test conducted that the students' ability in mastering helping verb 'to have' at grade X (tenth) SMK Negeri 1 Pargarutan

⁷*Ibid.*, p. 98.

especially in Present Perfect and past perfect tense in verbal form is enough. “SMK Negeri 1 Pargarutan Angkola Timur used Yudistira’s book, English for SMK by Sularto and Istiqomah, 2012”.⁸ It according to the research had done by researcher. Some of students didn’t like study English, “Ita Marlina and Nurkholilah Simamora said that English difficult and many grammar and structure that must known”.⁹

According to Rahalim and Muhammad Agusran Ritonga stated that “English is a difficult because of difficult to memorize and write it or in English different in write and utterance the word, like ‘book’ read ‘buk’, ‘man’ read ‘men’ etc”.¹⁰ Still with Rahalim stated that “he always listens English song, animation film in English language, memorize some word, did some examine etc”.¹¹

“Sometimes English is graceful but sometimes its’ like a giant or make the student be boring especially in last lesson”.¹² Indra Faisal said “English make he feel headache, especially in midday and last lesson for a day”.¹³ Teacher always give pretest before start the lesson and sometime give

⁸Alimuddin Harahap and Fitri Rizki Annora, Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013

⁹Ita Marlina, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) PP 1, *private interview*, 12 March 2013.

¹⁰Rahalim and Muhammad Agusran Ritonga, Students of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) RPL 1, *private Interview*, 12 March 2013

¹¹Rahalim, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) RPL 1, *private interview*, 12 March 2013.

¹²Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private interview*, 22 March 2013.

¹³Indra Faisal, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) RPL 1, *Private Interview*, 18 March 2013.

posttest. Baktiar Harahap S.Pd added that “the media can be used to increase the students’ interest in study English, like tape recorder, English song”.¹⁴

There were some difficulties that usually faced by the students in learning helping verb ‘to have’ especially present perfect and past perfect tense in verbal form, they are:

- 1) “The students lack of the knowledge to determine regular and irregular form”.¹⁵ For example *walk* become *walked*, *tell* become *told*, *write* become *written*etc. Some students were difficult to identify exchanged of some verb. According to Indra Faisal, “he said that he can’t differentiate the regular and irregular verb”.¹⁶
- 2) “The students lack to matches the subject with the appropriate helping verb “to have” itself”.¹⁷ For example *I, we, they, you* match with *have* and *she, he, it* match with *has*. Nurkholilah Simamora said that “she felt difficult to use have and has or match it with the subject that used”.¹⁸ The same problem was felt by some students, like Yunita Riska, Muhammad Agusran Ritonga and Fitri Wilda Yani, they felt that its too difficult for them.

¹⁴Baktiar Harahap, Headmaster of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 12 March 2013.

¹⁵Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

¹⁶Indra Faisal, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) RPL 1, *Private Interview*, 18 March 2013.

¹⁷Alimuddin Harahap and Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

¹⁸Nurkholilah Simamora, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) PP 1, *Private Interview*, 18 March 2013.

3) The students lack to differentiate present perfect tense and past perfect tense.¹⁹ For example used *have* and *has* for present perfect tense and *had* for past perfect tense. The interview to Juwita Tambunan, “she said that she and some her friends felt that they were difficult to differentiate present perfect tense and past perfect tense”.²⁰

c. The Efforts of the English Teacher in Overcoming Students’ Difficulties Mastering Helping Verb ‘to have’ at Grade X SMK Negeri 1 Pargarutan Angkola Timur Especially in Present Perfect and Past Perfect Tense in Verbal Form

To anticipate the students difficulties in mastering helping verb ‘to have’ the English teacher uses next efforts. Based on the result of interview with English teacher to overcome the students’ difficulties in mastering regular and irregular form, the teacher always asked the students to memorize 10 or 5 regular and irregular verb for every meeting. And before the English teacher gives the lesson, the teacher asks the students to utter their vocabularies. The teacher kicked the students randomly so all the students should prepare their memorizing vocabularies.

¹⁹ Alimuddin Harahap, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

²⁰ Juwita Tambunan, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) PP 1, *Private Interview*, 18 March 2013.

Teacher always repeats the lesson and gave more examples about helping verb 'to have' especially for present perfect tense and past perfect tense in verbal form. Then, the teacher gives explanation about present perfect tense and past perfect tense. So, the students can different about present perfect tense and past perfect tense. "The teacher gives more examples about present perfect tense and past perfect tense".²¹ The teacher hopes that efforts can overcome students' difficulties in learning sentence.

"While to overcome the students' difficulty in matching the subject with appropriate helping verb 'to have' the teacher gave more explanation about how to match it or more explanation about the formula of the uses of the appropriate helping verb 'to have' to appropriate subject".²²

3. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had many activities. Besides, the time which was given to the students was not enough

²¹ Alimuddin Harahap and Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

²² Alimuddin Harahap and Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

and also the students did not do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware the entire thing would want to be searched but to gets the excellence results from the research were more difficult because there were the threats the writer. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, headmasters and English teachers.

4. Discussion

After analyzing the data, it was gotten that the students' ability in mastering helping 'to have' at grade X (tenth) SMK Negeri 1 PargarutanAngkolaTimur especially in present perfect tense and past perfect tense in verbal form can be categorized enough. It can be known from the calculating score that the studentsmasteringin using helping verb 'to have'especially present perfect tense and past perfect tense in verbal format grade X (tenth) was 41.11%.

To anticipate the students difficulties the teacher always repeats the lesson and gave more examples about helping verb 'to have' especially for present perfect tense and past perfect tense in verbal form. And before the English teacher gave the lesson, the teacher asked the students to utter their vocabularies. The teacher kicked the students randomly so all the students should prepare their memorizing vocabularies.

The other, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. “It is done by teacher to guide the slow learner”.²³ In addition, according to Yatim Riyanto that “to overcome learning difficulties can be done through remedial”.²⁴

²³Mulyasa, *Menjadi Guru Profesional*, (Bandung:Remaja Rosda Karya,2008), p. 121.

²⁴Yatim Riyanto, *Paradigma Baru Pembelajaran*, (Jakarta:Pranada Media Group,2009), p.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After treating the collecting data the researcher conclude:

1. The students' ability in mastering helping verb 'to have' at grade X (tenth) SMK Negeri 1 Pargarutan Angkola Timur can be categorized into enough (41.11%).
2. The students' difficulties in mastering helping verb 'to have' at grade X (tenth) SMK Negeri 1 Pargarutan Angkola Timur were: the students lack of the knowledge to determine regular and irregular form, matches the subject with the appropriate helping verb 'to have' itself and differentiate present perfect tense and past perfect tense.
3. The Efforts of the English teacher in overcoming students' difficulties mastering helping verb 'to have' at grade X (tenth) SMK Negeri 1 Pargarutan Angkola Timur, as follow:
 - a. Teacher always repeats the lesson and gave more examples about helping verb 'to have', present perfect tense and past perfect tense.
 - b. The teacher gave more explanation about how to match the subject with appropriate helpingverb 'to have'.

- c. The teacher kicked the students randomly to utter their vocabularies, so all the students should prepare their memorizing vocabularies.

B. Suggestion

After formulating the conclusion, the researcher wants give the suggestions concern with the result of this research. It can be seen as below:

1. To the headmaster, motivate his teachers to increase their ability in study English, especially helping verb 'to have'.
2. For English teacher, explained more and more about the various helpingverb 'to have' and give homework and examine.
3. For the parents are suggested to control their children.
4. To students, study well about helping verb 'to have'.
5. To next researcher, make the deepest research because it is still far from the perfect one due to the limitation of the researcher material, knowledge and experience.

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THE STUDENT'S ABILITY IN MASTERING HELPING VERB 'TO HAVE' AT SMK NEGERI 1 PARGARUTAN ANGKOLA TIMUR

By: Nursaima Mahyuniанти, S. Pd. I¹

ABSTRACT

The aims of the research are to know how is the ability of students' at grade X (tenth) in mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal form, to know the students' difficulties at grade X (tenth) to mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal form and to know the English teacher's efforts to overcoming their students' difficulties in mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal form in SMK Negeri 1 PargarutanAngkolaTimur.

The sources of data are the grade X (tenth) of students, the English teachers and Headmaster of SMK Negeri 1 PargarutanAngkolaTimur. The kind of this research is qualitative approach by using descriptive method. The instruments of collecting data are observation, interview and test. The analysis by using Mean Score and describe their ability based on their result. The formula of Mean Score as below:

$$M = \frac{(\sum x)}{N}$$

After the research was done, it can be known that the students' ability in mastering helping verb 'to have' in present perfect tense and past perfect tense in verbal format SMK Negeri 1 PargarutanAngkolaTimur can be categorized into enough category (41.11%). The students' difficulties enough in comprehending the basic of English subject. Some students did not know to match the appropriate helping verb with the subject. The students had lack vocabulary mastery. Some students cannot different between present perfect tense and past perfect tense. So, they felt difficult to answer the test.

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I. INTRODUCTION

Grammar is needed in listening, reading, writing and speaking or in all communication, without the proper knowledge of grammar the students will find many problems to build up the sentences and express their idea for communication activities, especially in writing and speaking. The aspects of the grammar are parts of speech, tense, helping verb.

Helping verb is an important element in English, in writing and speaking. Studying about helping verb is not easy because each helping verb has different using and place. In writing, helping verb is useful and it should have a good relation with sense and timing. Helping verb in present time different with helping verb in past time and future time. This case cannot be said as a simple case in English, because the important one in writing and speaking is the helping verb.

The helping verbs are to be, to do, modals and to have. To be, to do and to have called primary auxiliary or helping verb and modals called modal auxiliary or helping verb. To have is used in perfect form, such present perfect tense, present perfect continuous tense, past perfect tense, past perfect continuous, future perfect tense and future perfect continuous tense.

Helping verb 'to have' itself is having, has and had. Although its' different in the form but it has same meaning in the perfect form. The students' are

confused to use them, because they can't be placed in a same place. The using depends on the subject. So, the students' are difficult to use it.

Most of students are difficult to master helping verbs, so, the teachers should learn it well. If the teachers learn it well, the students can receive it well too, if no, the students become worse and worse in mastering it.

Students seldom use helping verb in writing in a good arrangement, because they don't know how to use it well or they don't master the uses of helping verbs. The difficulties in mastering helping verbs are the effect of English difficulties.

Based on the result of preliminary studies conducted by the writer that, the students in SMK Negeri 1 PargarutanAngkolaTimur still lacking in terms of assessing the helping verb 'to have'. It can assume that there may be a problem in the learning process, or there are several factors between students and teacher or learning strategy or methodology.

From some problems that had shown before, the researcher wants to know how the students' ability in mastering helpingverb 'to have'. So the researcher encourages the title **“THE STUDENTS' ABILITY IN MASTERING HELPING VERB 'TO HAVE' AT SMK NEGERI 1 PARGARUTAN ANGKOLA TIMUR”**.

II. METHODOLOGY

This research used the qualitative research. The suitable method of this research is descriptive method. It means that descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students' ability in mastering helping verb 'to have' at smk negeri 1 pargarutan angkola timur. There were two sources of the data in this research. They are primary data source and secondary data source. To get an accurate data, the researcher uses test, interview, and observation. The writer took one class to do the research; that is class X IPA smk negeri 1 pargarutan angkola timur. To determine the data trustworthiness above, the researcher used is *Triangulation*. It was a technique that used to check the data trustworthiness data by compares the result of test and interview. After collecting data, the writer analyzed of the data by using some steps, they are: editing of data, reduction of the data, tabulation of the data, description of the data, taking conclusion.

III. DISCUSSION

1. Theoretical Design

A. Students' Ability

Student is a person who studies. In Webster's New Word College Dictionary, "Student is a person who is enrolled for study at a school, college, etc".² According to Hornby states that "the students is a person who is studying at school or college".³ Hornby in Oxford Learner's Pocket Dictionary states that "student is a person who studying at a college or university (British), person

²David B. Guralnik, *Webster's New World College Dictionary*, (New York: MILLAN USA, 1988), p. 1.330.

³Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1.187.

studying at secondary school, any person interested in a particular subject (American)”⁴While Indonesian dictionary “the student is a learner especially on the grade of elementary, junior high school”⁵.

Ability is power/skill to do something. According to A. S. Hornby that the ability is:

- a) (Possible) capacity of power (to do something physical or mental)
- b) Cleverness, intelligence
- c) Mental power, talent⁶

“Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to)”⁷. So, the students’ ability is combination of students’ and ability. Means, the ability or mental that have by students’ to develop himself through level and process of education. Students’ able in mastering something to do, especially in mastering helping verb ‘to have’ in present perfect tense and past perfect tense.

⁴Hornby, *Oxford Learner’s Pocket Dictionary*, (China: Oxford University Press, 2003), p. 429.

⁵Tim PenyusunKamusPusatPembinaanandanPengembanganBahasa, *KamusBesarBahasa Indonesia*, (Jakarta: BalaiPustaka, 2001), p. 1077.

⁶Hornby, *Oxford Advanced Learner’s Dictionary, sixth edition*, (New York: Oxford University Press, 1995), p. 2.

⁷A. Merriam Webster, *Webster’s Collegiate Thesaurus*, (USA: Massa Chusetts, 1976), p. 33.

B. Helping Verb

1. Definition of helping verb

Helping verb is combination of two words, helping and verb. “Helping is –ing form of help, means part of the work of another person, or make easier for somebody to do something or for something to happen, do something for the benefit of somebody in need”.⁸ And verb means word or phrase indicating what somebody or something does, what states somebody or something is in, what is becoming of something or somebody. “Helping verb in other word auxiliary verb is verb which helps other verb to form different tenses”.⁹ So, helping verb is verb which support others verb to form a sentence.

There are some definitions of helping verb that shown by some English grammarian, are: Marcella Frank said that “auxiliary verb also called anomalous verb are helping verbs that add structural meaning or a semantic coloring to verbs the full burden of lexical meaning”.¹⁰ Wren and Martin state that “a helping verb is a verb used to form the tense, moods, voice”.¹¹ Whereas Jayanthi Dakshina Murthy “a helping verb/auxiliary verb is a verb which help others verb to form different tenses”.¹² Therefore George A. Wishon and Julia M. Burks state that “helping verb are verbs, as well as auxiliary, and they even

⁸Hornby, *Op. Cit.*, p. 400.

⁹Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 128.

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

¹¹Wren & Martin, *High School Grammar & Composition*, (NDV: Prasad Rao), p. 110.

¹²Jayanthi Dakshina Murthy, *Loc. Cit.*.

be used as both verbs and auxiliaries in the same sentence”.¹³ While that SlametRiyanto, at all, Auxiliary verbs (kata kerjabantu) are “verb that function to help other verb (kata kerja yang berfungsimembantu kata kerja lain) express different meaning (menyatakanmakna-makna yang berbeda)”.¹⁴

Auxiliary verb same as helping verb, special verb, pre-verb, special finite verb or syntactical verb. “Auxiliary verb dapatjugadikatakansebagai*helping verb, special verb, pre-verb, special finite* atau *syntactical operator*”.¹⁵ All of them are same and called helping verb or auxiliary verb. It depends on the user, but most of people know or say it as helping verb or auxiliary verb.

From the definitions by some experts above, the researcher concludes that helping verb is the verb which supports the full verb or main verb in building some sentences in some tenses. As statedbyJayanthuDakshinaMurthy before, that helping verb is a verb which helps other verbs to form different tenses.

2. Function of Helping Verb

In English no sentence with one predicate. “It had written in English verb tense system, that only the simple form of the verb and the past tense form

¹³George A. Wishon and Julia M. Burks, *Let's Write English*, (New York: inc.1980), p. 229.

¹⁴SlametRiyanto, at all, *A Complete Grammar for TOEFL Preparation*, (Yogyakarta: PustakaPelajar, 2009), p. 147.

¹⁵AhkmadKardimin, *Fundamental English Grammar*, (Yogyakarta: PustakaPelajar, 2009), p. 50.

can be used alone in the predicate of sentence or clause".¹⁶ Thus, only sentences like this can be written with a single verb (*I understand, who saw him?, the letter is on my desk*). "All other tenses are formed by combining the present participle (-ing) or the past participle with auxiliaries".¹⁷

There are three functions of helping verb, are:

1. The auxiliaries are commonly use when we agree with someone:
 - a. Using yes for simple agreement (It's very hot today. Yes it is)
 - b. Using so for surprise (Your glass is empty. So it is)
 - c. Using of course for something obvious (They say we shall win. Of course we shall).¹⁸

"When we disagree with someone we respond with *no* or *oh, no* followed by the appropriate auxiliary. *But* may be use for disagreeing with a question or an assumption. Example, *the box is open, no it is not* and *why didn't you write to me?, but I did*. Disagreement with negative we commonly use the auxiliaries, generally with stress, preceded by (oh) but, or (oh) yes. Example, *you can't eat all that, (oh) yes, I can* or *(oh) but I can*".¹⁹

2. "Helping verb/auxiliary verb or special finites is use in short answer and responses (do you like fish? No. I'm not/yes, I am)".²⁰

¹⁶George A. Wishon and M. Burks, *Loc. Cit.*

¹⁷*Ibid.*, p. 229

¹⁸W. Stannard Allen, *Living English Structure*, (Hong Kong: Longman, 1987), p. 50.

¹⁹*Ibid.*, p. 52-53.

²⁰W. Stannard Allen, *Op. Cit.*, p. 47.

3. “The auxiliaries are great time-savers when answering ‘question word-question’ (where yes or no cannot be used), example, who broke my pencil? Rina did”.²¹

“Be, have and do are the verbs, as well as auxiliaries, and they even be used as both verbs and auxiliaries in the same sentence. Even when these verbs are used as auxiliaries, they continue to function as verbs in that they change to the –s form for third person singular and change from present to past”.²²

3. Kinds of Helping Verb

Helping verb divided in to two kinds, are primary auxiliary and modal auxiliary. According to JayanthyDakshina Murthy, helping verb divided in to two kinds, are:

1. Primary Auxiliary

Primary auxiliary is verb used to form negatives, questions and tense.

Example:

Is	was	do	have
Am	were	does	has
Are	been	did	had

²¹*Ibid.*, p. 49.

²²*Ibid.*, p. 230.

2. Modal Auxiliary

Modal auxiliary verb is verbs used to express various moods and mental attitudes like hope, expectation, possibility and futurity.

Example:

Can	may	will	shall	must
Could	might	would	should	need
Dare	ought to	used to ²³		

A. To Have

1. To Have in Present Perfect Tense

Present perfect tense is a perfect form in tense. It is combination of two tense, its present tense and perfect tense. Whereas present tense is a tense used to show an action in present time/now and perfect tense is a tense use to show an action had been completed. “Present perfect tense is a tense use to show an action has just been completed or an action has finished at the moment of speaking”.²⁴

As stated by Martin Hewings in his book, “Present perfect tense is talk about something that happened in the past, but we don’t specify precisely *when* it happened (perhaps we don’t know, or it is not important to say when it

²³JayanthiDakshina Murthy, *Op. Cit.*, p. 128.

²⁴JayanthiDakshina Murthy, *Op. Cit.*, p.155.

happened)”.²⁵ It also stated by Raymond Murphy with Roann Altman stated in *Grammar in use*, “Present Perfect is talk about a period of time that continues up to the present”.²⁶

Formula

a. Nominal

S + To Be + Complement

Example:

- + I *was* student.
- I *have* not been student.
- ? *Have* I been student?

b. Verbal

S + have/has + V3 + object/complement → Positive

S + have/has + not + object/complement → Negative

Have/has + S + V1 + object/complement? → Interrogative

Example:

- + They *have* visited Garut.
- They *have* not visited Garut.
- ? *Have* they visited Garut?²⁷

²⁵Martin Hewings, *Advanced Grammar in Use*, (England: Cambridge University Press, 2002), p. 6.

²⁶Raymond Murphy & Roann Altman, *Grammar in Use*, (New York: Cambridge University, 1989), p.28.

²⁷FirdausPurnomo and Desi Anwar, *KamusLengkapInggris-Indonesia Indonesia-Inggris*, (NVD), p. 441-443.

So, present perfect tense is the tense to show that the action in past time or past events and continued up to now or has been done at the speaking moment.

2. To Have in Past Perfect Tense

Past perfect tense is two tense that combined become a tense, it is simple past tense and perfect tense. Past tense is a tense used to show an action in past time. And perfect tense is a tense to show an action had been completed. "Past perfect tense is a tense used to show that an action is had completed earlier before another action began".²⁸

Formula

c. Nominal

S + had + been + complement

Example:

+ I *had* been late.

- I *had* not been late.

? *Had* I been late?

d. Verbal

S + had + V3 + object/complement → Positive

S + had + not + object/complement → Negative

Had + S + V1 + object/complement? → Interrogative

²⁸JayanthiDakshina Murthy, *Op. Cit.*, p. 159.

Example:

- + The robber *had* killed the police since an hour.
- The robber *had* not killed the police since an hour.
- ? *Had* the robber kill the police since an hour?²⁹

So, past perfect tense show the two actions which had completed earlier or an action in past time and had finished before the other action began.

B. Using of Have To

Basically, have to same as have got to and must, that used to express something is necessary. “Have to, have got to and must have same meaning”.³⁰“Must and have to use when you think is necessary, when you give opinion (example: it’s a fantastic film, you must see it or you have to see it)”.³¹

Must forms just only use for present tense. No other forms of must for other tense. “Must no other forms than the present tense (no past tense, no participle etc) and in past tense sentences which say that it was necessary to do something, we use had to instead.”³²“The past form of have to, have got to and must (meaning necessity) is had to”.³³

There are some function of ‘have to’, are:

1. When we say that it is necessary to do something, we use must or have (got) to.

²⁹FirdausPurnomu and Desi Anwar, *Op. Cit.*, p. 456-461.

³⁰Betty ScrampherAzar, *Op. Cit.*, p. 108

³¹Raymond Murphy, *Op. Cit.*, p. 71

³²Martin Hewings, *Op. Cit.*, p. 46

³³Betty SrcampherAzar, *Loc. Cit.*

Example:

To get a cheap ticket, you must/have (got) to book in advance.

2. When we want to say that it will be necessary for someone to do something in future, we use must, have (got) to or will have to.

Example:

To get there on time, I must/have (got) to/will have to leave home by 8.30 pm.

3. In question and negatives we use do/does (present) and did (past).

Do/does + have to . . . ? → Present

S + don't/doesn't + have to . . . → Present

Did + have to . . . ? → Past

S + didn't + have to . . . → Past

Example:

What time do you have to go to the dentist tomorrow?

Does Rony have to work on Sunday?

Why did they have to leave the party early?

4. The past form of have, have (got) to and must (meaning necessity) is had to.

Example:

I have to go downtown today.

She has to go to the bank.

I had to study last night.³⁴

³⁴Raymond Murphy, *Op. Cit.*, p. 76-77.

2. Finding

The students' ability in mastering helping verb 'to have' especially present perfect and past perfect tense in verbal form at the grade X (tenth) in SMK Negeri 1 PargarutanAngkolaTimur is41.11%. Based on the criteria above, it can be categorized that their mastery enough.

There were some difficulties that usually faced by the students in learning helping verb 'to have' especially present perfect and past perfect tense in verbal form, they are:

- 1) "The students lack of the knowledge to determine regular and irregular form".³⁵ For example *walk* become *walked*, *tell* become *told*, *write* become *written*etc. Some students were difficult to identify exchanged of some verb. According to Indra Faisal, "he said that he can't differentiate the regular and irregular verb".³⁶
- 2) "The students lack to matches the subject with the appropriate helping verb "to have" itself".³⁷ For example *I, we, they, you* match with *have* and *she, he, it* match with *has*.NurkholilahSimamora said that "she felt

³⁵Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

³⁶Indra Faisal, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) RPL 1, *Private Interview*, 18 March 2013.

³⁷Alimuddin Harahap and Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

difficult to use *have* and *has* or match it with the subject that used'.³⁸The same problem was felt by some students, like Yunita Riska, Muhammad Agusran Ritonga and Fitri Wilda Yani, they felt that it's too difficult for them.

- 3) The students lack to differentiate present perfect tense and past perfect tense.³⁹ For example used *have* and *has* for present perfect tense and *had* for past perfect tense. The interview to Juwita Tambunan, "she said that she and some her friends felt that they were difficult to differentiate present perfect tense and past perfect tense".⁴⁰
- 4) To anticipate the students' difficulties in mastering helping verb 'to have' the English teacher uses next efforts. Based on the result of interview with English teacher to overcome the students' difficulties in mastering regular and irregular form, the teacher always asked the students to memorize 10 or 5 regular and irregular verb for every meeting. And before the English teacher gives the lesson, the teacher asks the students to utter their vocabularies. The teacher kicked the students randomly so all the students should prepare their memorizing vocabularies.

³⁸Nurkholilah Simamora, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) PP 1, *Private Interview*, 18 March 2013.

³⁹Alimuddin Harahap, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

⁴⁰Juwita Tambunan, Student of SMK Negeri 1 Pargarutan Angkola Timur grade X (tenth) PP 1, *Private Interview*, 18 March 2013.

- 5) Teacher always repeats the lesson and gave more examples about helping verb 'to have' especially for present perfect tense and past perfect tense in verbal form. Then, the teacher gives explanation about present perfect tense and past perfect tense. So, the students can different about present perfect tense and past perfect tense. "The teacher gives more examples about present perfect tense and past perfect tense".⁴¹The teacher hopes that efforts can overcome students' difficulties in learning sentence.
- 6) "While to overcome the students' difficulty in matching the subject with appropriate helpingverb 'to have' the teacher gave more explanation about how to match it or more explanation about the formula of the uses of the appropriate helpingverb 'to have' to appropriate subject".⁴²

IV. CONCLUSION

After treating the collecting data the researcher conclude:

1. The students' ability in mastering helping verb 'to have' at grade X (tenth) SMK Negeri 1 Pargarutan Angkola Timur can be categorized into enough (41.11%).
2. The students' difficulties in mastering helping verb 'to have' at grade X (tenth) SMK Negeri 1 Pargarutan Angkola Timur were: the students lack of

⁴¹Alimuddin Harahap and Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

⁴²Alimuddin Harahap and Fitri Rizki Annora, English Teacher of SMK Negeri 1 Pargarutan Angkola Timur, *Private Interview*, 22 March 2013.

the knowledge to determine regular and irregular form, matches the subject with the appropriate helping verb 'to have' itself and differentiate present perfect tense and past perfect tense.

3. The Efforts of the English teacher in overcoming students' difficulties mastering helping verb 'to have' at grade X (tenth) SMK Negeri 1 Pargarutan Angkola Timur, as follow:
 - a. Teacher always repeats the lesson and gave more examples about helping verb 'to have', present perfect tense and past perfect tense.
 - b. The teacher gave more explanation about how to match the subject with appropriate helpingverb 'to have'.
 - c. The teacher kicked the students randomly to utter their vocabularies, so all the students should prepare their memorizing vocabularies.

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