



**THE ABILITY OF THE STUDENTS IN USING PRINCIPAL  
AUXILIARIES IN WRITING TENSES AT GRADE VIII MTs S  
BABUSSALAM BASILAM BARU**

**A THESIS**

*Submitted to the English Education Study Program of State Collage for Islamic  
Studies Padangsidempuan in Partial Fulfillment of the Requirement for the  
Degree of Islamic Educational Scholar (S.Pd.I) in English Program*

**BY:**

**RASMI YUSMIDAR**  
**Reg. No. 07 340 0105**

**ENGLISH EDUCATION STUDY PROGRAM**  
**TARBIYAH DEPARTEMENT**  
**THE STATE COLLEGE FOR ISLAMIC STUDIES**  
**(STAIN)**  
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Bapak Ketua STAIN Padangsidimpuan  
Di -  
Padangsidimpuan

*Assalamu 'alaikum Wr. Wb.*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. **Rasmi Yusmidar** yang berjudul "**The Ability of The Students In Using Principal Auxiliaries In Writing Tenses At Grade VIII MTs S Babussalam Basilam Baru**", kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S. Pd. I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan atas kerjasama dan perhatian Bapak kami ucapkan terima kasih.

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## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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The Tittle of Thesis : THE ABILITY OF THE STUDENTS IN USING  
PRINCIPAL AUXILIARIES IN WRITING TENSES  
AT GRADE VIII MTs S BABUSSALAM  
BASILAM BARU

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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Declaration maker,

*Rasmi Yusmidar*  
RASMI YUSMIDAR  
Reg. No 07 340 0105





**KEMENTERIAN AGAMA  
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**PENGESAHAN**

**Skripsi Berjudul : THE ABILITY OF THE STDENTS IN USING PRINCIPAL  
AUXILIARIES IN WRITING TENSES AT GRADE VIII MTs S  
BABUSSALAM BASILAIM BARU**

**Ditulis Oleh : RASMI YUSMIDAR  
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Telah dapat diterima sebagai salah satu syarat memperoleh  
gelar Sarjana Pendidikan Islam.

Padangsidempuan, Mei 2012



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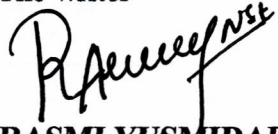
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Padangsidempuan, 09 April 2012

The writer

  
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Title : The Ability of The Students In Using Principal Auxiliaries  
In Writing Tenses At Grade VIII MTs S Babussalam  
Basilam Baru.

### ABSTRACT

This thesis discussed about how the students' Ability in Using Principal Auxiliaries in Writing Tenses at Grade VIII MTs S Babussalam Basilam Baru. What the students' difficulties in Using Principal Auxiliaries in Writing Tenses at Grade VIII MTs S Babussalam Basilam Baru and what efforts done by English teacher overcoming the students' difficulties in Using Principal Auxiliaries in Writing Tenses at Grade VIII MTs S Babussalam Basilam Baru.

Based on the problems of this research, the aims of this research were to know the Students' Ability in Using Principal Auxiliaries in Writing Tenses at Grade VIII MTs S Babussalam Basilam Baru. To know the students difficulties in Using Principal Auxiliaries in Writing Tenses and to know efforts done by English teacher overcoming the students' difficulties in Using Principal Auxiliaries in Writing Tenses.

This research used qualitative research by using descriptive method. The instruments of collecting data that used in the research were observation, test and interview. 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 doing the research to the students at Grade VIII MTs S Babussalam Basilam Baru, it could be known that the Ability of Students in Using Principal Auxiliaries in Writing Tenses at Grade VIII MTs S Babussalam Basilam Baru can be categorized into enough (58,69%). The students' difficulties in learning tenses were students false the Using Principal Auxiliaries in Writing Tenses, the students were poor in vocabulary and forgot the structure of tenses. The efforts done by the English teachers to overcoming the students' difficulties the students the teacher often repeat the lesson and give more examples, While the difficulties of students in structure, the English teachers explained structure and give example that matching with tenses so the students understood of the tenses.

## **APPENDIX I**

### **PEDOMAN OSERVASI (OBSERVATION GUIDENING)**

1. Lokasi MTs S Babussalam Basilam baru.  
(The loction of MTs S Babussalam Basilam Baru ).
2. Keadaan dan situasi siswa pada saat proses pembelajaran bahasa Inggris berlangsung.  
(The situation and condition of students when teaching English is being done).
3. Keadaan dan situasi guru pada saat proses pembelajaran bahasa Inggris berlangsung.  
(Situation and conduction of teacher when teaching English is being done).
4. Sarana dan prasarana yang digunakan sebagai penunjang proses kegiatan belajar mengajar.  
(The media or tools that used to help or make the teaching activity effectyvely).
5. Metode yang digunakan guru ketika mengajarkan menulis tenses.  
(Methode that used by the teacher when teaching writing tenses).
6. Cara guru dalam meyampaikan materi menulis tenses.  
(The teacher's strategy in teaching material of writing tenses).
7. Kemampuan siswa dalam menerima pelajaran dari guru yang bersangkutan.  
(The ability of students' in receiving the subject from their teacher).





25. They ..... very big.  
a. is                      c. are  
b. am                      d. was
26. .... have any pets?  
a. do                      c. did  
b. does                      d. was
27. .... You have a cat?  
a. do                      c. did  
b. does                      d. was
28. .... You have rabbit?  
a. do                      c. did  
b. does                      d. was
29. Dinosaurs ..... a type of lizards.  
a. was                      c. did  
b. were                      d. does
30. There ..... some kinds of dinosaurs.  
a. was                      c. did  
b. were                      d. does
31. I think crocodiles ..... reptiles.  
a. are                      c. did  
b. was                      d. is
32. .... it have two legs?  
a. does                      c. Did  
b. do                      d. was
33. .... an eagle eat fruit and insects?  
a. do                      c. did  
b. does                      d. was
34. I ..... not have any eggs.  
a. is                      c. are  
b. am                      d. was
35. .... he wash the car every morning?  
a. do                      c. was  
b. did                      d. does

36. You ..... not wash the car every day.  
a. do                      c. did  
b. does                    d. was
37. we ..... students.  
a. is                        c. was  
b. am                       d. are
38. He ..... sick yesterday.  
a. was                      c. did  
b. were                     d. does
39. She ..... busy last night.  
a. did                       c. was  
b. does                     d. were
40. They ..... just now.  
a. was                      c. did  
b. were                     d. does
41. We ..... late last Monday.  
a. were                      c. did  
b. was                       d. does
42. I ..... not at home two days ago.  
a. is                        c. did  
b. are                       d. am
43. You ..... absent yesterday.  
a. were                      c. did  
b. was                       d. does
44. They ..... dance yesterday.  
a. is                        c. are  
b. am                       d. did
45. .... they come to work on time this morning?  
a. did                       c. was  
b. does                     d. were
46. .... You enjoy the party last night?  
a. did                       c. was  
b. does                     d. were

47. .... your father read an An Quran?  
a. did                      c. was  
b. does                     d. were
48. .... the drive to Medan?  
a. do                        c. did  
b. does                     d. was
49. I ..... not receive any letter last Monday.  
a. do                        c. did  
b. does                     d. was
50. .... you like football?  
a. do                        c. did  
b. does                     d. was.



### **APPENDIX III**

#### **PEDOMAN WAWANCARA (INTERVIEW GUIDING )**

##### **A. Interview to the English teacher**

1. Apa buku pokok yang digunakan Bapak/Ibu dalam mempelajari tenses?  
(What is the primer books that used by the teacher in teaching tenses?).
2. Apa media Bapak/Ibu guru ketika mengajarkan tenses?  
(What tools used by of the teachers in teaching writing tenses?).
3. Apa indikator yang digunakan Bapak/ibu guru untuk menentukan kemampuan siswa dalam menguasai tenses?  
(What is the indicator that used by the teacher to determine the students' ability in tenses?).
4. Bagaimana hasil belajar siswa dalam pembelajaran tenses?  
(How is the students' result in learning tenses?).
5. Kesulitan-kesulitan apa yang dihadapi siswa ketika belajar tenses?.  
(what are the students' difficulties in learning tenses?).
6. Bagaimana Bapak/Ibu guru memecahkan masalah tersebut?  
(How does the English teachers solve the problems?).

## B. Interviews to the Headmaster

1. Apa yang melatar belakangi berdirinya MTs S Babussalam Basilam Baru?  
(What is the background of MTs S Babussalam Basilam Baru be build?)
2. Sudah berapa lama MTs S Babussalam Basilam Baru berdiri?  
(How old the MTs S Babussalam Basilam Baru is builded?)
3. Berapa jumlah guru bahasa Inggris di MTs S Babusslam Basilam Baru?  
(How many teachers English in MTs S Babussalam Basilam Baru?)
4. Berapa jumlah siswa perkelas di MTs S Babussalam Basilam Baru?  
(How many students in grade at MTs S Babussalam Basilam Baru?)
5. Apa saja upaya yang sudah dilakukan untuk meningkatkan pembelajaran bahasa Inggris diMTs S Babussala Basilam Baru?  
(What are efforts to rise learning English in MTs S Babussalam Basilam Baru?)
6. Bagaimana persentase kehadiran guru bahasa Inggris di MTs S Babussalam Basilam Baru?  
(How is the attention percentage of English teachers in MTs S Babussalam Basilam Baru?).
7. Apa latar belakang pendidikan guru bahasa Inggris di MTs S Babussalam Basilam Baru?  
(What is the background education the teachers English in MTs S Babussalam Basilam Baru?)

8. Adakah bimbingan insentif bahasa Inggris bagi siswa diluar jam pembelajaran Bahasa Inggris di MTs S Babussalam Basilam Baru?.

( Is there consulatation incentive English for students out time lesson English in MTs S Babussalam Basilam Baru?).

Basilam Baru?)

9. Apakah ada diperpuastakaan buku bahasa Inggris yang tersedia di MTs S Babussala Basilam Baru?

(Is there library which supplies English book in MTs S Babussalam Basilam Baru?

## APPENDIX V

**The Ability of the Students in Using Principal auxiliaries in Writing Tenses at Grade VIII MTsS Babussalam Basilam Baru**

| NO | NAMA     | Respondent Answer of Each Item Number |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
|----|----------|---------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
|    |          | 1                                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1  | ANDRE    | 2                                     | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2  | 2  | 0  | 0  | 2  | 2  | 2  | 2  | 0  | 2  | 2  |
| 2  | DEDEK    | 2                                     | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0  | 0  | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 2  |
| 3  | SARIFA   | 2                                     | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 2  | 0  |
| 4  | TUTUT    | 0                                     | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0  | 0  | 0  | 2  | 0  | 0  | 2  | 2  | 2  | 0  | 2  |
| 5  | SIDDIK   | 0                                     | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 0  | 0  |
| 6  | SULAIMAN | 2                                     | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 2  | 0  | 0  | 2  | 2  | 2  | 0  | 0  | 0  | 2  | 0  |
| 7  | DARMA    | 2                                     | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2  | 2  | 2  | 0  | 0  | 0  | 2  | 2  | 2  | 0  | 2  |
| 8  | INRAYANI | 0                                     | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 0  | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 2  | 2  | 0  |
| 9  | ISKANDAR | 0                                     | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2  | 2  | 2  | 2  | 0  | 2  | 0  | 0  | 0  | 2  | 0  |
| 10 | ALI      | 2                                     | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2  | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 0  | 0  | 2  |
| 11 | PUTRA    | 2                                     | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 0  | 2  | 2  | 2  | 0  | 2  | 2  | 2  | 2  | 0  | 2  |
| 12 | MASRIPA  | 2                                     | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2  | 2  | 0  | 0  | 2  | 2  | 0  | 0  | 0  | 2  | 0  |
| 13 | HANNUM   | 2                                     | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2  | 2  | 0  | 0  | 2  | 2  | 0  | 0  | 0  | 2  | 0  |
| 14 | PATIMA   | 2                                     | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0  | 0  | 2  | 2  | 0  | 0  | 2  | 2  | 2  | 2  | 2  |
| 15 | YANI     | 2                                     | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2  | 2  | 2  | 2  | 2  | 2  | 0  | 0  | 0  | 0  | 0  |

**The Ability of the Students in Using Principal auxiliaries in Writing Tenses at Grade VIII MTsS Babussalam Basilam Baru**

| NO | NAMA     | Respondent Answer of Each Item Number |    |    |    |    |    |    |    |    |    | SUM |
|----|----------|---------------------------------------|----|----|----|----|----|----|----|----|----|-----|
|    |          | 41                                    | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |     |
| 1  | ANDRE    | 2                                     | 2  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 2  | 70  |
| 2  | DEDEK    | 0                                     | 0  | 2  | 0  | 0  | 2  | 0  | 2  | 0  | 2  | 56  |
| 3  | SARIFA   | 0                                     | 0  | 0  | 2  | 2  | 0  | 2  | 2  | 2  | 0  | 56  |
| 4  | TUTUT    | 2                                     | 2  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 0  | 58  |
| 5  | SIDDIK   | 0                                     | 0  | 2  | 0  | 0  | 0  | 2  | 2  | 0  | 2  | 60  |
| 6  | SULAIMAN | 2                                     | 0  | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 2  | 56  |
| 7  | DARMA    | 0                                     | 2  | 2  | 0  | 2  | 0  | 0  | 2  | 0  | 2  | 58  |
| 8  | INRAYANI | 2                                     | 0  | 0  | 2  | 0  | 2  | 2  | 0  | 0  | 0  | 56  |
| 9  | ISKANDAR | 0                                     | 0  | 0  | 0  | 2  | 2  | 2  | 2  | 2  | 0  | 58  |
| 10 | ALI      | 2                                     | 2  | 2  | 0  | 0  | 2  | 0  | 0  | 2  | 2  | 60  |
| 11 | PUTRA    | 2                                     | 0  | 2  | 2  | 0  | 0  | 2  | 0  | 0  | 2  | 56  |
| 12 | MASRIPA  | 0                                     | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 60  |
| 13 | HANNUM   | 0                                     | 2  | 0  | 2  | 0  | 2  | 0  | 2  | 0  | 2  | 60  |
| 14 | PATIMA   | 2                                     | 2  | 0  | 0  | 0  | 0  | 2  | 0  | 2  | 0  | 58  |
| 15 | YANI     | 0                                     | 0  | 2  | 2  | 2  | 2  | 0  | 2  | 0  | 2  | 60  |

**The Ability of the Students in Using Principal auxiliaries in Writing Tenses at Grade VIII MTsS Babussalam Basilam Baru**

| NO | NAMA     | Respondent Answer of Each Item Number |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----------|---------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|    |          | 21                                    | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 1  | ANDRE    | 2                                     | 0  | 2  | 0  | 0  | 2  | 0  | 0  | 2  | 2  | 2  | 0  | 0  | 0  | 0  | 2  | 2  | 2  | 2  | 2  |
| 2  | DEDEK    | 0                                     | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 2  | 0  | 0  | 2  | 0  | 0  |
| 3  | SARIFA   | 2                                     | 0  | 2  | 0  | 0  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 2  | 2  | 0  | 0  | 0  | 0  | 0  | 2  |
| 4  | TUTUT    | 2                                     | 2  | 0  | 0  | 2  | 2  | 0  | 0  | 2  | 2  | 2  | 0  | 2  | 0  | 0  | 2  | 2  | 0  | 2  | 0  |
| 5  | SIDDIK   | 0                                     | 2  | 2  | 2  | 0  | 0  | 2  | 0  | 0  | 0  | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 0  | 2  |
| 6  | SULAIMAN | 2                                     | 0  | 2  | 0  | 0  | 2  | 0  | 2  | 2  | 2  | 0  | 2  | 0  | 0  | 2  | 0  | 0  | 2  | 2  | 2  |
| 7  | DARMA    | 2                                     | 2  | 0  | 2  | 2  | 2  | 0  | 2  | 0  | 2  | 0  | 0  | 2  | 0  | 0  | 2  | 2  | 0  | 2  | 0  |
| 8  | INRAYANI | 0                                     | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 0  | 2  |
| 9  | ISKANDAR | 0                                     | 2  | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 0  | 0  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 0  |
| 10 | ALI      | 2                                     | 0  | 0  | 2  | 2  | 0  | 0  | 2  | 2  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 0  | 2  | 2  | 0  |
| 11 | PUTRA    | 0                                     | 2  | 0  | 0  | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 2  |
| 12 | MASRIPA  | 2                                     | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 0  |
| 13 | HANNUM   | 2                                     | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 0  |
| 14 | PATIMA   | 0                                     | 2  | 0  | 2  | 2  | 2  | 2  | 2  | 0  | 0  | 0  | 0  | 0  | 2  | 0  | 0  | 2  | 2  | 0  | 2  |
| 15 | YANI     | 0                                     | 2  | 2  | 2  | 0  | 2  | 0  | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 0  |

**The Ability of the Students in Using Principal auxiliaries in Writing Tenses at Grade VIII MTsS Babussalam Basilam Baru**

| NO | NAMA           | Respondent Answer of Each Item Number |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
|----|----------------|---------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
|    |                | 1                                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 16 | UMAR           | 0                                     | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2  | 2  | 0  | 0  | 0  | 0  | 2  | 2  | 2  | 2  | 2  |
| 17 | ROMAITO        | 2                                     | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0  | 2  | 0  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 0  |
| 18 | NURMALA        | 2                                     | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2  | 0  | 2  | 2  | 0  | 0  | 0  | 2  | 2  | 0  | 2  |
| 19 | NURAINUN       | 2                                     | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0  | 2  | 0  | 0  | 2  | 2  | 2  | 2  | 2  | 2  | 0  |
| 20 | YULIANIS       | 2                                     | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2  | 0  | 2  | 0  | 2  | 0  | 0  | 2  | 0  | 0  | 2  |
| 21 | PUTRI MARITO   | 2                                     | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 0  |
| 22 | ASMA IDA       | 2                                     | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2  | 0  | 2  | 2  | 2  | 2  | 0  | 0  | 0  | 0  | 2  |
| 23 | SAFRIDA        | 2                                     | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2  | 2  | 0  | 0  | 0  | 0  | 2  | 2  | 0  | 2  | 2  |
| 24 | NURAI SYAH     | 2                                     | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 2  | 0  | 0  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 0  |
| 25 | AIDIL          | 2                                     | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 0  | 2  |
| 26 | RIKA AULIA     | 2                                     | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 0  |
| 27 | BUTET          | 2                                     | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2  | 0  | 2  | 0  | 0  | 0  | 2  | 2  | 2  | 0  | 2  |
| 28 | DESI MARIYANTI | 0                                     | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0  | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 2  | 0  | 0  |
| 29 | NITA HARTATI   | 2                                     | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 0  | 0  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 2  | 2  |
| 30 | NUR IKLAS      | 2                                     | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2  | 2  | 0  | 0  | 2  | 2  | 2  | 2  | 0  | 0  | 0  |

**The Ability of the Students in Using Principal auxiliaries in Writing Tenses at Grade VIII MTsS Babussalam Basilam Baru**

| NO | NAMA           | Respondent Answer of Each Item Number |    |    |    |    |    |    |    |    |    | SUM |
|----|----------------|---------------------------------------|----|----|----|----|----|----|----|----|----|-----|
|    |                | 41                                    | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |     |
| 16 | UMAR           | 2                                     | 2  | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 56  |
| 17 | ROMAITO        | 2                                     | 0  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 0  | 56  |
| 18 | NURMALA        | 0                                     | 2  | 0  | 0  | 0  | 0  | 2  | 2  | 2  | 2  | 56  |
| 19 | NURAINUN       | 0                                     | 0  | 2  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 58  |
| 20 | YULIANIS       | 2                                     | 2  | 0  | 0  | 2  | 0  | 0  | 2  | 2  | 0  | 60  |
| 21 | PUTRI MARITO   | 0                                     | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 0  | 60  |
| 22 | ASMA IDA       | 0                                     | 0  | 0  | 0  | 0  | 2  | 2  | 2  | 2  | 0  | 56  |
| 23 | SAFRIDA        | 2                                     | 2  | 0  | 2  | 2  | 0  | 2  | 0  | 0  | 2  | 56  |
| 24 | NURAI SYAH     | 2                                     | 0  | 0  | 0  | 2  | 2  | 0  | 2  | 2  | 2  | 58  |
| 25 | AIDIL          | 0                                     | 2  | 2  | 2  | 0  | 0  | 2  | 2  | 2  | 0  | 60  |
| 26 | RIKA AULIA     | 2                                     | 2  | 2  | 2  | 0  | 0  | 0  | 0  | 2  | 2  | 56  |
| 27 | BUTET          | 0                                     | 0  | 0  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 58  |
| 28 | DESI MARIYANTI | 2                                     | 2  | 0  | 0  | 0  | 0  | 2  | 0  | 2  | 0  | 60  |
| 29 | NITA HARTATI   | 0                                     | 2  | 2  | 2  | 2  | 2  | 0  | 0  | 2  | 0  | 56  |
| 30 | NUR IKLAS      | 2                                     | 0  | 2  | 2  | 2  | 2  | 2  | 2  | 0  | 2  | 70  |

**The Ability of the Students in Using Principal auxiliaries in Writing Tenses at Grade VIII MTsS Babussalam Basilam Baru**

| NO | NAMA        | Respondent Answer of Each Item Number |    |    |    |    |    |    |    |    |    | SUM |
|----|-------------|---------------------------------------|----|----|----|----|----|----|----|----|----|-----|
|    |             | 41                                    | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |     |
| 31 | NENNI       | 0                                     | 0  | 2  | 2  | 2  | 0  | 2  | 0  | 2  | 0  | 58  |
| 32 | ZULKAR NAIN | 2                                     | 2  | 0  | 2  | 0  | 2  | 0  | 0  | 2  | 2  | 54  |
| 33 | ZULKIPLI    | 0                                     | 0  | 2  | 0  | 2  | 0  | 2  | 2  | 0  | 2  | 56  |
| 34 | ZULFIKAR    | 0                                     | 0  | 2  | 2  | 0  | 2  | 2  | 0  | 2  | 0  | 54  |
| 35 | SAIMA PUTRI | 2                                     | 2  | 2  | 0  | 2  | 2  | 0  | 0  | 2  | 0  | 58  |



|       |          |   |   |   |   |   |   |   |   |   |   |      |
|-------|----------|---|---|---|---|---|---|---|---|---|---|------|
| 36    | RIZKI    | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 58   |
| 37    | ANDRE    | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 60   |
| 38    | RISKA    | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 80   |
| 39    | AMIYANTI | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 54   |
| 40    | CINDI    | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 60   |
| 41    | LAILA    | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 60   |
| 42    | ILMAN    | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 60   |
| 43    | MARTUA   | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 58   |
| 44    | AMANAS   | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 58   |
| 45    | IDRIS    | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 60   |
| 46    | IMLAN    | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 60   |
| TOTAL |          |   |   |   |   |   |   |   |   |   |   | 2700 |

The researcher calculated the score by using the following formula:

$$M = \frac{\sum \text{score}}{\sum \text{respondent} \times \sum \text{item} \times \text{nilaiitem tertinggi}} \times 100\%$$

$$M = \frac{\sum 2700}{\sum 46 \times \sum 50 \times 2} \times 100\%$$

$$= \frac{2700}{4600} \times 100\% = 58,69$$

=





## CHAPTER I

### INTRODUCTION

#### A. Background of the Problems

English used as International language in the world, most of the people in the world used English to interact each other in all countries. So, if we master English well we will get information or globalization essay easily. In Indonesia, English is as a foreign language, it is not an official language but it is the first language learned at school until university and being a compulsory subject in our education system. The government has made a great effort to develop it in order to reach the expected purpose through national curriculum. In Indonesia, there are some ways made by government to guide the education to reach the aim of National Education.

So, Indonesia has learned English in formal and informal education. However, in formal education, English has been included in national education curriculum, such as KTSP (Kurikulum Tingkat Satuan Pendidikan). Further, at informal education, most people and students also have studied English through courses. In learning English, there are four basic skills that must be mastered. In National Curriculum, the Government makes the list of the syllabus at VIII grade, one of them is structure. It can be found or seen in the National Curriculum of Junior High School which the topic, "Grammar and structure : Simple Present

Tense and Past Tense”.<sup>1</sup> The four basic skill are listening, reading, speaking, and writing. In teaching process, especially in teaching writing and reading are important as medium to know all of knowledge. Both of the teaching process were written in the Holy Quran at Surah Alaq, verse 1-5:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ أَكْرَمًا ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Its meaning: “Recite in the name of your lord who created, Created man from a clot if congealed blood recite: and your lord is most generous who thought by the Pen, thought man what he didn’t know.”<sup>2</sup>

Next, Allah who Most Merciful said that knowledge was source of life to get comprehend something and able to do something. Allah who Most Merciful said it in the Holy Quran at Surah Al-Baqarah, verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Its meaning: “And he taught Adam the nature of all things; then he placed them before the angels, and said: “tell Me the names of these if you are right.”<sup>3</sup>

Therefore, the lecturer should realize that the aims of education by teaching learning process to improve students’ knowledge. It could be realized by

<sup>1</sup> Mukarto, dkk, *English on Sky* (Jakarta: Erlangga, 2007), p. 8-9.

<sup>2</sup> Abdullah Yusuf Ali, *The Meaning of the Holy Quran in the English* (Al- Alami Publications: Beirut, 2001), p. 924.

<sup>3</sup> *Ibid.*, p. 7.

four skills, they were writing, reading, speaking, and listening. In writing, the students could enrich their knowledge by using auxiliaries in writing tenses.

Writing is one of four basic skills that important to be mastered by students so that they can express their feeling or idea, perception, and point of view. In education field we often see that the students feel difficult to learn English. One of the difficult lies in structure. In structure we find some tenses such as: simple present tense, simple past tense, present continuous tense, future tense, and present perfect tense.

In writing tense, there are many factors found to make the students still have trouble in using English, it can be that they do not know well the rule to form of the tenses correctly. On the other hand, if the students want to master tense, as one of item of English, they should master many structure of the tenses. Such as verb and auxiliaries. Auxiliaries is one of the important element in tenses, so that the relationship between writing tenses and auxiliaries is gussed can not be separated.

When the researcher practiced teaching on last February up to April 2011 in MTsS Babussalam Basilam Baru, researcher show the ability of students at grade VIII MTs S Babussalam Basilam Baru in using principal auxiliaries in writing tenses is low. Some of the students made some mistakes to include principal auxiliaries to writing tenses.

Examples:

| Students' answers                     | correct forms                                     |
|---------------------------------------|---|
| 1. Ida were not a teacher             | Ida was not a teacher                             |
| 2. I is a lecturer                    | I am a lecturer                                   |
| 3. They do a teacher                  | They are a teacher                                |
| 4. she do not pray subuh this morning | She did not pray subuh this Morning. <sup>4</sup> |

Considering the reason above, the writer was interest at the time on conducting to know what is happened in side or what are the difficulties of the students in using principal auxiliaries in writing tense. Therefore, the researcher tries to reasech this by the title” The Ability of The Students In Using Principal Auxiliaries In Writing Tenses At Grade VIII MTs S Babussalam Basilam Baru.”

## **B. Focus of the Problems**

As we know that studying this topic there are many auxiliaries that must be mastered, but cause of the limitation of time, expense and knowledge by the reseacrher. So the researcher has to limit this problem base on the condition and curriculum in the school. So the limitation of the problem of this research as below:

1. The “Principal Auxiliaries”of this research only focused into to be (is, am, are, was, were) and “to do”(do, does, and did).
2. Tenses of the research only focused in simple present and past tense.

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<sup>4</sup>The Students of VII. 1, Group Interview, in MTsS Babussalam Basilam Baru, at 19<sup>th</sup> December 2011.

### **C. Formulations of Problems**

The fomulation of problems of this research as below:

1. How the students' ability in using principal auxiliaries in writing tenses at grade VIII MTs S Babussalam Basilam Baru?
2. What were the difficulties of students in using principal auxiliaries in writing tenses at grade VIII MTs S Babussalam Basilam Baru?
3. What were efforts of the English teacher in overcame the difficulties?

### **D. Aims of the Research**

The aims of research are:

1. To know the students' ability using principal auxiliaries in writing tenses at grade VIII MTs S Babussalam Basilam Baru.
2. To know the difficulties of students in using principal auxiliaries in writing tense at grade VIII MTs S Babussalam Basilam Baru.
3. To know the efforts done by the English teachers in overcoming the students' difficulties.

### **E. Significant of the Research**

There are some importance's in this research. The importance in this research is the use that can be obtained from. This research can give significance primarily for the writer, other researcher, readers, and reference. For the writer, this is significant and contributes ideas. For readers, this research enhances the

knowledge of the readers as the reading materials for students. For the reference, this is significant to be read and as literature for any research.

This research is also significant for the school teacher where this research is conducted. At least the headmaster and all of the Indonesian teachers of English can concern and decide what step to do further. The steps are intended to enhance the output result of English teaching especially in teaching principal auxiliaries and writing tense.

The significant of the research divide in two part they are theories and technical.

1. Theories in parts they are:
  - a. As the information to the teachers, so that made study material also increases quality of education later.
  - b. As input to headmaster to be motivating teacher so, that more is improving of professionalism in the field of them.
  - c. As input to the students' so that they have to learning the principal auxiliaries and writing tense well so they do not find difficulties in learning grammar focus English.
  - d. As guidance and information to university students which is following lecturing.
2. Technical in parts they are for the reference, this is significant to be read and as literature for any research.



## F. Defenition of Key Terms

To avoid vagueness and misunderstanding between the writer and the reader, the researcher will write the meaning of the terms below:

### 1. Students

According to AS. hornby statement the students is a person who is studying at school or college.<sup>5</sup> Based definition above, the researcher concludes the student is a person who learn on the elementry, junior and senior high school not only on the formal education but also on the informal education.

### 2. Ability

According AS. Hornby statement the ability is the mental or physical capacity, power or skill required to do.<sup>6</sup> Based definitions above, the researcher concludes that ability is a mental, power or legal of someone to do something by his/her self.

### 3. Auxiliaries

According to Jayanthi Dakshina Murthy, “auxiliary verb is a verb which helps other verbs to form diffrent tenses is known as auxiliary verb”.<sup>7</sup> And accoding to Marcella frank, “auxiliary verbs, as we have seen, are “helping verbs” that add structural meaning or a semantic coloring to verbs

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<sup>5</sup>AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187.

<sup>6</sup>*Ibit.*, p. 2.

<sup>7</sup>Jayanty Dakshina Murthy, *contemporary English grammar* (New Delhi: Book place, 2003), p.128.

carrying the full burden of lexical meaning. All auxiliaries share the ability to be directly followed by “not” in negatives, often in contracted form (they have not gone, we shouldn’t wait) and to be reversed with the subject in questions (have they gone? Should we wait?).<sup>8</sup> Then Wren and Martin say, “auxiliary is a verb used to form the tense, moods, voice, of other verbs”.<sup>9</sup> So, it can be concluded that auxiliary verb is the form of verb is used to form the tense, moods, voice, of other verbs.

#### 4. Tense

According to Jayanti Dakshina Murthy, “tense is a term used in grammar to indicated the time of the action or event”.<sup>10</sup> Based of it, AS. Hornby States, “tense is a situation, an event, a period of time”.<sup>11</sup> So, it can be concluded that tense is the form of verb is used according time.

#### 5. Writing

According to David Nunan, “writing is both a physical and a mental act at the most basic level. On other hand, writing is the mental work of inventing of ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It is also both a process and a product, the writer imagines, organizes, drafts, edits, reads and rereads, this is the process of writing is often cynical and sometimes

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<sup>8</sup>Marcella Frank, *Modern English a Practical Reference Guide* (New York: prentice-Hall, 1972), p.94.

<sup>9</sup>Wren and Martin, *High School English Grammar and Composition* (New Delhi: Prasada Rao, 1995), p.110.

<sup>10</sup>Jayanty Dakshina Murthy, *Op. Cit.*, p.151.

<sup>11</sup>A. S Hornby, *Op. Cit.*, p. 1231

disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story or research report”.<sup>12</sup>

So based on the explanation above, the researcher concluded that writing is the activity to transfer the ideas and to describe a language is understood by someone written. So the readers can understand what the writer means.

6. MTs S Babussalam Basilam Baru is one of a junior high school in Basilam Baru as the location of this research.

### **G. Outline of the Thesis**

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

In the chapter one, it consisted of the background of the problem was the researcher has found the ability of the students in using principal Auxiliaries in writing tenses was enough. It can be known from the skill of the students. In using principal auxiliaries, many students still fell difficult in writing tenses. The students' difficulties in using principal auxiliaries were they did not understand and know about grammar. So, when the teacher ordered them to write sentences about tenses, they would feel boring and lazy to do it. The focus of the problem was this research was focused on the students' difficulties in using principal auxiliaries at grade VIII MTs S Babussalam Basilam Baru. The focus of the

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<sup>12</sup>David Nunan, *Practical English Language Teaching* (America: The Mc Grow Hill Companies, 2003), p.88.

problems tenses of the research only focused in simple present and simple past tense. The formulation of the problem were: how were the students ability in using principal auxiliaries in writing tenses at grade VIII MTs S Babussalam Basilam Baru, what were difficulties of students in writing tenses at grade VIII MTs S Babussalam Basilam Baru and what were the teachers' efforts of the English teacher in overcame the difficulties. The aims of the research were to know the students' ability using principal auxiliaries at grade VIII MTs S Babussalam Basilam Baru, to know the difficulties of students in writing tenses VIII MTs S Babussalam Basilam Baru and to know the efforts done by the English teachers in overcoming the students ability. The significances of the research were to give information to students, English teachers, principle and other researcher. Moreover, the definition of key term was definition of students, ability, auxiliaries, tense and writing.

In the chapter two, it is consist of the theoretical description was definition of principal auxiliaries, tenses, simple present tense and simple past tense with the formulation and review of related finding was Zainovri and Ratna Dewi Lubis.

In the chapter three, it is consist of research methodology was method of research qualitative research, the setting of research was May 2011 up to April 2012, the location of research was MTs S Babussalam Basilam Baru . The population and sample, the instrument collecting data was observation, test and interview. The technique of data analysis was description method.

In the chapter four, it is consist of the result of the research consisted of general finding was the short story of MTs S Babussalam Basilam Baru, the location of MTs S Babussalam Basilam Baru, situation of MTs S Babussalam Basilam Baru. And specific findings was description the Ability of Students in Using Principal Auxiliaries in Writing Tenses MTs S Babussalam Basilam Baru. The Difficulties That Faced By The Ability of the Students in Using Principal Auxiliaries in writing tenses at Grade VIII MTs S Babussalam Basilam Baru. And the efforts of English teacher in overcoming the students' difficulties of writing tenses in using principal auxiliaries.

Finally, in the chapter five consist of conclusion was The ability in finding using principal auxiliaries, the difficulties in writing tenses, the efforts English teacher overcoming difficulties of students in using principal auxiliaries in writing tenses. The suggestion was to headmaster, teacher, parents, students, and other researchers.

## CHAPTER II

### THEORETICAL DESCRIPTION

This chapter will describe the theoretical description used in thesis. It is done in order to give a clear description about it's seen in the following describe.

#### A. Auxiliaries

In this case, firstly researcher will discuss about auxiliary verb. In Indonesia we can't find the auxiliary verbs but in English we find them. According to the experts auxiliary verbs are:

According to some western experts one of them is Jayanthi Dakshina Murthy, she said that: "auxiliary verb is a verb which helps other verbs to form different tenses is known as auxiliary verb".<sup>1</sup> Then according to Marcella Frank, "auxiliary verbs, as we have seen, are "helping verbs" that add structural meaning or a semantic coloring to verbs carrying the full burden of lexical meaning. All auxiliaries share the ability to be directly followed by not in negatives, often in contracted form (they have not gone, we shouldn't wait) and to be reversed with the subject in questions (have they gone? Should we wait?)".<sup>2</sup> Then Wren and

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<sup>1</sup>Jayanty Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book place, 2003), p.128.

<sup>2</sup>Marcella Frank, *Modern English a Practical Reference Guide* (New York: prentice-Hall, 1972), p .94.

Martin say, that “ auxiliary is a verb used to form the tense, moods, voice, of other verbs”.<sup>3</sup>

Than, Thomson and Martinet stated auxiliary are to be (is, am, are/was and were), to have (has, have and had), to do (do, does and did). So, Modals : shall, should, will, would, can, could, may, must, might, ought, use to, dare, need.<sup>4</sup> And Hilman Fariz Mukti says from Indonesia expert says that, auxiliary are:

“Auxiliary verb adalah kata kerja bantu yang diletakkan didepan kata kerja pokok untuk membentuk tense (bentuk waktu), mood (mood), voice (ragam gramatical), dan lain-lainnya”. Auxiliary verb disebut pula special verb atau Anomalous verb. Disebut anomalous verb (kata kerja menyimpang) atau special verb, karena fungsi atau penggunaan dari kata-kata kerja bantu tersebut khusus dan sangat berlainan (menyimpang) denga fungsi atau kegunaan kata kerja yang biasanya”.<sup>5</sup>

(Auxiliary verb is the auxiliary verb that the place in front of main verb to make tense, mood, vioce. Auxiliary verb is called special verb or anomolous verb. It is called Anomolous or special verb, because the function or the using from the auxiliary verb special and diffrent with function or using verb that usual).

According to Slamet Riyanto “ auxiliary verb is a verb that functioned to help other verb express diffrent meanings. Modal auxiliary is helping verb that used to express an ability possible or impossible such as: can-could, may-might,

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<sup>3</sup>Wren and Martin, *High School English Grammar and Composition* (New Delhi: Prasad Rao, 1995), p.110.

<sup>4</sup>Thomson and Martinet, *A practical English Grammar* (New York: Oxford University Press, 1986), p.105.

<sup>5</sup>Hilman Fariz Mukti, *Complete English Grammar* (Yogyakarta: Absolut, 2009), p. 282.

must-have/has to/had to, shall-should, will-would, ought to are followed by + verb-1 or stem/Infinitive” .<sup>6</sup>

Based on the definition above, the researcher agrees with Thomson and martinet. Because, their definition is more clear than other. And reseacher concludes that auxiliary is a helping verb that put in front of of the sentences in writing a sentences. So, researcher describes that there are 24 the auxiliaries (helping verbs) such as:

- a. To be : is, am, are, was, were.
- b. To do : do, does, did.
- c. To have : have, has, had.
- d. Modals : shall, should, will, would, can, could, may, must, might, ought, use to, dare.

However, in this case the auxiliary is focused on the principal auxiliaries verb (am, is, are, do, did, does, was and were) only. Next, the researcher says that we will not talk the modal auxiliaries except the limitation of the problem in chapter I.

## **B. Tenses**

Tenses are verbs that can change to show the times. The verb included of the regular and the irregular verb. The using of a verb into tenses has relation when the speaker in writing and speaking express the utterance in English.

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<sup>6</sup>Slamet Riyanto, *A complete Grammar for TOEFL preparation* (Yogyakarta: Pustaka Pelajar, 2009), p. 147.



Jatanty Dakshina Murthy stated “tense is a term used in grammar to indicated the action or event”.<sup>7</sup>

On other hand, Hilman Fariz Mukti says:

“Tense berarti bentuk kata kerja yang menunjukkan waktu, tense juga menunjukkan waktu dari suatu aktivitas (tindakan) dan tingkat penyelesaian aktivitas (tindakan) tersebut”.<sup>8</sup>

(Tense means the changing of verb to show the time and of an activity or action and it is also shows the level of its perfection).

Thus, some the definitions of tense above, researcher assumes that see agrees with Jayanty statement because her opinion told that the tense is a term to show the time so researcher concludes that tense is the form of verb to show an action based on time.

In English, tense is divided into three classes namely: present, past, future.<sup>9</sup> And each of them has four forms, they are : simple, continuous, perfect and perfect continuous.<sup>10</sup>

#### 1. Present Tense

- a. Simple present tense
- b. Present continuous tense
- c. Present perfect tense
- d. Present perfect continuous tense

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<sup>7</sup>Jayanty Dakshina Murthy, *Op. Cit.*, p. 151.

<sup>8</sup>Hilman Fariz Mukti, *Op. Cit.*, p. 177.

<sup>9</sup>Jayanthi Dakshina Murthy, *Loc. Cit.*, 151.

<sup>10</sup>Ahmad Izzan, *Basic English Grammar* (Jakarta : Lesain Blank, 2008), p. 125.

## 2. Past Tense

- a. Simple past tense
- b. Past continuous tense
- c. Past perfect tense
- d. Past perfect continuous

## 3. Future Tense

- a. Simple future tense
- b. Future continuous tense
- c. Future perfect tense
- d. Future perfect continuous tense

So, that writing tenses is the ability to communicate sentences, exactly with explanation in particular time. As stated at the topic of the study before, in this study, the writer only focuses his research in both simple present tense and simple past tense. Thus, the writer wants to describe of them as below:

### a. Simple Present Tense

Simple present tense is form of time the uses stated action a do repeated, or habitual action not correlation with time. Acording Jayanthy Dakshisina Murthy “the simple present tense is use to know that action takes places at present, it is known as the present tense”.<sup>11</sup>

Than, the indonesia experts stated such as:

Wahyu purnomo says that:

The simple present tense digunakan untuk menyatakan suatu peristiwa atau perbuatan yang dilakukan secara berulang-ulang (perbuatan yang sudah menjadi suatu kebiasaan) dan digunakan

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<sup>11</sup>Jayanty Dakshina Murthy, *Loc. Cit.*, p. 151.

untuk menyatakan suatu general truth (kebenaran umum), yaitu suatu hal yang benar atau sesuai dengan kenyataan”.<sup>12</sup>

The simple present tense is used to express an event or action habits (an action have has became a habits), a thing that is true in general. And according to Otong setiawan djhure the simple present tense is information happen, statement habitual action, general truth, to express what may happen at the time of speaking.<sup>13</sup>

Thus, some the definitions of simple present tense above, researcher assumes that see agrees with Jayanty Dakshina Murthy’ statement as on her opinion told that simple present tense is use to know that action takes places at present, it known as the present tense so researcher concludes that simple present tense is the form of the tense to show an action based present. Simple present tense can be divided in to three forms on the formula. They are can be seen as the bellow:

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<sup>12</sup>Wahyu purnomo, *English Grammar and Everyday Conversation* (Surabaya: Amelia, 2005), p. 29.

<sup>13</sup>Otong Setiawan Djhure, *Functional English Grammar* (Bandung: Yrama Widya, 2008), p. 80-81.

The formulation of simple present tense.<sup>14</sup>

*Active form*

1) Positive

**Subject + Infinitive (Verb I)/ s/es + Complement.**

|                        |               |            |
|------------------------|---------------|------------|
| I<br>We<br>You<br>They | Verb I        | Complement |
| She<br>He<br>It        | Verb I + s/es |            |

Example:

- a) He *works* hard every morning.
- b) My father *prays* Magrib in the Mosque every afternoon.
- c) Ummi *reads* an Qur'an every day.

In simple present tense form positive not find the auxiliary verb.

2) Negative

**Subject + do/does + not + Infinitive (verb I) + Complement**

|                        |      |     |                     |            |
|------------------------|------|-----|---------------------|------------|
| I<br>We<br>You<br>They | Do   | Not | Infinitive (Verb I) | Complement |
| She<br>He<br>It        | Does |     |                     |            |

---

<sup>14</sup>Dani Setiawan, *16 Tenses* (Jakarta: PT. Suka Buku, 20011), p. 7-11.

Example:

- a) Ali *does* not pay Zakat this year.
- b) Ummu *does* not pray Subuh to the Mosque this morning.

After coming *do*, *does* and not in sentences, we only use verb I

### 3) Interrogative

**Do/Does + Subject + Infinitive (Verb I) + Complement.**

|      |                        |                     |            |
|------|------------------------|---------------------|------------|
| Do   | I<br>We<br>You<br>They | Infinitive (Verb I) | Complement |
| Does | She<br>He<br>It        |                     |            |

Example:

- a) *Does* Ummi go to Mecca this year?
- b) *Do* Elvi and Fitri pray Dhuha today?
- c) *Does* Ilham pay Zakat this year?

### *Passive Form*

#### 1) Positive

|   |
|---|
| Subject + to be ( is, am, are) + Verb III + by + Complement |
|---|

Example:

- a) The Qur'an *is* read by Rido every night.
- b) Arabic *is* taught by Henni in the class every week.

## 2) Negative

Subject + to be ( is, am, are) + Not + Verb III + by + Complement

Example:

- a) English *is* not taught by Nur Hamima in this class everyday.

## 3) Interrogative

To be (is, am, are) + Subject + Verb III + by + Complement

Example:

- a) *Is* the Hadits written by the prophets' companions?

*Nominal Form*

## 1) Positive

**Subject + to be (is, am, are) + Complement.**

|      |     |            |
|------|-----|------------|
| I    | Am  | Complement |
| She  | Is  |            |
| He   |     |            |
| It   |     |            |
| You  | Are |            |
| They |     |            |
| We   |     |            |

Example:

- a) It *is* my house
- b) Mecca *is* a peace place for all Muslims around the world.
- c) Muhammad *is* a prophet.

## 2) Negative

|  |
|--|
| Subject + to be (is, am, are) + not + Complement |
|--|

Example:

- a) Misran *is* not a Student in STAIN Padangsidempuan.
- b) Idris *is* not a lecturer.

## 3) Interrogative

|   |
|---|
| To be(is, am, are) + Subject + Complement |
|---|

Example:

- a) *Is* Qur'an our source in Islam?
- b) *Is* Ridwan an angel?

The uses of simple present tense<sup>15</sup>

## 1. To denote habitual action or every day action.

Example:

- a. Every Muslim *believes* in Allah
- b. *Do* they read an Qur'an every night?

## 2. To denote general truths or unchanging truths about the universe or nature.

Example:

- a. The sun rises in the East and sets in the West.
- b. A week *has* seven days.
- c. The grass *is* green.

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<sup>15</sup>Ahmad Izzan, *Basic English Grammar* (Jakarta: Lesain Blank, 2008), p. 126.

From the explanation above, the simple present tense is used to denote habitual action or every day action and to denote general truth or unchanging truths about the universe or nature. Form of simple present tense are three form they are: active, passive and nominal form, can be show at formula above such as: positive, negative, and interrogative from the forms have been shown before.

b. Simple Past Tense

The simple past tense is form of time uses to adverb event that became past time and end the past time. The simple past is use of a complete action that happened at one specific time in the past.<sup>16</sup> According to Betty Schramper Azar, simple past tense is uses to talk about activities or situations that began and ended at a particular time in the past.<sup>17</sup> Meanwhile, according to Jayanthi Dakshina Murthy, simple past tense is when a verb is used to shown that an action was completed.<sup>18</sup>

So, the writer can be conducted that, past tense is an activity or situation at a particular time in the past. Simple past tense can be divided in to three form on the formula. They are can be seen as the bellow:

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<sup>16</sup>Cliffs, *TOEF: Tes of English as a Foreign Language* (New Delhi: WilyDreamtechd, 2005), p. 59.

<sup>17</sup>Betty Schramper Azar, *Fundamentals of English Grammar* (Jakarta: Bina Rupa Aksara, 1993), p. 32.

<sup>18</sup>Jayanthi Dakshina Murthy. *Loc. Cit.*, p. 151.



The formulation of simple past tense.<sup>19</sup>

*Active form*

1) Positive

Subject + Verb II

Example:

- a) Elvi *prayed* Subuh last morning.
- b) Fitri *went* to Mecca last Ramadhan month.
- c) *Ummu* bought an Qur'an yesterday.

In simple past tense form positive not find the auxiliary verb.

2) Negative

Subject + Did + Not + Infinitive (Verb I)

Example:

- a) She *did* not pray Subuh this morning.
- b) Fitri *did* not go Mecca this Ramadhan month.
- c) Ummu *did* not buy Al-Qur'an yesterday.

3) Interrogative

Did + Subject + Verb I + Object + Adverb?

Example:

- a) *Did* she pray Subuh this mornig?
- b) *Did* Fitri go Mecca this Ramadhan month?
- c) *Did* ummu buy an Qur'an yesterday?

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<sup>19</sup>Dani Setiawan, *Op. Cit.*, p,58-65.

*Passive form*

## 1) Positive

**Subject + was/were + Verb III + By + Complement**

|                        |      |          |    |            |
|------------------------|------|----------|----|------------|
| I<br>We<br>You<br>They | Was  | Verb III | By | Complement |
| She<br>he<br>it        | Were |          |    |            |

Example:

- a) The Qur'an *was* written by the prophets' companions.

## 2) Negative

|   |
|---|
| Subject + was/were + Not + Verb III + By + Adverb |
|---|

Example:

- a) English *was* not taught by Patima the college yesterday.

## 3) Interrogative

|  |
|--|
| Was/were + subject + Verb III + By + Adverb? |
|--|

Example:

- a) *Was* an Qur'an written by the prophets' companions?

*Nominal form*

1) positive

**Subject + was/ were + Complement**

|                      |      |            |
|----------------------|------|------------|
| I<br>She<br>He<br>It | Was  | Complement |
| You<br>They<br>We    | Were |            |

Example:

a) Mecca *was* peace place for all Muslims around the world.

2) Negative

Subject + was/were + not + Complement

Example:

a) Ilman *was not* a lecturer.

3) Interrogative

Was/were + subject + Complement

Example:

a) *Was* an Qur'an our source in Islam?The uses of simple past tense<sup>20</sup>

1. To express an activity in a definite time in the past.

Example:

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<sup>20</sup>Ahmad Izzan, *Op. .Cit.*, p. 128.

- a. I *saw* good panorama last week.
  - b. Patima *prayed* Magrib this afternoon.
2. To express past habitual activities.
    - a. Mila *bought* an Al-Qur'an yesterday.
    - b. Husein always *worked* hard when he was young.

From the explanation above, the simple past tense is used to express an activity in definite time in the past and past habitual activities. Form of simple past tense are three form they are: active, passive and nominal form, as can be shown at formula above such as: positive, negative, and interrogative from the forms.

### C. Review of Related Findings

There are some related findings that discuss about the auxiliaries: the first, research done by Zainovri which title” the Correlation Between Auxiliaries Mastering and Wirting Tenses Ability of Students of SMP Negeri 10 Padangsidimpuan.<sup>21</sup> In which the result that the percentage in auxiliaries mastery and writing tenses of SMP Negeri 10 Padangsidimpuan in 2009/2010 academic year can be categorized in to good.

The second, research by done Ratna Dewi Lubis which title “ The Influence of Auxiliary verbs Mastery to Tenses Ability of the Eight Grade

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<sup>21</sup>Zainovri, The correlation Between Auxiliaries Mastering and Writing Tenses Ability of the Students of SMP Negeri 10 Padangsidimpuan (UnpublishedThesis, FKIP UMTS Padangsimpuan 2010).

Sudents of SMP Negeri 2 Siabu In 2010-2011.<sup>22</sup> In which the result that the percentage in the abilty of students auxilart verb mastery to tenses of SMP Negeri 2 siabu in 2010-2011 academic year can be categorzed to good.

This research, the researcher research about “The Ability of Students In Using Principal Auxilieries In Writing Tense At Grade VIII MTs S Babussalam Basilam Baru.

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<sup>22</sup> Ratna Dewi Lubis, The Influence of Auxiliary verbs Mastery to Tenses Ability of the Eight Grade Sudents of SMP Negeri 2 Siabu ( Unpublished Thesis, FKIP UMTS Padangsidempuan 2010-2011).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

##### 1. Setting and Place of the Research

The research had been done from May 2011 up to April 2012 and the data had been taken after the research letter came up from the Academic Office of STAIN Padangsidimpuan.

The research is conducted at grade VIII MTs S Babussalam Basilam Baru in 2011/2012 academic year, with the complete address is at streed mandailing KM. 11,5 Basilam Baru, Kecamatan Batang Angkola.

##### 2. Method of Research

Based on the place, this research was field research.<sup>1</sup> This research was conducted in MTs S Babussalam Basilam Baru. Base on the aim of the research, this research is explorative research; it is done to give some expressions the phenomena as.<sup>2</sup> While, based on the method, this research is descriptive method. Descriptive research is a descriptive study determines and describes the way things are. It may also compare how subgroups such as male and females or

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), P. 8-9.

<sup>2</sup>*Ibid.*, P. 6.

experienced and inexperienced teachers view issues and topic.<sup>3</sup> In generally, the research which method is descriptive method, it is usually has not a hypothesis, so the step of this research will not use a hypothesis. According to Winarno Surakhman,

Metode Descriptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis interview, angket, observasi, atau teknis tes, studi kasus waktu dan gerak analisis komperatif atau operasional.<sup>4</sup>

(Descriptive Method is a survey that determine and allocate it with interview technical, observation, or test technical, studying time of problem and indication, comparative analysis or operational).

So, the aim of this research is describe The Students Ability in Using auxiliaries in Writing Tenses at Grade VIII MTs S Babussalam Basilam Baru.

### 3. Population and Sample

#### a) Population

According to Sugiono in Ruslan that population was generalization area consist of object or subject had special quantity and characteristic which determined by researcher to get concluding.<sup>5</sup> And according to Ary in Sukardi that population was all members of well defined class of people, event, or

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<sup>3</sup> L. R. Gay & Peter Airasian, *Educational Research(Competencies For Analysis And Application)*, (New Jersey: Prentice-Hall, 2000), p. 275.

<sup>4</sup> Winarno Surakhman, *Pengantar penelitian Ilmiah Dasar Metode dan Teknik*, (Bandung: Kasito, 1982), p. 2.

<sup>5</sup> Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT. Raja Grafindo Persada, 2004), p. 133.

objects. The last Babbie described that population was the elements of research as target of result research theoretically.<sup>6</sup>

The population that was going to be researched in this occasion was the Grade VIII MTs S Babussalam Basilam Baru. The students were limited to those who belong to the Grade VIII MTs S Babussalam Basilam Baru. The calculation was seen below:

Table 1

| Population of The Research |        |               |
|----------------------------|--------|---------------|
| No                         | Class  | Total Student |
| 1                          | VIII-1 | 24            |
| 2.                         | VIII-2 | 22            |
| Total                      |        | 46            |

b) Sample

According to Arikunto stated sample was a part of population which will be researched.<sup>7</sup> The result of research from the sample taken would be generalized to whole population. In this research, the researcher had taken all of population as sample being the subject is less than 100. The researcher guided to the opinion of Suharsimi Arikunto, who said that when the subject less than 100, taken better all together and if its amount more amount was taken by 10%-15% or 20%-25% or more appropriate with the researchers ability.<sup>8</sup>

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<sup>6</sup> Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

<sup>7</sup>*Op. Cit.*, p. 109.

<sup>8</sup> *Ibid*, p.134.



#### 4. Instruments of Collecting Data

This researcher will use instruments of collecting data by:

##### a) Observation

Observation adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran.<sup>9</sup>

(Observation is a technique of collecting data, which is done through an observation and take a note about the condition or the aim of the object behavior). This research used this observation in order to know how The Ability of Students In Using Principal Auxileries In Writing Tenses At Grade VIII MTs S Babussalam Basilam Baru. The researcher observed the teachers and the students when they learning in their classroom. How the students followed received the English subject, what methods are teacher used in learning using auxiliaries in writing tense and etc. (the guidelines of observation is appendix I).

##### b) Test

It some questions about auxiliaries in writing tense in order to get the information about the students in using auxiliaries in writing tense.

The researcher gave fifty tests to them. (The test is appendix II).

The indicators of the test:

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<sup>9</sup>Abdurraman Fathoni, *Metodologi Penelitian dan Teknik penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

Table 2

| Indicator of the Test |                     |       |
|-----------------------|---------------------|-------|
| No                    | Indicator           | Items |
| 1.                    | Using to be “ Is”   | 6     |
| 2.                    | Using to be “ Are”  | 8     |
| 3.                    | Using to be “ Am”   | 4     |
| 4.                    | Using to do “ Do”   | 9     |
| 5.                    | Using to do “ does” | 6     |
| 6.                    | Using to do “ did”  | 6     |
| 7.                    | Using to be “ was”  | 4     |
| 8.                    | Using to be “ were” | 7     |
|                       | Total               | 50    |

## c) Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.<sup>10</sup>

This research will use the structural interview. In structural interview, the researcher prepares the question an alternative of the answer that will be given to the respondents. Therefore, when the researcher did the interview to the head master of MTs S Babussalam Basilam Baru and to the students (respondent) about the auxiliaries in writing tense and gave

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<sup>10</sup>L. P. Gay & Peter Airasion, *Op. Cit*, p. 219

them some oral practice and some test. (The guidelines of interview were appendix III).

## 5. Techniques of Data Analysis

After data is collected, the researcher analyzed the data by using some steps, they are:

- a) Checked the true or false of the data.
- b) Counted sum of the true from the students' answer and than classified it based on their score.
- c) Calculated the their result (mark) by using Mean score, the formula is below:

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

Note: M = Mean score (Average)

N = Sum of the respondents

( $\sum x$ ) = Total of the result

- d) Description of data, it is done to describe or interpration of the data that have been collected systematically.
- e) Take conclusion, it is done to conclude the discussion solidly and briefly.

With the analysis data above, the researcher arranges the sentences easy in systematic sentences in a thesis.

## **CHAPTER IV RESULT OF THE RESEARCH**

### **A. Findings**

#### **1. General Finding**

As a general result of this thesis, the researcher will describe the location and setting of research. MTs S Babussalam Basilam Baru is one of the junior high school in Padangsidempuan the kinds of Education Religion. This school was build on in 1938 as Education Religion MTs S Babussalam Basilam Baru had 30 (thirty) students this years than development of school students had 200 (two hundred) students until 2011. In 2012 MTs S Babussalam Basilam Baru had 138 (one hundred and thirty eight) students. The first teacher and headmaster at school is Alm. Fadli Hutasuhut that begun of school, the second is Zubeir Hasibuan, the third is Abd. Kadir Sormin, The fourth is Tihajar Hasibuan,SP, than the fifth is Ida Suryani, S.Pd. And now the teacher has 18 (eighteen) teacher 2 (two) English teacher. In 2002 MTs S Babussalam Basilam Baru had built school Pesantren Syekh Mhd Baqi Babussalam Basilam Baru and Madrasah Aliyah Babussalam Basilam Baru. At time that same this school has 6 (six) room class and 200 (two hundred) students at 2009 until 2012 had 190 (one hundred and ninety) students. This school has 4 (four) rooms Boarding school for women and 2 (two) rooms for man.

The location of MTs S Babussalam Basilam Baru which the complete address is at mandailing street, KM. 11,5 Basilam Baru Kec. Batang Aangkola Kab. Tapanuli selatan. This school has location borders as below:<sup>1</sup>

1. North side is abutted with garden of Basilam Baru.
2. East side is abutted with Huta Holbung
3. South side is abutted with garden Huta Tonga
4. West side is abutted with Kampung Pasir.

The location is not too far from main street and easy to be reached. The existence of school location is released from pollution and comfortable place with trees around it makes the process of teaching and learning will be gratify. The wide of area is 39001,75 meter square, that's wide is enough to create the effective learning environment. Those are the facilities that we can find in MTs S Babussalam Basilam Baru:

Table 3

Facilities of MTs S Babassalam Basilam baru.<sup>2</sup>

| No | Kinds of infrastructure | Total/Wide     |
|----|-------------------------|----------------|
| 1  | Landmass                | 39001,75 Meter |
| 2  | Classes                 | 5 Classes      |
| 3  | Office Room             | 1 Room         |
| 4  | Head master Room        | 1 Room         |
| 5  | Administration Room     | 1 Room         |
| 6  | Library                 | 1 Room         |
| 7  | Mushollah               | 1 Room         |
| 8  | Computer Room           | 1 Room         |

<sup>1</sup>Ida Suryani, The Headmaster of MTs S Babusslam Basilam Baru, Personal Interview. 19<sup>th</sup> December 2011.

<sup>2</sup>The Result of Observation in MTs S Babusslam Basilam Baru, 12<sup>nd</sup> December 2011.

From those infrastructures above, physically MTs S Babassalam Basilam baru, has a sufficiency building, where all buildings even classes or offices had built step by step. MTs S Babassalam Basilam baru already has 5(five) classes to conduct the process of teaching and learning.

Especially for English lesson, MTs S Babassalam Basilam baru has 2 (two) teachers that attached to English Development Program, they are:

1. Hadiah Sormin
2. Citra Indah

These are a little description of MTs S Babassalam Basilam baru that researcher can pretend as a general result about location and setting of research.

## **2. Specific findings**

a. Description The Ability of Students in Using Principal Auxiliaries in Writing Tenses at Grade VIII MTs S BaBussalam Basilam Baru.

Based on the result was found from the respondents, it can be seen that the score of respondents vary between 5,4 up to 8,0. It means that High score got by the respondent is 8,0 and the lowest score is 5,4. The description data of students at VIII Grade in MTs S Babussalam Basilam Baru in using principal auxiliaries in writing tenses can seen in the following table.

Table 4

Diana ..... not a teacher.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Am                     | 7  | 15,21 |
| 2     | Is                     | 35 | 76,08 |
| 3     | Are                    | 4  | 8,69  |
| 4     | Do                     | 0  | 0     |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "is" were 35 people (76,08%). Where as the less 7 students (15,21%) chose " am", 4 students (8,69%) chose "are" and 0 students (0%) chose "do". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "is".

Table 5

You..... not make the cake.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 24 | 52,17 |
| 2     | Is                     | 4  | 8,69  |
| 3     | Does                   | 13 | 28,26 |
| 4     | Did                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above date, it can be known that the students' ability to use the principal auxiliaries of the sentennce "do" were 24 poeple (52,17%). Where as the less, there were 4 students (8,69%) chose "is", 13 students (28,26%) chose " does" 5 students (10,86%) chose "did". So,

based on the pattern by looking from of the sentence, tenses and the subject, the principal auxiliaries in the sentence is “do”.

Table 6

..... Sifa and Diana pray Dhuha today ?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 30 | 65,21 |
| 2     | Is                     | 7  | 15,21 |
| 3     | Does                   | 4  | 8,69  |
| 4     | Did                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence “do” were 30 people (65,21%). Where as the less, there were 7 students (15,21%) chose “is”, 4 students (8,69%) chose “ does” 5 students (10,86%) chose “did”. So, based on the pattern by looking from of the sentence, tenses and the subject, the principal auxiliaries in the sentence is “do”.

Table 7

I..... a lecturer.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 4  | 8,69  |
| 2     | Am                     | 36 | 78,26 |
| 3     | Did                    | -  | 0     |
| 4     | Are                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence “am” were 36 people (78,26%). Where as the less, there were 4 students (8,69%) chose “is” 0



students (0%) chose “did” and 5 students (10,86%) chose “ are”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “am”.

Table 8

Gimin ..... in the class today.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 29 | 63,04 |
| 2     | Does                   | 5  | 10,86 |
| 3     | Do                     | 6  | 13,04 |
| 4     | Did                    | 4  | 8,69  |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “is” were 29 people (63,04%). Where as the less, there were 5 students (10,86%) chose “does” 6 students (13,04%) chose “do” and 4 students (8,69%) chose “ are”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “is”.

Table 9

..... Irham a doctor?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Did                    | 5  | 10,86 |
| 2     | Does                   | 5  | 10,86 |
| 3     | Do                     | 8  | 17,39 |
| 4     | Is                     | 28 | 60,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “is” were 28 people (60,86%).

Where as the less, there were 5 students (10,86%) chose “did” 5 students (10,86%) chose “does” and 8 students (17,39%) chose “ are”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “is”.

Table 10

Moehajir and Joni ..... lecturers.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Am                     | 6  | 13,04 |
| 2     | Are                    | 34 | 73,91 |
| 3     | Is                     | 6  | 13,04 |
| 4     | Do                     | -  | 0     |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “are” were 34 people (73,91%). Where as the less, there were 6 students (13,04%) chose “am” 6 students (13,04%) chose “is” and 0 students (0%) chose “ do”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “are”.

Table 11

I ..... not an Arabic teacher.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 4  | 8,69  |
| 2     | Do                     | 3  | 6,52  |
| 3     | Am                     | 33 | 71,73 |
| 4     | Are                    | 6  | 13,04 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "am" were 33 people (71,73%). Where as the less, there were 4 students (8,69%) chose "is" 3 students (6,52%) chose "do" and 6 students (13,04%) chose " are". So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is "am".

Table 12

..... you a Muslim?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Am                     | 14 | 30,43 |
| 2     | Are                    | 26 | 56,52 |
| 3     | Do                     | 2  | 4,34  |
| 4     | Is                     | 4  | 8,69  |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "are" were 26 people (56,52%). Where as the less, there were 14 students (30,43%) chose "am" 2 students (4,34%) chose "do" and 4 students (8,69%) chose " is". So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is "are".

Table 13

..... Ummi go to Mecca this year?

| No | The altarnative answer | F  | %     |
|----|------------------------|----|-------|
| 1  | Do                     | 8  | 17,39 |
| 2  | Are                    | 4  | 8,69  |
| 3  | Is                     | 5  | 10,86 |
| 4  | Does                   | 29 | 63,04 |

|       |    |     |
|-------|----|-----|
| Total | 46 | 100 |
|-------|----|-----|

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "does" were 29 people (63,04%). Where as the less, there were 8 students (17,39%) chose "do" 4 students (8,69%) chose "are" and 5 students (10,86%) chose "is". So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is "does".

Table 14

They..... not make cake today.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 28 | 60,86 |
| 2     | Does                   | 7  | 15,21 |
| 3     | Is                     | 4  | 8,69  |
| 4     | Are                    | 7  | 15,21 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "do" were 28 people (60,86%). Where as the less, there were 7 students (15,21%) chose "does" 4 students (8,69%) chose "is" and 7 students (15,21%) chose " are". So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is "do".

Table 15

She ..... not study English last night.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Did                    | 28 | 60,86 |
| 2     | Does                   | 10 | 21,73 |
| 3     | Do                     | 5  | 10,86 |
| 4     | Was                    | 3  | 6,52  |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "did" were 28 people (60,86%). Where as the less, there were 10 students (21,73%) chose "does" 5 students (10,86%) chose "do" and 3 students (6,52%) chose "was". So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is "did".

Table 16

..... she study English last night?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Was                    | 5  | 10,86 |
| 2     | Did                    | 24 | 52,17 |
| 3     | Does                   | 9  | 19,56 |
| 4     | Do                     | 8  | 17,39 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "did" were 24 people (52,17%). Where as the less, there were 5 students (10,86%) chose "was" 9 students (19,56%) chose "does" and 8 students (17,39%) chose "do". So,

based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “did”.

Table 17

Laila ..... not go to Mecca last Ramadhan Month.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Did                    | 32 | 69,56 |
| 2     | Do                     | 4  | 8,69  |
| 3     | Was                    | 4  | 8,69  |
| 4     | Does                   | 6  | 13,04 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “did” were 32 people (69,56%). Where as the less, there were 4 students (8,69%) chose “was” 4 students (8,69%) chose “does” and 6 students (13,04%) chose “ do”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “did”.

Table 18

Hanafi ..... not read book today.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Were                   | -  | 0     |
| 2     | Was                    | 7  | 15,21 |
| 3     | Do                     | 10 | 21,73 |
| 4     | Does                   | 29 | 63,04 |
| Total |                        | 40 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “does” were 29 people (63,04%). Where as the less, there were 0 students (0%) chose “were”, 7

students (15,21%) chose “was” and 10 students (21,73%) chose “ do”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “does”.

Table 19

Enni ..... Here last month.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 4  | 8,69  |
| 2     | Does                   | 5  | 10,86 |
| 3     | Was                    | 28 | 60,86 |
| 4     | Were                   | 9  | 19,56 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “was” were 28 people (60,86%). Where as the less, there were 4 students (8,69%) chose “do” 5 students (10,86%) chose “does” and 9 students (19,56%) chose “ were”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “was”.

Table 20

..... Henni angry yesterday?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Was                    | 29 | 63,04 |
| 2     | Do                     | 3  | 6,52  |
| 3     | Does                   | 4  | 8,69  |
| 4     | Were                   | 10 | 21,73 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “was” were 29 people

(63,04%). Where as the less, there were 3 students (6,52%) chose “do” 4 students (8,69%) chose “does” and 10 students (21,73%) chose “ were”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “was”.

Table 21

They ..... Happy last Ramadhan month.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Was                    | 13 | 28,26 |
| 2     | Do                     | 3  | 6,52  |
| 3     | Were                   | 24 | 52,17 |
| 4     | Does                   | 6  | 13,04 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students’ ability to use the principal auxiliaries of the sentence “were” were 24 people (52,17%). Where as the less, there were 13 students (28,26%) chose “was” 3 students (6,52%) chose “do” and 6 students (13,04%) chose “ does”. So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is “were”.

Table 22

..... they happy last Ramadhan month.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Were                   | 30 | 65,21 |
| 2     | Was                    | 8  | 17,39 |
| 3     | Do                     | 5  | 10,86 |
| 4     | Does                   | 3  | 6,52  |
| Total |                        | 46 | 100   |



From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "were" were 30 people (65,21%). Where as the less, there were 8 students (17,39%) chose "was" 5 students (10,86%) chose "do" and 3 students (6,52%) chose " does". So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is "were".

Table 23

Ahmad ..... a student.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 26 | 56,52 |
| 2     | Am                     | 5  | 10,86 |
| 3     | Are                    | 7  | 15,21 |
| 4     | Do                     | 8  | 17,39 |
| Total |                        | 46 | 100   |

From the above data, it can be known that the students' ability to use the principal auxiliaries of the sentence "is" were 26 people (56,52%). Where as the less, there were 5 students (10,86%) chose "am" 7 students (15,21%) chose "are" and 8 students (17,39%) chose " does". So, based on the pattern by looking from of the sentence, tense and the subject, the principal auxiliaries that used in the sentence is "is".

Table 24

Koala Bears ..... mamals.

| No | The alternative answer | F  | %     |
|----|------------------------|----|-------|
| 1  | Is                     | 27 | 58,69 |
| 2  | Am                     | 6  | 13,04 |
| 3  | Are                    | 5  | 10,86 |
| 4  | Was                    | 8  | 17,39 |

|       |    |     |
|-------|----|-----|
| Total | 46 | 100 |
|-------|----|-----|

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "is" were 27 people (58,69%). Where as the less 6 students (13,04%) chose " am", 5 students (10,86%) chose "are" and 8 students (17,39%) chose "was". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "is".

Table 25

They ..... from Australia.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 10 | 21,73 |
| 2     | Am                     | 10 | 21,73 |
| 3     | Are                    | 26 | 56,52 |
| 4     | Was                    | -  | 0     |
| Total |                        | 40 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "are" were 26 people (56,52%). Where as the less 10 students (21,73%) chose " is", 10 students (21,73%) chose "are" and 0 students (%) chose "was". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "are".

Table 26

Komodo dragons ..... reptiles.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 10 | 21,73 |
| 2     | Am                     | 4  | 8,69  |
| 3     | Are                    | 27 | 58,69 |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "are" were 27 people (58,69%). Where as the less 10 students (21,73%) chose "is", 4 students (8,69%) chose "am" and 5 students (10,86%) chose "was". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "are"

Table 27

Komodo Dragons ..... the native animal of indonesia.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 27 | 58,69 |
| 2     | Am                     | 4  | 8,69  |
| 3     | Are                    | 10 | 21,73 |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "is" were 27 people (58,69%). Where as the less 4 students (8,69%) chose " am", 19 students (21,73%) chose "are" and 5 students (10,86%) chose "was". So, based on the pattern

by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “is”.

Table 28

They ..... very big.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 10 | 21,73 |
| 2     | Am                     | 6  | 13,04 |
| 3     | Are                    | 25 | 54,34 |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “are” were 25 people (54,34%). Where as the less 10 students (21,73%) chose “is”, 6 students (13,04%) chose “am” and 5 students (10,86%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “are”

Table 29

..... have any pets?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 31 | 67,39 |
| 2     | Does                   | 6  | 13,04 |
| 3     | Did                    | 4  | 8,69  |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “do” were 31 people (67,39%). Where as the less 6 students (13,04%) chose “does”, 4 students

(8,86%) chose “did” and 5 students (10,86%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the auxiliaries that used in the sentences is “do”.

Table 30

..... You have a cat?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 26 | 56,52 |
| 2     | Does                   | 11 | 23,34 |
| 3     | Did                    | 4  | 8,69  |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “do” were 26 people (56,52%). Where as the less 9 students (23,34%) chose “does”, 4 students (8,69%) chose “did” and 5 students (10,86%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “do”

Table 31

..... You have rabbit?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 23 | 50    |
| 2     | Does                   | 11 | 23,91 |
| 3     | Did                    | 10 | 21,73 |
| 4     | Was                    | 2  | 4,34  |
| Total |                        | 40 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “do” were 23 people (50%).

Where as the less 11 students (23,91%) chose “ does”, 10 students (21,73%) chose “did” and 2 students (4,34%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “do”.

Table 32

Dinosaurs ..... a type of lizards.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Was                    | 8  | 17,39 |
| 2     | Were                   | 29 | 63,04 |
| 3     | Did                    | 4  | 8,69  |
| 4     | Does                   | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “were” were 29 people (63,04%). Where as the less 8 students (17,39%) chose “ was”, 4 students (8,69%) chose “did” and 5 students (10,86%) chose “does”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “were”

Table 33

There ..... some kinds of dinosaurs.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Was                    | 7  | 15,21 |
| 2     | Were                   | 28 | 60,86 |
| 3     | Did                    | 4  | 8,69  |
| 4     | Does                   | 7  | 15,21 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "were" were 28 people (60,86%). Where as the less 7 students (15,21%) chose "was", 4 students (8,69%) chose "did" and 7 students (15,21%) chose "does". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "were".

Table 34

I think crocodiles ..... reptiles.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Are                    | 27 | 58,69 |
| 2     | Was                    | -  | 0     |
| 3     | Did                    | 7  | 15,21 |
| 4     | Is                     | 12 | 26,08 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "are" were 27 people (58,69%). Where as the less 0 students (0%) chose "was", 7 students (15,21%) chose "did" and 12 students (26,08%) chose "did". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "are"

Table 35

..... it have two legs?

| No | The alternative answer | F  | %     |
|----|------------------------|----|-------|
| 1  | Does                   | 23 | 50    |
| 2  | Do                     | 10 | 21,73 |
| 3  | Did                    | 9  | 19,56 |
| 4  | Was                    | 4  | 8,69  |

|       |    |     |
|-------|----|-----|
| Total | 46 | 100 |
|-------|----|-----|

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "does" were 23 people (50%). Where as the less 10 students (21,73%) chose "do", 9 students (19,56%) chose "did" and 4 students (8,69%) chose "was". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "does"

Table 36

..... an eagle eat fruit and insects?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 6  | 13,04 |
| 2     | Does                   | 28 | 60,86 |
| 3     | Did                    | 7  | 15,21 |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "does" were 28 people (60,86%). Where as the less 6 students (13,04%) chose "do", 7 students (15,21%) chose "did" and 5 students (10,86%) chose "was". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "does".



Table 37

I ..... not have any eggs.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 5  | 10,86 |
| 2     | Am                     | 23 | 50    |
| 3     | Are                    | 13 | 28,26 |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "am" were 23 people (50%). Where as the less 5 students (10,86%) chose "is", 13 students (28,26%) chose "are" and 5 students (10,86%) chose "was". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "am".

Table 38

..... he wash the car every morning?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 7  | 15,21 |
| 2     | Did                    | 6  | 13,04 |
| 3     | Was                    | 5  | 10,86 |
| 4     | Does                   | 28 | 60,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "does" were 28 people (60,86%). Where as the less 7 students (15,21%) chose "do", 6 students (13,04%) chose "did" and 5 students (10,86%) chose "was". So, based on

the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “does”

Table 39

You ..... not wash the car every day.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 23 | 50    |
| 2     | Does                   | 7  | 15,21 |
| 3     | Did                    | 11 | 23,91 |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “do” were 23 people (50%). Where as the less 7 students (15,21%) chose “ does”, 11 students (23,91%) chose “did” and 5 students (10,86%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “do”.

Table 40

we ..... students.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 7  | 15,21 |
| 2     | Am                     | 10 | 21,73 |
| 3     | Was                    | 5  | 10,86 |
| 4     | Are                    | 24 | 52,17 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “are” were 24 people (52,17%). Where as the less 7 students (15,21%) chose “ is”, 10 students

(21,73%) chose “am” and 5 students (10,17%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “are”

Table 41

He ..... sick yesterday.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Was                    | 23 | 50    |
| 2     | Were                   | 10 | 21,73 |
| 3     | Did                    | 7  | 15,21 |
| 4     | Does                   | 6  | 13,04 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “was” were 23 people (50%). Where as the less 8 students (21,73%) chose “were”, 7 students (15,21%) chose “did” and 6 students (13,04%) chose “does”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “was”.

Table 42

She ..... busy last night.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Did                    | 7  | 15,21 |
| 2     | Does                   | 5  | 10,86 |
| 3     | Was                    | 27 | 58,69 |
| 4     | Were                   | 7  | 15,21 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “was” were 27 people

(58,69%). Where as the less 7 students (15,21%) chose “ did”, 5 students (10,86%) chose “does” and 7 students (15,21%) chose “were”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “was”.

Table 43

They ..... just now.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Was                    | 9  | 19,56 |
| 2     | Were                   | 26 | 56,52 |
| 3     | Did                    | 6  | 13,04 |
| 4     | Does                   | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “were” were 26 people (56,52%). Where as the less 9 students (19,56%) chose “ was”, 6 students (13,04%) chose “did” and 5 students (10,86%) chose “does”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “were”.

Table 44

We ..... late last Monday.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Were                   | 25 | 54,34 |
| 2     | Was                    | 10 | 21,73 |
| 3     | Did                    | 6  | 13,04 |
| 4     | Does                   | 5  | 10,86 |
| Total |                        | 40 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "were" were 25 people (54,34%). Where as the less 10 students (21,73%) chose "was", 6 students (13,04%) chose "did" and 5 students (10,86%) chose "does". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "were".

Table 45

You ..... absent yesterday.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Were                   | 24 | 52,17 |
| 2     | Was                    | 17 | 36,95 |
| 3     | Did                    | 5  | 10,86 |
| 4     | Does                   | -  | 0     |
| Total |                        | 40 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "were" were 24 people (52,17%). Where as the less 17 students (36,95%) chose " was", 5 students (10,86%) chose "did" and 0 students (0%) chose "does". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "were".

Table 46

They ..... dance yestgerday

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 5  | 10,86 |
| 2     | Are                    | 27 | 58,69 |
| 3     | Did                    | 4  | 8,69  |
| 4     | Am                     | 10 | 21,73 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "are" were 27 people (58,69%). Where as the less 5 students (10,86%) chose "is", 4students (8,69%) chose "did" and 10 students (21,73%) chose "am". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "are".

Table 47

I ..... not at home two days ago.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Is                     | 6  | 13,04 |
| 2     | Am                     | 31 | 67,39 |
| 3     | Are                    | 5  | 10,86 |
| 4     | Did                    | 4  | 8,69  |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "am" were 31 people (67,39%). Where as the less 6 students (13,04%) chose "is", 5 students (12,5%) chose "are" and 4 students (8,69%) chose "did". So, based on the

pattern by looking from of the sentences, tenses and subject, the principle auxiliaries that used in the sentences is “am”.

Table 48

..... You enjoy the the party last nigt?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Did                    | 24 | 52,17 |
| 2     | Does                   | 5  | 10,86 |
| 3     | Was                    | 8  | 17,39 |
| 4     | Were                   | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “did” were 24 people (52,17%). Where as the less 5 students (10,86%) chose “does”, 8 students (17,39%) chose “was” and 5 students (10,86%) chose “were”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “did”.

Table 49

..... they come to work on time this morning?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Did                    | 28 | 60,86 |
| 2     | Does                   | 6  | 13,04 |
| 3     | Was                    | 4  | 8,69  |
| 4     | Were                   | 8  | 17,39 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “did” were 28 people (60,86%). Where as the less 6 students (13,04%) chose “does”, 4 students

(8,69%) chose “was” and 8 students (17,39%) chose “were”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “did”.

Table 50

.....your father read an An Quran?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Did                    | 9  | 19,56 |
| 2     | Does                   | 24 | 52,17 |
| 3     | Was                    | 4  | 8,69  |
| 4     | Were                   | 9  | 19,56 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “does” were 24 people (52,17%). Where as the less 9 students (19,56%) chose “ did”, 4 students (8,69%) chose “was” and 9 students (19,56%) chose “were”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “does”.

Table 51

..... the drive to Medan?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 27 | 58,69 |
| 2     | Does                   | 7  | 15,21 |
| 3     | Did                    | 7  | 15,21 |
| 4     | Was                    | 5  | 10,86 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “do” were 27 people



(58,69%). Where as the less 7 students (15,21%) chose “does”, 7 students (15,21%) chose “did” and 5 students (10,86%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “do”.

Table 52

I ..... not receive any letter last Monday.

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 5  | 10,86 |
| 2     | Does                   | 6  | 13,04 |
| 3     | Did                    | 28 | 60,86 |
| 4     | Was                    | 7  | 15,21 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students’ ability to use the principal auxiliaries in writing sentence “did” were 28 people (60,86%). Where as the less 5 students (10,86%) chose “do”, 6 students (13,04%) chose “does” and 7 students (15,21%) chose “was”. So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is “did”.

Table53

..... you like football?

| No    | The alternative answer | F  | %     |
|-------|------------------------|----|-------|
| 1     | Do                     | 24 | 52,17 |
| 2     | Does                   | 10 | 21,73 |
| 3     | Did                    | 5  | 10,86 |
| 4     | Was                    | 7  | 15,21 |
| Total |                        | 46 | 100   |

From the above data, it can be known that students' ability to use the principal auxiliaries in writing sentence "do" were 24 people (52,17%). Where as the less 10 students (21,73%) chose "does", 5 students (10,86%) chose "did" and 7 students (15,21%) chose "was". So, based on the pattern by looking from of the sentences, tenses and subject, the principal auxiliaries that used in the sentences is "do".

After analyzing the data that has been collected from the respondents, it was gotten that the value of the mean score (M) of the grade VIII of students MTs S Babussalam Basilam Baru 2011/2012 academic year in Ability in using principal auxiliaries is 58,69% and it can be categorized to the enough category. And To know the description about the classification or the criteria of the students' ability in using principal auxiliaries at grade VIII MTs S Babussalam Basilam Baru in 2011/2012 academic year, look the following table:

Table 54  
The Criteria Score Interpretation

| Percentage | Criteria               |
|------------|------------------------|
| 0% - 20%   | Very low               |
| 21% - 40%  | Low                    |
| 41% - 60%  | Enough                 |
| 61%- 80%   | High                   |
| 81% - 100% | Very high <sup>3</sup> |

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<sup>3</sup>Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p.89.

Table 55

The Classification of The Students' ability in using principal auxiliaries in writing tenses of The VIII grade in MTs S Babussalam Baslam Baru 2011/212 Academic Year.

| Classification | Criteria  | Total of students | Percentage |
|----------------|-----------|-------------------|------------|
| 0% - 20%       | Very low  | 0                 | 0 %        |
| 21% - 40%      | Low       | 0                 | 0%         |
| 41% - 60%      | Enough    | 43                | 93,47      |
| 61%- 80%       | High      | 3                 | 6,52       |
| 81% - 100%     | Very high | 0                 | 0 %        |
| Total          |           | 46                | 100%       |

According to the classification above, it can be seen that:

1. There are 13 students that can be categorized into high category. It means that there are 28,22% of the students can be classified to the high category.
2. There are 33 that can be categorized in to enough category. It means that there are 71,78% of the students can be categorized to the enough category.
3. There are not students that can be categorized in to low category. It means that there are 0% of the students can be categorized to the low category.
4. There are not students that can be categorized in to very low category. It means that, there are 0% of the student can be categorized to the very category.
5. No one of the student that can be categorized in to very low category.

b. Difficulties That Faced By The ability of the Students in Using Principal Auxiliaries in writing tenses at Grade VIII MTs S Babussalam Baslam Baru.

Based on the result of the observation and interview to the Students, there are some difficulties that usually faced by students in Using principal auxiliaries in writing tenses:

Based on the result interview that dedek said, in writing sentences he false structure, poor vocabulary in using principal auxiliaries in writing tenses.<sup>4</sup> Nurmala said that, she is not able using Principal auxiliaries in writing tenses because she didn't know tenses.<sup>5</sup> Next the English teachers, there are some difficulties that usually faced by students in Using principal auxiliaries in writing tenses:

1. Students false the using principal auxiliaries in writing tenses.
  2. The students are poor in vocabularies so they felt difficult when they wrote the sentences to use the principal auxiliaries.
  3. The students forgot the structure of the tenses so they the did not know the using principal auxiliaries in writing the tenses.<sup>6</sup>
- c. Efforts of The English Teachers in Overcoming Difficulties of Students in using principal auxiliaries MTs S Babussalam Basilam Baru.

Based on the interview to Mrs. Hadiah sormin as one of the English teachers in MTs S Babussalam Basilam Baru, she said that, she

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<sup>4</sup>Dedek The Students of VII. 1, Personal Interview, in MTs S Babussalam Basilam Baru, at 19<sup>th</sup> December 2011.

<sup>5</sup>Nurmala The Students of VII. 1, Personal Interview, in MTs S Babussalam Basilam Baru, at 19<sup>th</sup> December 2011.

<sup>6</sup>Hadiah Sormin., The English Teachers, in MTs S Babussalam Basilam Baru, at 20<sup>nd</sup> December 2011.

anticipated the difficulties of the students in the using auxiliaries in writing tenses by:

1. English teachers often repeat the lesson and give more examples than order to write sentences about the lesson. So, the students understood the lesson truly.

Example:

- a. She *is* a teacher.
- b. I *am* happy.
- c. They *are* in the office.
- d. They *are* not in the school.
- e. *Is* she a teacher?
- f. *Does* your father work here?
- g. I *do* not read a novel.
- h. They *did* not arrive last night.
- i. I *was* study yesterday.
- j. They *were* happy last night.<sup>7</sup>

2. Difficulties of students about vocabularies, the English teachers asked the students choose the some of the vocabularies from the text that are book as media to learning. After that, they wrote it in the black board one by one. And the last, the teacher asked the students and they wrote vocabularies in their book. And the last, the teacher asked them to learn at home and made some other example vocabularies too.
3. Difficulties of students in structure, the English teachers explained structure and give example that matching with tenses so the students understood of the tenses.<sup>8</sup>

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<sup>7</sup> Hadiyah Sormin., The English Teachers, in MTs S Babussalam Basilam Baru, at 20<sup>nd</sup> December 2011.

d. Media of the English Teachers in Teaching Principal Auxiliaries.

Mrs. Hadiah Sormin said that, the English teachers used *English Sky* as their book in learning English in MTs S Babussalam Basilam Baru, but it was depended to themselves to use the other books as the secunder book in learning English. For example, *Grow with English Book*. to support the learning English, the teacher used Grammar books as the media to make them understood or can received the lesson easy.<sup>9</sup>

e. Methods and strategies that used by the English teacher in teaching Principal Auxiliaries.

The methods of English teacher in teaching Principal Auxiliaries in MTs S Babussalam Basilam Baru were explained the lesson and then they gave some examples to make them understood. Based on the researcher's observant when they were learning English, the condition or situation of the class was quiet, they studied seriously and patient to comprehend the material, even though they felled hard or difficult. After the students understood the material, the teacher asked the students made other examples about their lesson and then presented it in front of the class or wrote on the white board or collaged their task and the teacher would check it. If the

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<sup>8</sup>Hadiah Sormin., The English Teachers, in MTs S Babussalam Basilam Baru, at 20<sup>nd</sup> December 2011.

<sup>9</sup>Hadiah Sormin., The English Teachers, in MTsS Babussalam Basilam Baru, at 21<sup>nd</sup> December 2011.

students still far from the understood, the teacher would ask what they felled hard or difficult and always motivated the students to be better.<sup>10</sup>

## **B. 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 activities. Beside, the time that was given to the students was enough. Moreover, the students did not do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result 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, headmaster and English teachers.

## **C. Discussion**

In this research, the researcher searched the students' ability in using auxiliaries in writing tenses. The researcher wanted to know the students' ability in using auxiliaries in writing tenses at grade VIII MTsS Babussalam Basilam Baru. From the result research to at grade VIII MTsS Babussalam Basilam Baru,

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<sup>10</sup> Hadiah Sormin., The English Teachers, in MTs S Babussalam Basilam Baru, at 21<sup>nd</sup> December 2011.

the students' ability can be categorized in to enough (58,69). The students' difficulties in using auxiliaries in writing tenses were the difficulties in false in using auxiliaries, the students confused to determine the auxiliary of the sentences, especially in past tense sentences, the students are poor in vocabularies and students forgot the structure of the tenses so they did not know using principal auxiliaries in writing tenses.

The result of this research was supported by some previous writers' concluding. The first Miss Zainovri which title "the Correlation between Auxiliaries mastering and writing tenses ability of students of SMP Negeri 10 Padangsidempuan. In which the result that the percentage in auxiliaries mastery and writing tenses of SMP Negeri 10 Padangsidempuan in 2009/2010 academic year can be categorized in to good.

The second, has been done Ratna Dewi Lubis which title "The Influence of Auxiliary verbs Mastery to Tenses Ability of the Eight Grade Students of SMP Negeri 2 Siabu In 2010-2011. In which the result that the percentage in the ability of students auxiliary verb mastery to tenses of SMP Negeri 2 siabu in 2010-2011 academic year can be categorized to good. So, the difficulties in learning Auxiliaries not only caused by the intelligence of the students but there were many factors, may internal or external of them. It is supported by Muhibbin Syah that the learning difficulties can be caused by two factors, they were: the first, internal factor (factors from the child itself) involve; physiology factors such as healthy; and psychological factors such as IQ (Intelligence



Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.<sup>11</sup>

To anticipate the lesson difficulties, the English teacher efforts which the English teacher often repeated the lesson especially in determining subjects of sentence and the addition of the pattern of the Auxiliaries then the English teacher asked the students to know the vocabularies from their text and then the English teacher asks the students randomly. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.<sup>12</sup>

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<sup>11</sup>Muhibbin Syah. *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184

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

## CHAPTER V

### THE CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After treating the collecting data, the next steps are taking the conclusion of this research. It is regard important because it can describe the final the research itself. And it can be used as the input to the readers and other researchers referring to the topic of this research.

In this case, the researcher would like to write the conclusions of this research as the following:

1. The ability of students in using principal auxiliaries in writing tenses at grade VIII MTs S Babussalam Basilam 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%.
2. The students' Difficulties in using principal auxiliaries in writing tenses were:
  - a. The Students false the using of principal auxiliaries in writing tenses.
  - b. The students are poor in vocabularies
  - c. The difficulties of students about structure.
3. The efforts of English teachers in overcoming difficulties of students in using principal auxiliaries in writing tenses at grade VIII MTs S Babusslam Basilam Baru were:

- a. English teachers often repeat the lesson and give more examples which example than order the write the sentences, so the students understood the lesson truly.
- b. The difficulties of students about vocabularies, the English teachers asked the students choose the some of the vocabularies from the text that are book as media to learning.
- c. English teachers explained structure and give example that matching with tenses so the students understood of the tenses.

## **B. Suggestions**

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

1. It is suggested to the headmaster:
  - a. To motivate his teachers to increase their ability in study English, especially in using principal auxiliaries in writing tenses.
  - b. Add the books in the library as English grammar, Conversation, Reading and some English dictionary.
  - c. And For students class VIII (eight) should there are consulatation incentive English for students out time lesson English about tenses and the principal using auxiliaries.

2. It is suggested to English teachers :
  - a. Before the English teacher gave the lesson about structure should give the formula that matching tenses and example the using principal auxiliaries in sentences than they repeated again about structure with written example, and they brought the dictionary when studied English.
  - b. Before studying the tenses, the students had known and mastered about the using principal auxiliary well.
3. Suggested the parents to control their children in study and doing the homework in the home.
4. Suggested to students to study well structure.
5. Apply the suitable strategies, methods, ways or etc, which can improve or help them understand in learning English. Especially using principal auxiliaries in writing tenses. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one due to the limitation of the researcher's material, knowledge and experience.

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## **CURRICULUM VITAE**

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### **B. Parents**

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### **C. Little Sister**

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### **D. Little Brother**

Little brother's name : Muhammad Satio  
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### **E. Education Background**

1. Elementary school at SD Negeri 142928 Sibuhuan 1994-2000
2. Junior high school at SMP Negeri 1 Barumun 2000-2003
3. Senior high school at SMA Negeri 1 Barumunn2003-2007
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2. Yusni Sinaga, S.Pd.,M.Hum

Di-  
Padangsidimpuan

*Assalamu'alaikum Wr.wb.*

Dengan hormat, disampaikan kepada bapak/ibu

Nama : RASMI YUSMIDAR  
Nim : 07. 340. 0105  
Jur/Prodi : TARBIYAH / TBI-3  
Sem/ Thn Akademik : VIII (Delapan)  
Judul Skripsi : THE ABILITY OF THE STUDENTS IN USING AUXILIARIES IN WRITING  
TENSE AT GRADE VIII MTsS BABUSSALAM BASILAM BARU

Berdasarkan Musyawarah Jurusan Tarbiyah, judul tersebut dapat diterima sebagai judul skripsi, untuk itu diharapkan kepada Bapak / Ibu Pembimbing mahasiswa tersebut dalam penulisan proposal dan sekaligus penyempurnaan judul bila diperlukan.

Demikian disampaikan dan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

UA PROGRAM STUDY

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Padangsidimpuan, 22 November 2011

Nomor :Sti.14/LB4/PP.00.9/1046/2011

Lamp. : -

Hal : **Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Kepada Yth,  
Kepala MTsS Babussalam Basilam Baru  
di-

Tempat.

Assalamu'alaikum Wr.Wb.

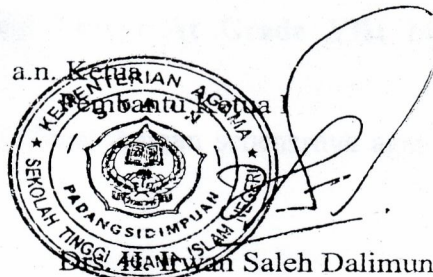
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dengan Judul **"The Ability of Students in Using Auxiliries in Writin Tense at Grade  
VIII MTsS Babussalam Basilam Baru"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

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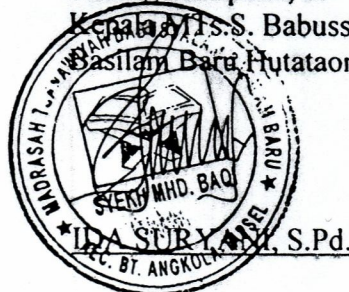
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Bahwasanya telah mengadakan penelitian di MTs S Babussalam Basilam Baru mulai Mei 2011 Sampai selesai dengan judul **"The Ability of The Students In Using Principal Auxiliaries In Writing Tenses At Grade VIII MTs S Babussalam Basilam Baru."**

Demikian surat keterangan ini di perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidempuan, 29 Februari 2012

Kepala MTs S. Babussalam  
Basilam Baru Hutataonga.



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