

HALAMAN PENGESAHAN SKRIPSI

AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES TO USE  
AUXILIARY VERBS IN WRITING DESCRIPTIVE TEXT AT FIRST  
GRADE VACATIONAL HIGH SCHOOL PARULJAN 3

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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Many Indonesian language learners in junior and senior high school have difficulty understanding and using grammatical structures properly, both in speaking and writing. This happens because in the teaching and learning process in Indonesia, grammar is often emphasized as a basic rule to improve students' ability to master English. According to Cook and Sutter (1980:1) in (Cahyaningrum, 2014), grammar is a set of rules that people use to speak and write. That is, grammar is a guide to how words and their components are combined to form good sentences, both in speech and writing. Grammar is an important tool in language, but for many Indonesian learners, it can be a difficult hurdle to clear. Considered one of the most important aspects of learning English, grammar is often a bugbear for learners. This difficulty is exacerbated when they have to apply their grammar knowledge to writing. Many find grammar theory easy to understand, but when applied, it becomes much more complicated.

It is very important to create good paragraphs, especially in writing, to understand grammatical structures, which include sentence patterns, sentence structures, and sentence functions. especially because the way Indonesian and English are spoken is very different. This sometimes makes it one of the problems of writing. To be honest, writing is one of the most difficult language skills for English students to learn, especially for vocational high school students. The meaning of sentences

becomes accurate, easy to understand, and acceptable if they are used correctly with the right grammatical structure. Students must also fulfill several writing requirements, including logical thinking, paragraph development, diction, spelling, punctuation, and proper word order.

Based on the results of the researcher's observations at SMK Parulian 3 Medan, the author found several problems where some students had difficulty with their writing skills. From the initial data of class X at SMK , Parulian 3 Medan. During the observation, 27 students participated in writing a sentence. After that, the writer checked the ability of auxiliary verbs in their writing on the sentence. And the author got some examples of students' writing that were still wrong, such as:

1) Sentence: She has studied English for 5 years. (PS)

Error: The use of the auxiliary verb “has” is incorrect in this sentence. This sentence wants to express an action that has been completed within a certain period of time, and to express this, the correct auxiliary verb is "had." Correction: She had studied English for 5 years.

2) Sentence: He no have money. (JS)

The sentence “he no have money” needs to be changed to “he doesn't have money” because to form a negative sentence, we need to use the auxiliary verb “do” together with the main verb. The auxiliary verb “do” is changed to “does” for third-person singular subjects (he, she, it) and “don't” for plural or first-person subjects (I, we, you,

they). So most students are still confused about using the right auxiliary verb in a sentence.

From the data above the author purpose of this study is to analyze and describe students' ability to use auxiliary verbs in writing descriptive texts. Students who learn a foreign language face a number of problems. When students learn English, they try to avoid grammar because it is confusing and difficult to understand. For some students who have less knowledge of grammar, of course they will be confused. How many different meanings of verbs "in spoken or written language," why verbs in sentences should change, etc. Therefore, in order for them not to be confused again, they must master grammar. By mastering it, they will understand the rules and how sentences are structured.

There are many aspects discussed in English grammar, one of which is the "auxiliary verb," namely: be (am, are, and is), have/has/Had, do/does/Did. They have specialized grammar, have more than one meaning, and are also complex. Some verb changes in meaning in the negative form must be expressed with other auxiliaries. Although auxiliary verbs are only used to help clarify the main verb, and here, the students still have difficulty making sentences using the auxiliary verb and determine the meaning of the auxiliary verb. In connection with the above case, the author conducted research with the title. "An Analysis of Students' Ability and Difficulties to Use Auxiliary Verbs in Writing Descriptive Text at First Grade Vacation High School Parulian 3 Medan"

## **1.2 Problems of the Study**

1. How is the ability of grade X students of Vocational High School Parulian 3 Medan in using auxiliary verbs in writing description text?
2. What factors cause grade X students of Parulian 3 Medan Vocational High School to experience difficulties in using auxiliary verbs in writing descriptive texts?

## **1.3 The Objectives of Study**

Based on the formulation of the problem above, the objectives of the study mainly intend as follow.

1. To find the ability of grade X students of Vocational High School Parulian 3 Medan to use auxiliary verbs in writing descriptive text.
2. To find the factor that causes grade X students of Parulian 3 Medan Vocational High School experience difficulties in using auxiliary verbs in writing descriptive texts

## **1.4 Scope of the study**

The researcher's limits this research because he wants to provide clarification of the problem being discussed. There are four skills in English, namely listening, speaking, reading, and writing, and the author only focuses on writing. There are many different genres in English, such as description, retelling, narration, procedure, explanation, discussion, exposition, news, report, anecdote, and review. In this research, the writer only focuses on descriptive text. There are many types of verbs,

namely intransitive, transitive, action, auxiliary, linking, regular, and irregular verbs. The auxiliary verbs are grouped into several, namely be (am, is, are, were, were, been, being, and to be), do (do, does, did, and done), have (have, has, had), and The author only focuses on the use of auxiliary verbs in writing descriptive texts as a tool to determine the ability of students in class X students of Vocational High School Parulian 3 Medan

### **1.5 Significances of Study**

The significances of the study are expected to be useful for.

#### **1.5.1 Theoretically**

1. Strengthen grade 1 vocational students' understanding of the difficulty of using auxiliary words in descriptive text
2. contributes to the development of theory on teaching more effective auxiliaries to vocational students
3. provides a foundation for further research investigating factors affecting students' ability to use auxiliaries

#### **1.5.2 Practically**

1. for teachers, this research can be used by teachers to make learning more in line with students' needs on the use of auxiliary words
2. for students, this research can help students recognize their mistakes in the use of auxiliary words and improve their ability in writing descriptive texts.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In order for the author and the reader to have a common understanding, it is important to define key terms in this study. A literature review and explanation of related materials are presented in this chapter. To explain the concepts or terms used in this study, some opinions are required. This is done to prevent readers and authors from being deceived. To make the reader and the author have the same perception of the research, the basic concepts of the research should be explained from the beginning to give a clear picture of the methods used to achieve the research objectives. Therefore, to enhance the research, the following terms should be included:

#### **2.2 Ability**

Measuring learning rather than matching student progress with demonstrated ability is an important feature of proficiency, according to Mendelhall (2012:22). This means that students have proven that they have mastered the knowledge and skills (called abilities) required for a particular course. The learner exercises one ability at a time, which may be a small part of a larger learning objective. Students' abilities are assessed through exams or other instruments, and only after they have mastered those abilities can they move on to other objectives. also used as a more general representation of human needs in communities and organizations. Sometimes, a person's abilities are seen in their actions in various situations and contexts.

In an emergency, competent people may act according to the way they did before. To be capable, one must be able to interpret the situation in context and plan what actions are possible, if relevant. Even if one receives training, their capabilities will evolve according to one's level of learning and adaptation. Capability can help an organization tailor its actions to the company's overall goals. Aligning competencies with business strategy allows organizations to recruit and select the right employees more effectively. Competencies have become an important tool for employers to differentiate exceptional performers from mediocre or below-average employees. The reason is that competencies not only measure basic characteristics and/or skills that are used to determine and assess job performance, A good competency model, besides helping with recruitment and selection, is also useful for performance management, succession planning, and career development.

### **2.3 Writing**

One of the important language skills that students should develop is writing. In written texts, writing allows people to convey their thoughts and feelings. However, writing is not easy for some students, especially in second language learning. According to (Hyland, 2013), writing is a social act that can occur under certain conditions. As a result, the personal attitudes and prior experiences that writers bring to their work, as well as the impact of the particular institutional and political context in which it occurs, influence it. Researchers have produced interesting accounts of local writing contexts through thorough observation of the act of writing, interviews with participants, analysis of surrounding practices and other methods. These descriptions



demonstrate writers' experiences and their understanding of the circumstances in which they write.

Because writing is not an easy task, Nurgiyantoro (2001: 273) in (Dewi et al., 2018) states that “writing is an activity of expressing ideas through the medium of language and is also a productive and expressive action, so that writers must have the ability to use vocabulary and language structures.” Students must understand the structure and how to organize words to make correct sentences, as the writing process takes more time to learn. Sanggam Siahaan (2008: 215) in (Hidayah, 2020) reveals that writing is a psychological activity. psychological activity of the language used to pour the writing. According to other experts, Akhaidah (1994:1) states that there are several functions of writing for students. Through writing, students will better recognize themselves and their potential. Writing also helps students to develop ideas and information, trains students to organize ideas systematically and express them explicitly, and helps students to organize ideas systematically and express them explicitly. organize ideas systematically, express them explicitly, and help students to think and speak regularly. students to think and speak regularly.

Based on the above understanding, it can be said that writing is the process of transforming ideas in the mind into sentences, paragraphs, and proper structure. Students who have writing skills gain independence, understanding, fluency, and creativity in writing.

## 2.4 Genre of Writing

According to Peter and Megan (2005:17-21) in (Husna, 2017), the genre, text and grammar approach aims to equip students with the ability to use writing codes effectively and efficiently. Without understanding these codes, the writing process can become frustrating and unproductive. There are four definitions of genre. First, genre is an organizing concept for our cultural practice; second, any field of genres constitutes a network of contrast according to a variety of parameters; third, genre is a place of occasion, function, behavior, and interactional structures; it is very rarely useful to think of it as a kind of text; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another, and how many factors would be involved in any such shift."

Genre, according to (Hyland, 2013) , is a term used to divide texts based on the way writers typically use language to respond to similar situations. Genres differ from other genres in that each has a specific purpose, structure, and linguistic characteristics and is shared by members of a culture. For many people, this is an intuitively appealing idea that helps organize the common-sense labels we use to categorize texts and the situations in which they appear. The idea of genre is based on the idea that members of a community typically have little difficulty recognizing commonalities in the texts they frequently use and can draw on their repeated experience with those texts to read, understand, and write them with relative ease.

Each of the genres has a different purpose. It depends on the topic to be discussed and conveyed by the writer. In addition, the language style and diction used will be different. According to Pardiyono (2007:2) in (Janarko, 2018), genre can be defined as a type of text that serves as a reference for the creation of effective texts; effective in terms of purpose, selection and arrangement of text elements, and accuracy in the use of grammar.

Based on the opinions of the experts above, it can be concluded that genre has a function or reference as a framework or concept, can be built effectively, helps people recognize, understand, and organize texts, and has unique characteristics that distinguish each genre from other genres.

#### **2.4.1 Kinds of Genre**

Pardiyono (2007 :33- 313 ) in (Jusat Pangaribuan & Pakpahan, 2020)says that there are eleven types of genre, they are: Descriptive, recount, narrative, procedure, explanation, discussion, etc.

##### **1. Descriptive**

According to Paradoyono (2007:34) in (Annisa, 2014) , is a type of text that aims to provide a description of an object, either human or non-human. It can be about anything. A text called “description” contains two elements: identification and description. In this text, the writer describes an individual or an object.

## 2. Recount

A recount is a text that retells a past event or experience in order to inform or entertain the audience. The general structure of a recount consists of orientation, events, and reorientation. In the orientation, the participants are introduced, the place and time are described, and the events describe a series of events that happened in the past. The reorientation is optional. shows the writer's personal opinion about the story.

## 3. Narrative

Pardiyono (2007:94) in (Nurjanah, 2017)states that narratives are a type of text that is ideal for recounting past activities or events in an entertaining way and often aims to give moral lessons to readers. Narrative is a text containing five components that is, orientation, evaluation, complication, resolution, and re- orientation

## 4. procedure

Texts referred to as procedures are texts intended to show how something is accomplished through a sequence of actions or steps. A procedure consists of four components: goal, purpose, material, method, and reorientation. The writer uses these components to show how something is achieved through a sequence of actions or steps.

## 5. Explanation

Texts written in English are called explanations, in which the writer explains the process by which a natural or social phenomenon occurs. Explanatory texts,

according to Paradoyono (2010:156), are very useful for explaining how work processes and natural or social phenomena, such as pollution and rain, occur or are formed. A text called an explanation consists of two elements: a general statement element and a sequential explanation.

## 6. Discussion

A text written in English called a discussion presents the author's various perspectives on an issue. A discussion text consists of three parts: issue, argument, conclusion, or recommendation.

## 7. Report

Reports contain information about world phenomena, both natural and non-natural. The purpose of this information is to give the reader more knowledge. A report is a text that consists of two parts: a general classification and a description.

## 8. Analytical exposition

Expository text is called analytical exposition. It discusses the truth of a fact about an object and shows it to the reader. However, the aim is not to make the reader act in accordance with the facts of the object's achievements. A text called an analytical exposition consists of three parts: a thesis, an argument, and repetition.

## 9. Anecdote

Written English texts that tell strange or funny events that the author and other people publish are called anecdotes. An anecdote has five components: abstract, orientation, crisis, reaction, and code.

### **2.5 Descriptive Text**

Descriptive text is writing that aims to provide meaning to readers through sensory experiences and provide them with images. Additionally, a paragraph, which can also be defined as a collection of sentences that are interrelated and serve a purposeful opinion, is often used to describe the likeness and actions of a person, how a place looks, and what the objects are. According to Paradoyono (2007:34) in (Annisa, 2014), a description is a type of written text that aims to show a picture of something that is human or non-human. According to Junita (2013:115).Text that is intended to describe certain people, places, or objects is called descriptive text,

Philosophers view description as a way of understanding or a means of knowing something. This is in line with the author's opinion about description. According to Betty Mattis Dietsh (2001–138) in (Zetira, 2015), description allows the writer to record sensory details, reflect on the experience, and think about its advantages. Furthermore, the book “The Writer's Student” states that “description adds an important dimension to our lives because it stirs emotions and expands experience by taking us to places we may not know much about.” Often, we don't realize that description is present in our daily lives. For example, in the mass media, we can easily

find articles or news that discuss popular issues by describing situations in detail. When we tell our friends about a bad experience by describing the details of the event, they will also feel it. However, if we tell them about our vacation briefly, they might not get the whole picture.

Descriptive text can include anything, both living and non-living, such as humans and animals (Pardiyono, 2006:165) in (Darmawati, 2019). Identification and description are the schematic structures of descriptive text. Descriptive text has a unique language in addition to a schematic structure. Descriptive texts have several distinctive language characteristics, such as using certain participants, writing in the present tense, connecting verbs, using adjectives, and using relational and material processes.

### **2.5.1 Purpose of Descriptive Text**

According to Fink et al. (1983:41) , the purpose of description is to help readers imagine something by using images of a person, subject, or setting. This can be done by using clear and detailed language so that readers can feel as if they are there and experience what is described themselves.

Febriani (2011:17) adds that the purpose of descriptive text is to make readers imagine and get enjoyment and information from the story. A good descriptive text can bring readers into a new world and help them understand things better. In general, the purpose of descriptive text is to describe something clearly and in detail. This can

be a description of a person, place, animal, plant, or other object. Good descriptions can help readers understand and imagine things better.

### **2.5.2 Kinds of Descriptive Text**

#### 1. Describes A Person

##### a) Identification

Adelstein and Pival (1976:149) define identification as the description of an individual based on observable physical traits. These traits include:

Basic Information: Height, weight, and age

Physical Characteristics: Hair, skin, and eye color

Unique markings, such as scars or moles

Other Attributes: Face shape ,hairstyle, way of dressing

##### b) Impression

An impression differs from an identification in that it may not identify a person but gives an overall picture of them. Many details may be missing, but students give a general feeling of the subject in some outline. Impressions may capture striking or unique features of individuals better than identification, but impressions are usually less complete and informative (Adelstein and Pival, 1976:150)



### c) Character sketches

Profile, literary portrait, and biographical sketch are other terms that can be used to provide a more complete description of a person. Character sketches may focus on types rather than individuals, revealing characteristics to specific groups, such as college athletes, cheerleaders, college art students, religious fanatics, and television devotees (Adelstein and Pival, 1976:151). As the name suggests, a character sketch depicts a person's character, perhaps including identifications and impressions, but it will do more than show what they look like or appear to be; it will show what they are like.

### 2. description of place

Descriptive text is different from chronologically organized paragraphs. There is no fixed pattern for constructing sentences in descriptive text. The writer does not have to start in one area and then move on to another in order. However, this does not mean that the sentences are arranged randomly. Smalley and Ruetten (2001:69) in (Zetira, 2015) state that “to make the paragraph more interesting, you can add a controlling idea that expresses an attitude or impression about the place being described. And the arrangement of details in your description depends on your subject and purpose.” The main purpose of descriptive text is to help the reader clearly imagine what is being described. Therefore, the sentences should be organized in such a way that the reader can follow the flow of the description easily and logically.

### 3. Description of things

Students must have a solid understanding of the object to be described before they can do so. Students can also use proper nouns and verbs to make the subject interesting and vivid.

#### a) Using Proper Nouns:

Students may want to incorporate a number of proper nouns, such as names of specific people, places, and objects, into the description text. University HKBP Nomensen Medan, for example. Incorporating proper nouns that are easily recognizable to readers can make the description more familiar to students.

### **2.5.3 Generic Structure**

In addition to its social function and general structure, descriptive text has language characteristics that distinguish it from other types of text. These language features support the creation of a clear and vivid picture in descriptive text. Here are some of the main language features in descriptive text, according to Gero and Wignel (1995:208) :

#### 1. Focus on Specific Participants:

Descriptive text focuses on one main object or subject that you want to describe in detail. For example, Borobudur Temple, a cat, or a new house. The choice of this

specific subject helps the reader to more easily understand and visualize the object being described.

## 2. Use of Simple Present Tense:

Sentences in descriptive texts generally use simple present tense, especially when describing places or objects. This aims to provide an objective and static picture of the state of the object being described. The use of simple present tense also helps the reader understand that the description given is general and not tied to a specific time.

## 3. Use of Attributive and Identification Processes:

Descriptive texts often use attributive and identification processes, which are characterized by the use of the words “has” or "has." The use of these words helps to connect the object being described with its properties or characteristics.

## 4. Use of Nicknames and Classifiers:

Descriptive texts make extensive use of epithets and classifications to enrich the description and give a clearer picture of the object. Epithets are words or phrases used to give additional properties to the object, while classifiers are words or phrases used to group objects based on certain categories.

## **2.6 Verb**

The most complicated part of speech is the verb. The types of statements, questions, commands, and exclamations are determined by their different verb

structures. The verb serves as the grammatical foundation for clues about the topic. The verb is so basic that other functions, such as subject, object, or complement, become very basic about it. It is probably the most powerful predictive word in the sentence. In sentences and clauses, verbs have constantly changing components. They give a feeling, an action, or a movement. This means that verbs are an important part of the sentence that aims to express the prediction of its subject.

According to Suswati (2009:54), in English, "king" is a verb. It is the shortest sentence that has a verb. You can use verbs to make one-word sentences, for example, "Stop!" You cannot combine different types of words in one sentence. Sometimes, verbs are referred to as action words. This is partly correct. Many verbs convey action, like "doing" something, such as running, fighting, performing, and working. However, some verbs do not convey action; they convey being, state, or existence. Verbs like be, exist, seem, and belong, for example, all represent states. The subject is always present in the verb. (In the sentence "John speaks English, John is the subject and "speak" is the verb.) Therefore, it can simply be said that verbs are words that show what a subject does or has done. With verbs, you can make sentences in English that consist of only one word, but it is impossible to make sentences without verbs.

### **2.6.1 Function Verb**

The function of the verb usually describes the following things:

1. Action (Ram plays football.)
2. State (Anthony seems kind.)

English verbs have something unique about them. Most other words (such as adjectives, adverbs, prepositions, etc.) do not change form, but almost all verbs do. For example, the term "work" has five different forms: to work, work, works, worked, working.

### 2.6.2 Kinds of Verb

There are several main kinds of verbs in English, each serving a specific purpose in a sentence. Here's a breakdown of the most common ones:

#### 1. Action Verbs:

These verbs describe specific actions or events. They are the workhorses of a sentence, conveying what happens or is being done.

Examples: run, jump, eat, sleep, write, talk

#### 2. Stative Verbs:

Unlike action verbs, stative verbs describe states of being, existence, or perception. They don't show ongoing actions but rather a condition or feeling.

Examples: be, seem, appear, believe, own, understand

#### 3. Transitive Verbs:

These verbs require a direct object to receive the action of the verb. The direct object answers the question "what" after the verb.

Examples: She **eats** (what?) an apple. They **built** (what?) a house.

#### 4. Intransitive Verbs:

These verbs are complete on their own and don't need a direct object. They can sometimes have prepositional phrases to modify the verb.

Examples: She **smiles**. The leaves **fell**. The dog **ran** around the park.

#### 5. Linking Verbs:

These verbs connect a subject to a noun, phrase, or adjective that renames or describes the subject. They don't show an action but rather a state of being.

Examples: The house is big. He became a doctor. She looks happy. (Is, became, and looks link the subjects "house," "he," and "she" to the descriptive phrases "big," "a doctor," and "happy").

#### 6. Helping Verbs (Auxiliary Verbs):

These verbs help other verbs (usually main verbs) form tenses, negations, or questions. They don't have their own meaning on their own. There are two main types:

##### a. Primary Helping Verbs:

These include "be," "do" (does, did), and "have" (has, had). They are essential for forming verb conjugation.

##### b. Modal Verbs:

These verbs express ability, possibility, permission, obligation, or necessity. Examples: can, could, may, might, will, would, shall, should, must.

## 7. Phrasal Verbs:

These verbs are formed by a base verb and a preposition or adverb, creating a new meaning. The meaning is often different from the individual words.

Examples: She **looked up** the answer and searched for it. They **ran out** of milk (depleted supply).

### 2.7 Auxiliary Verb

According to (Stobbe, 2013), although the main verb serves as the basic idea of the sentence, it may be necessary to add auxiliary verbs to support the main verb in various ways, such as by forming interrogative, negative, passive, and modal sentences. However, verbs often use other verbs in the sentence. Auxiliary verbs can also be used to emphasize something, show time, or show part of an action. Verbs show what the subject of the phrase does, experiences, or has.

**Table 2.7. Auxiliary verb-based (Stobbe, 2013)**

Primary auxiliaries			Modal auxiliaries	
	Finite	Non-finite	Modal auxiliary	Example
BE	Is, am, are, was, were	Be, being, been	WILL	Will, would
HAVE	Has, have, had	Have, having	SHALL	Shall, should
DO	Do, does, did		CAN	Can, could
			MAY	May, might
			MUST	must

#### 2.7.1. The Types of Auxiliary Verb

##### 1. Primary Auxiliary Verb

Primary auxiliary verb is a term that refers to the group of auxiliary verbs that are used to create tenses and have no other purpose than to assist in the creation of tenses.

According to (Alagbe, 2009), “be,” “have,” and “do” are primary auxiliary verbs, which means that they belong to the group of verbs in a phrase that leads them to the term “auxiliary verb.” Each of these grammarians considers “be,” “have,” and “do” to be primary auxiliary verbs. Each of these grammarians considers “be,” “have,” and “do” as primary auxiliary verbs and lexical verbs. Primary auxiliaries, also known as “main auxiliary verbs,” are the most important group of auxiliary words in the English language. Their function is to change the form, sound, and meaning of the main verb in a sentence. Primary auxiliaries fall into three categories:

1. To be (is, am, are, was, were): used to show existence, state, or time. Example: (I am a teacher), (She is studying).
2. To do (do, does, did): Used to form negative questions, negative sentences, and emphasis. Examples: (Do you go?), (He does not eat), and (I really do want to go).
3. To have (have, has, had): Used to show possession, past tense, and perfect tense. Examples: (she has a car), (I have eaten), (he has gone).

Primary auxiliaries work together with the main verb to form complete and meaningful sentences. Learning how to use primary auxiliaries correctly is essential for a good command of English

## **2. Modal Auxiliaries**

Modal auxiliaries, or “modal verbs,” are special words used to add meaning and nuance to verbs in English. Unlike primary auxiliaries that focus on form, voice, and



time, modal auxiliaries provide additional information such as ability, obligation, possibility, or permission. Here are some examples of modal auxiliaries and their functions:

1. Ability: can, could, may, might Example: She can speak English; I might not go.
2. Obligation: Must, should Example: (You must study), (She should be here by now).
3. Possibility: will, would, shall Example: (I will go tomorrow), (He would help), (We shall finish this task).
4. Permission: May, might, could Example: (May I come in?), (You could use my pen), (She might be late).

### **3. Semi Modal Auxiliaries**

This text explains about a group of verbs that have unique characteristics. These verbs are called semi-modal or marginal auxiliary verbs. They are so called because they:

1. can function as modal auxiliary verbs:

- a) Modal auxiliary verbs are used to show ability, necessity, permission, or probability.

2. Can function as a main verb:

- a) Main verbs are used to convey action or existence.
- b) Example: I need a break. (need)

### 2.7.2 Using of the Auxiliary Verb in Descriptive Text

According to (Stobbe, 2013), the explanations of the using auxiliary verbs in the tenses in this research are as follows:

#### 1. To Be

To be in the simple present tense is a term used to express an action that is the usual and common truth. In this tense, the auxiliary verb (to be) can be used in passive verbal sentences to form interrogative, positive, and negative sentences. Is, Am, and Are are auxiliary verbs in this tense, and the previous participle form (verb III) can be changed to a full verb.

**Table 2.7.2 The subjects and the auxiliary verbs (To be) in simple present Tense**

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

The forming of Simple present tense in passive verbal sentence:

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

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

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

#### 2.To do

To do in the simple present tense: “to be” and “to do” are other forms of the simple present tense. These two forms are used in active verbal sentences to create

negative sentences and interrogative sentences. Since the positive form uses the full verb (infinitive; I-verb) directly, and if the subject is third person singular (she, he, or it), the full verb will be added with the suffix -s or -es, the auxiliary is not used.

**Table 2.7.3 The subjects and the auxiliary verbs (To do) in simple present tense**

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

The forming of simple present tense active verbal sentence:

- (+) Subject + verb 1 (-s/ -es) + ...
- (-) Subject + do/ does + not + verb 1 + ...
- (?) Do/ does + Subject + verb 1 + ...?

### **3.To Have**

The use of the verb “to have” in descriptive text can help the writer to give a clearer and more detailed description of the subject being described. This makes the text more interesting and easily understood by the reader.

**Table 2.7.4 The subjects and the auxiliary verbs (To have) in simple present tense**

Subject	Auxiliary Verb
I	Have
You	Have
We	Have
They	Have
She	Has
He	Has
It	Has

The forming simple of present tense in active verbal sentence:

(+) Subject + have/ has + verb I + ...

(-) Subject + have/ has + not + verb I+ ...

(?) Have/ has + subject + verb I + ...?

#### **4.Modal Auxiliary Verb**

Modal auxiliaries can be used in descriptive texts to add nuance, possibility, and emphasis to your writing. While they are not as common as in other types of writing, such as instructions or narratives, they can be a helpful tool for creating more vivid and engaging descriptions. Here are some specific examples of how modal auxiliaries can be used in descriptive texts:

1. To express possibility or speculation:

"The old house might have been a grand mansion in its prime."

2. To show degrees of certainty:

"The tiny kitten must be cold in this weather."

3. To add emphasis:

"The sunrise over the mountains could be the most breathtaking sight I've ever seen."

4. To describe ability or potential:

"The new software can translate languages in real time."

5. To make suggestions or recommendations:

"Visitors should wear comfortable shoes for exploring the park."

It is important to use modal auxiliaries sparingly in descriptive texts. They should not be used to replace strong verbs and adjectives, which are the backbone of effective descriptive writing. Instead, modal auxiliaries should be used to add nuance, possibility, and emphasis to your descriptions.

## **2.8 Students' Ability in Using Auxiliary Verb**

Students' ability to use auxiliary verbs when writing descriptive texts can be assessed from several specific aspects related to the structure, accuracy, and context of the use of auxiliary verbs in the genre of writing. The following is a detailed explanation:

### **1. Appropriateness of Auxiliary Verb Function to the Purpose of Description**

**Assessment:** Assesses whether students use appropriate auxiliary verbs according to the descriptive purpose, such as in describing the state or nature of the subject being described.

**Example:** In the sentence "The building is very tall," the auxiliary verb "is" functions to describe the nature of the object (the building).

### **2. Tense Accuracy**

**Assessment:** In descriptive texts, the use of auxiliary verbs must be consistent with the appropriate tense, usually in present tense because descriptive texts often describe ongoing facts or circumstances.

**Example:** Using "is," "are," or "has" in present tense to describe the characteristics of an object, as in the sentence "The cat has soft fur."

### 3. Use of Auxiliary Verbs to Show Possession or Presence

Assessment: Students should be able to use auxiliary verbs such as "have" and "has" to show possession, as well as "is," "are," and "was" to show presence or condition.

Example: Sentences like "The park has many trees" or "There are beautiful flowers in the garden" show students' ability to use auxiliary verbs for possession and existence correctly.

### 4. Consistency in the Use of Auxiliary Verbs

Assessment: Ensures that the use of auxiliary verbs in the text is consistent and not mixed with the use of inappropriate verb forms.

Example: If the student starts with the present tense, such as "The river is calm," the student should continue with the same tense and not switch to the past tense without a clear reason.

### 5. Use of Modal Auxiliary Verbs to Show Possibility or Additional Properties

Assessment: Use of modal auxiliary verbs (e.g., "can," "could," "may") in descriptive text to indicate potential or additional properties.

Example: "The mountain can be dangerous during the winter" or "The beach may get crowded in the summer."

### 6. Use of auxiliary verbs in sentence variation

Assessment: Students are expected to be able to use auxiliary verbs in different types

of sentences, such as positive, negative, or interrogative sentences (if relevant to the purpose of the description).

Example Using positive sentences like "The dog is very playful," as well as negative sentences like "The lake isn't very deep," for variety.

#### 7. Relationship between Auxiliary Verbs and Adjectives

Assessment: In descriptive texts, auxiliary verbs are often used alongside adjectives to describe characteristics. Assessment can be done by noticing how students connect auxiliary verbs with adjectives.

Example: "The house is spacious and bright." The use of "is" helps to describe the characteristics of the object.

#### 8. Alignment with the Subject of the Sentence

Assessment: Whether the student uses an auxiliary verb that matches the subject of the sentence. Singular subjects must be followed by singular auxiliary verbs, while plural subjects are followed by plural auxiliary verbs.

Example: "The girl is happy" (singular subject) versus "The girls are happy" (plural subject).

## **2.9 Students' Difficulties in Using Auxiliary Verbs**

Auxiliary verbs are difficult for students to understand. Some of the difficulties students have in using auxiliary verbs include:

1. distinguishing them:

Auxiliary verbs (like "is," "was," "has," "have," and "will") can be tricky. Students also have difficulty distinguishing between types of auxiliary verbs.

2. Mixing tenses:

Auxiliary verbs help show when things happen (past, present, future). It can be confusing to use the right auxiliary verb for the tense the student wants. As in this study, students had to use simple present tense when writing descriptive text.

3. Putting them together:

Knowing where to place the auxiliary verb in a sentence can be tricky, especially in complex sentences.

There are also factors in which students have difficulty using auxiliary verbs:

1. Lack of Vocabulary:

Limited vocabulary can make it difficult for students to find appropriate and varied auxiliary words.



## 2. Lack of Writing Practice:

Without enough writing practice, students will find it difficult to apply auxiliary verbs properly.

## 3. Lack of explanation from the teacher:

The teacher is also a factor where students have difficulty using auxiliary verbs because the teacher is lacking in explaining what auxiliary verbs are, and sometimes the teacher does not care how well students understand auxiliary verbs.

Behind the students' difficulties above, students also sometimes don't care about this lesson or don't pay attention when the teacher explains what auxiliary verbs are.

### **2.10 Previous of the Study**

In this research, the author uses several relevant studies to support this research, which focuses on the ability of auxiliary verbs. The first is from Riski Annisa (2015), entitled "Analysis of Students' Ability to Use Auxiliary Verbs in Writing Descriptive Texts." The similarity with this researcher can be seen in the title and also in the research method, which uses qualitative methods. The difference between these two researchers is that they focus on analyzing the abilities of MA (Madrasah Aliyah) students, where MA is equivalent to SMA (Senior High School) in general, while the author analyzes the abilities of SMK (Vocational High School) students in class X. The results of this study found that 84.31%, or 43 students from 51 respondents, answered

that students have problems and difficulties in writing descriptive texts using the correct auxiliary verbs. and 60.78%, or 31 students out of 51 respondents, answered that students do not understand how to use auxiliary verbs in writing descriptive texts. The reason for this study's low scores is that students are confused about using grammar and also do not focus on paying attention to the teacher during the learning process.

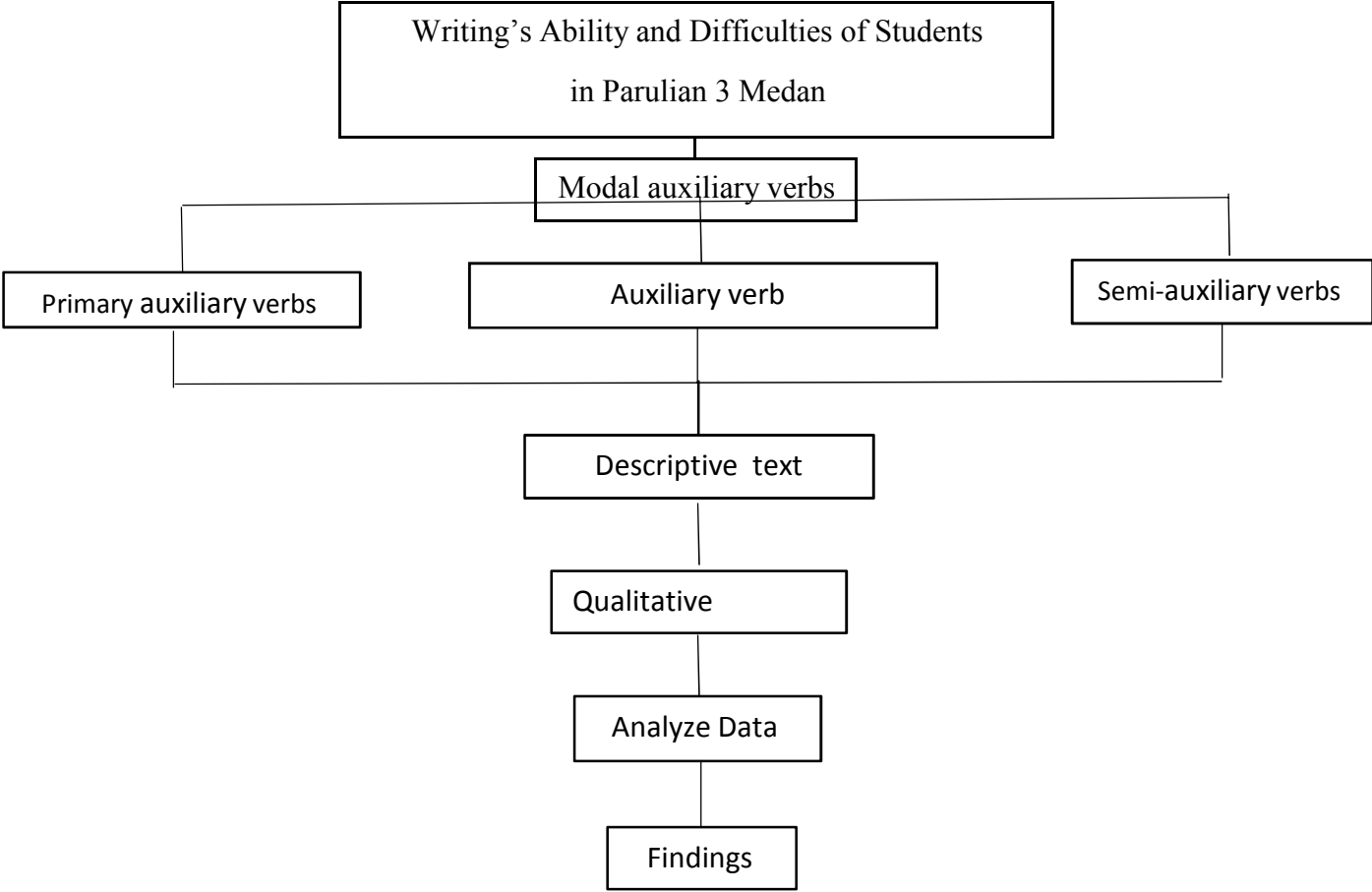
The second is from Hasanah, U. (2020). The title of her research is "Study of Students' Ability to Use Auxiliary Modules to Write Recount Text in Grade XI at MA Hasanah Pekanbaru." The purpose of this study was to find out the extent of students' ability to use auxiliary verbs correctly in writing recount texts. The difference in this study is that the researcher analyzes students' ability to use auxiliary verbs in writing descriptive texts. The method used in this study was the quantitative method, while the researcher used the qualitative method. This study examined 11th grade students at Madrasah Aliyah (MA), while the researcher is a 10th grade student at SMK. The result of this study is that the eleventh grade mastery of modal auxiliaries, especially in determining the meaning and function as well as the forms of "can" and "could," is low. Students are still confused about the meaning and function of modal auxiliaries.

The third previous research was written by Sembiring, R. A., Sibarani, A. S. M., and Mangaraja, J. E. (2021). entitled Analysis of errors in the use of auxiliary verbs in writing descriptive texts. Title. The purpose of this journal is to find students' errors in using auxiliary verbs in descriptive text sentences. This study classified the types of errors into omissions, additions, information errors, and sequencing errors, while the researcher did not analyze the errors but their abilities. Then, in the study, the object of

research was first-semester English students, while the author chose Xth grade vocational students. The method of this research is quantitative. The results of this study found that the most frequent errors were information errors, which reached 102 errors, or 61.44%. Another finding is the source of errors, which are divided into three categories. They are interlanguage errors, intralanguage errors, and communicative strategies. Communicative strategy errors are the most common source of errors; there are 45.78% of the errors.

2.11 Conceptual Framework

Figure 2.10 conceptual framework of “ An Analysis of Students' Ability and Difficulties to Use Auxiliary Verbs in Writing Descriptive Text at First Grade Vocational High School Parulian 3 Medan”



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this study, the researcher chose a qualitative method because it focused on analyzing students' abilities and difficulties in using auxiliary verbs. This problem could be solved with this method.

According to Noprianto (2017), qualitative descriptive methods often involved data collection through interviews, observation, or document analysis. According to Moleong (2007), a qualitative descriptive approach was a research approach whose data was collected in the form of words, pictures, and numbers. Qualitative research was used to describe data that could not be calculated and measured objectively, so the data was subjective, according to Wallace (1998: 38).

Based on the definition and statement above, the researcher concluded that the research design of her study was a qualitative approach because this approach facilitated a deeper understanding of students' abilities and difficulties in using auxiliary verbs in descriptive writing in the tenth grade of SMK 3 Parulian Medan by considering the subjective and contextual aspects of their learning experiences. Students' ability was shown by their ability to answer questions in interviews and tests related to auxiliary verbs.

### **3.2 Subject and Object of the Research**

The subject of this study was students of SMK Parulian 3 Medan, located at Jalan.SM.Raja KM 7,5 no. 44 Medan Amplas. During the researcher's observations there, it became evident that students still lacked the ability to identify and use auxiliary verbs when writing descriptive texts. The researcher chose a single class as a sample. This class was a grade 10 automotive major class. The sample consisted of 20 students, all male. The researcher then analyzed the ability of these grade X students to write descriptive text.

### **3.3 Instrument of Collecting Data**

#### **1. Writing Test**

In this writing test, the writer tasked the students to write a descriptive text on the topic of describing places. This instrument provided direct data on how students used auxiliary verbs in the context of their writing

#### **2. Interview**

The researcher conducted interviews with students to gain insight into their understanding of the use of auxiliary verbs and the difficulties they faced with the use of auxiliary verbs in writing. The researcher also interviewed teachers to get their perspectives on students' ability to use auxiliary verbs. Teachers could provide information on common errors students made and effective teaching strategies.

#### **3. Observation:**

The researcher conducted direct classroom observations during in-class writing

activities to see how students applied their knowledge of auxiliary verbs in practice. The researcher noted the students' behavior, errors that frequently appeared, and how they corrected these errors. Afterward, the researcher also observed the teaching and learning process and paid attention to the teaching methods used and how students responded to them.

### **3.4 Procedure of Collecting Data**

Conducting research required a process or several steps. The author undertook several procedures to conduct his research as a process. The procedures are described below:

1. Preparing the test for students and giving them instruments to create descriptive text.
2. Focusing on the writing and asking students to make descriptive text.
3. Collecting the students' written tests and checking them by circling the wrong words or sentences, as well as determining the types of auxiliary verbs.
4. Analyzing and classifying the types of abilities based on the test results of the students.
5. Concluding the research.

### **3.5 Scoring of the Test**

Assessment forms are designed to collect data and information in order to evaluate or assess a particular subject or situation. They provide a structured and standardized way to gather relevant data and measure performance, knowledge, skills, opinions, or other criteria.

**Table 3.6 Scoring the test Weigle (2002)**

<b>Aspect</b>	<b>Score</b>	<b>Criteria</b>
Content (30)	27-30	Excellent to Very Good: Knowledge, substantive, systematic development of thesis, relevant to assigned topic.
	22-26	Good to average: Some Knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair to Poor: Limited knowledge of a subject, little substance, inadequate development of topic.
	13-16	Very Poor: It does not show knowledge of a subject, non-substantive, irrelevant topic, or not enough to evaluate.
Organization (20)	18-20	Excellent to very good: Fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.
	14-17	Good to average: Somewhat choppy, loosely organized, but main ideas stand out limited support, logical but incomplete sequencing.
	10-13	Fair to poor: non-fluent, ideas confused, or disconnect, lack logical sequencing and development.
	7-9	Very Poor: Does not communicate, no organization, or not enough to evaluate.
Vocabulary (20)	18-20	Excellent to very good: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	14-17	Good to average: Adequate range, occasional errors of word/idiom form, choice, usage but meaningful not obscured.
	10-13	Fair to poor: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	7-9	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language use/grammar (25)	22-25	Excellent to very good: Effective complex construction, few errors, of agreement, tense, number, word order/function, articles, pronouns, prepositions.



	18-21	Good to average: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	11-17	Fair to poor: Major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition and/or fragments, run-ons, deletions meaning confused or obscured.
	5-10	Very poor: Almost no mastery of sequence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics (5)	5	Excellent to very good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

### 3.6 Technique of Analyze Data

To analyze the data, the author used the following methods:

1. Checking: The researcher checks the students' work to determine their ability to write descriptive text.
2. Identifying: In this step, the data obtained is studied to find the errors underlying his ability.
3. Classifying: The researcher classifies the types of students' abilities in using auxiliary verbs.

**Table 3.5 Classification of Students' Score in Terms of Ability Level Guskey & Bailey (2001)**

No	Score	Categories
1	92-100	Very good
2	82-91	Good
3	75-81	Enough
4	<75	Less

