

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS ON THE USE OF AUXILIARY VERB  
IN WRITING DESCRIPTIVE TEXT  
AT THE EIGHTH GRADERS OF MTs DAARUL 'ULYA METRO  
IN THE ACADEMIC YEAR OF 2018/2019**

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1440 H / 2018 M**

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Presented as a Partial Fulfillment of the Requirement  
For the Degree of Sarjana Pendidikan (S.Pd.)  
In English Education Department

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IN THE ACADEMIC YEAR OF 2018/2019**

**ABSTRACT**

**By:**

**SRIYATUN**

Auxiliary verbs are foremost component of grammar for instance in writing descriptive text. In writing descriptive text students also have to master about mechanical aspect in making sentence such as grammatical usage especially auxiliary verb, because different subject is different auxiliary verb form. In this research, the researcher only focused on the mechanical aspect is usage of auxiliary verb in writing descriptive text as the main topic of this research. The problem the researcher had outlined in this research deals largely with the study of grammatical errors. The primary goal of this research, furthermore, was to figure out common mistakes which are auxiliary verb done in the students' result of writing descriptive text in Mts Daarul ‘Ulya Metro.

Therefore, in this research the researcher chose to use the qualitative method with the case study approach. The researcher took 10 the students' result of writing descriptive text as his purposive sample. The data were collected by observation and documentation. Creswell model was used to analyze the data.

Regarding to the process of researching, the researcher, firstly, collected the descriptive text taken from 10 the students' result in Mts Daarul ‘Ulya. Then, the researcher observed them by finding on the use of auxiliary verb in writing descriptive text error. In addition, the mistakes were reduced by classifying them into 3 classifications, namely error in (*is,am,are*), (*do,does*) and (*have,has*). After that, the researcher displayed all the result of his findings. The result of analysis illustrated the frequency of auxiliary verb errors in (*is,am,are*) was 41%, (*do,does*) was 38% and (*have,has*) was 21%. In conclusion, there are still many auxiliary verb mistakes in the students' result of writing descriptive text. The mistakes are commonly related to usage (*is,am,are*), (*do,does*), (*have,has*).

**Keyword:** *writing skill, descriptive text, auxiliary verb*

**ANALISIS KESALAHAN PADA PENGGUNAAN *AUXILIARY VERB*  
DALAM PENULISAN TEKS DESKRIPTIF  
DI KELAS DELAPAN MTs DAARUL ‘ULYA METRO  
TAHUN AJARAN 2018/2019**

**ABSTRAK**

**By:**

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Auxiliary verb merupakan komponen penting dalam tata bahasa, contohnya dalam penulisan descriptive text. Dalam penulisan descriptive text siswa harus menguasai mekanisme dalam membuat kalimat, seperti penggunaan tata bahasa khususnya auxiliary verb, karena beda subjek akan berbeda bentuk pola auxiliary verbnya. Dalam penelitian ini, penulis hanya fokus pada salah satu aspek yaitu penggunaan auxiliary verb dalam penulisan descriptive text sebagai topic utama dalam penelitian. Permasalahan yang diangkat oleh penulis dalam penelitian ini erat kaitannya dengan kesalahan tata bahasa. Tujuan pokok dari penelitian ini, selanjutnya, adalah untuk menemukan kesalahan-kesalahan auxiliary verb yang secara umum muncul pada penulisan descriptive text yang ada pada hasil lembar kerja siswa Mts Daarul ‘Ulya.

Oleh karena itu, dalam penelitian ini peneliti memilih untuk menggunakan metode kualitatif dengan pendekatan studi kasus. Penulis menggunakan 10 hasil penulisan descriptive text siswa sebagai sampelnya. Data-data yang digunakan dikumpulkan dengan metode observasi dan dokumentasi. Sementara itu, penulis menggunakan model *Creswell* untuk menganalisis data.

Kronologi penelitian adalah sebagai berikut. Pertama, penulis mengumpulkan descriptive text dari 10 hasil lembar kerja siswa Mts Daarul ‘Ulya. Kemudian, penulis menganalisis hasil lembar kerja siswa tersebut dengan menemukan kesalahan-kesalahan penggunaan auxiliary verb yang ada di dalamnya. Selanjutnya, kesalahan-kesalahan tersebut dikerucutkan dengan cara mengklasifikasikannya ke dalam 3 klasifikasi, yakni kesalahan (*is,am,are*), (*do,does*) dan (*have,has*). Setelah itu, penulis menampilkan hasil temuannya. Hasil analisa data menunjukkan jumlah kesalahan-kesalahan auxiliary verb, yaitu (*is,am,are*) sebanyak 41%, (*do,does*) sebanyak 38%, dan (*have,has*) sebanyak 21%. Kesimpulannya, masih terdapat banyak kesalahan auxiliary verb pada hasil penulisan descriptive text siswa. Kesalahan-kesalahan tersebut umumnya meliputi penggunaan (*is,am,are*), (*do,does*), (*have,has*).

**Keyword:** *keahlian menulis, teks descriptive, auxiliary verb*



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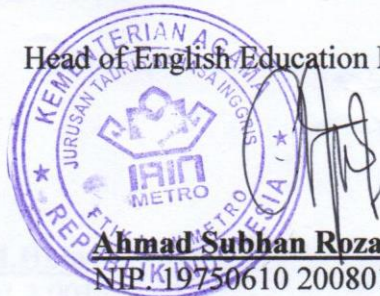
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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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*Assalamu'alaikumWr.Wb.*

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

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## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from bibliographies mentioned.

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The writer

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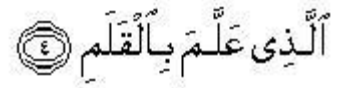
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## MOTTO



*“Who teaches by the pen”. (Q.S Al- ‘Alaq: 4)*

**“A person who never made a mistake is never tried new anything.”**

**(Albert Einstien)**

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

The lord of the world, Allah SWT and His Messenger, Muhammad

SAW

My beloved parents, Mr.Ramidi and Mrs.Tarminah for loving,

Carrying, Praying and Great Supporting

My beloved brother, Taryono,

My lovely family and all whom I love so

And My Almamater IAIN Metro.

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In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved parent Bapak Ramidi and Ibu Tarminah who have vigorously done everything for their children. The biggest thanks go to both of you.

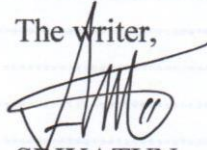
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The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it

Metro, September 2018  
The writer,  
  
SRIYATUN  
St.N 14122207

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Language is one of the important aspects in human life. The function of language is to communicate among nations in all over the world and one of the international languages is English. Most people in the world use English to make international relationship one another.

In Indonesia, English has become a compulsory subject which is taught from elementary school up to university level. Moreover, in the level of junior high school and senior high school it is included in the national final examination (UAN). Therefore, English is required to learn by all of Indonesian student.

In English, there are four basic skills that must be mastered. They are Listening, Speaking, Reading and Writing. Writing is a productive skill in the written mode. Writing as one of four basic skills in English is considered as the most challenging activity for students to convey their ideas compared to other skill. This happens because not only is writing as a representation of speech, but writing is also a productive skill which can display how skillful the students are in using language to share their ideas in structural way.

Writing skill also becomes a crucial aspect in educations field because it is necessary for completing many types of assignment. In order other

words writing skill can affect the students' success at school. Writing completely needs many aspects such as grammar, unity, coherence, punctuation and so on. In addition, "writing is a way in order students to accomplish their ideas on the paper".

One of the writing activities is writing a descriptive text. In writing a descriptive text, the students also face many problems especially process of putting ideas down on paper to transform thoughts into words and coherent organization. Moreover, descriptive text is difficult to be written because the students should be able to write in applying grammatical rules correctly.

In the context of English grammar, teaching auxiliaries are very important because auxiliaries are one of the parts of speech that accompany the main verb in order to fulfill the grammatical requirement of the correct sentence. To make a good sentence is required the correct structure of sentence, such use the auxiliary verb correctly. Besides that, auxiliary verb also can be a symbol in identifying tense of the sentence. Every kind of tense has different auxiliary verb, for example the auxiliary verb "is, am, are, do, does, have and has" are used in simple present tense to write a descriptive text.

The objective of teaching descriptive writing at MTs Daarul 'Ulya is that the students are expected to be able to write a descriptive text correctly. Writing is productive skills that are very important for students to learn. It is often used to convey their ideas and they can build a good

text. Unfortunately, there are some problems in the teaching of writing descriptive text at the eighth grade of MTs Daarul 'Ulya. The students had low ability in using auxiliary verb especially in writing descriptive text. They could not use auxiliary verb well. It was known that the ability of the students in using auxiliary verb when writing descriptive text still need more improvement. This can be seen from the result of pre-survey.

Based on the data of pre-survey held on November 11<sup>th</sup> 2017 at the eighth class of MTs Daarul 'Ulya Metro, the score of writing descriptive test was still low or did not meet the minimum requirement. It can be seen from the grammatical errors presented below.

**Table 1**

The result of students' written test of using auxiliary verb at the eighth graders of MTs Daarul 'Ulya

No	Students	Score
1	AFS	53
2	DF	72
3	DS	52
4	INS	51
5	IS	54
6	KD	56
7	MF	52
8	NRD	63
9	PNH	50
10	IM	54

Source: The teacher archives taken on November 11<sup>th</sup> 2017<sup>1</sup>

**Tabel 2**

Passing Grade Criteria

No	Range	Frequency	Percentage	Category
1	65-73	1	10%	Good
2	55-64	3	30%	Fair
3	10-54	6	60%	Bad
	Total	10	100%	

---

<sup>1</sup> The teacher archives test Result of pre survey Descriptive Writing At the Eighth Graders Of MTs Daarul Ulya Metro, on November 11<sup>th</sup> 2017.



From the table above can be known that 10 students at the eighth graders MTs Daarul 'Ulya Metro taken as sample in this pre-survey, in reality only 1 student who writing descriptive test is classified good and 3 students who their writing descriptive test is classified average and the last is 6 students who their writing descriptive test is classified low.

Based on the explanation above, the researcher assume that most of the students had lack understanding of auxiliary verb in writing descriptive text. The students did not understand how the auxiliary verb usage in text.

In the fact, the students' got difficulties in making descriptive text by using auxiliary verb. Auxiliary verbs are functions in writing descriptive text. The students are not able to make descriptive text well.

Based on the description above, the researcher will conduct a research entitle "An Error Analysis on the use of Auxiliary Verb in Writing Descriptive Text at The Eighth Graders of MTs Daarul 'Ulya Metro in the Academic Year of 2018/2019".

## **B. Focus of Study**

Based on the problem above, the researcher focused on the problem of using auxiliary verb in writing descriptive text.

## **C. Research Question**

In line with the background of the study, the problem formulations of this research are as follows:

- a. What types of errors made by the students in using auxiliary verb in writing descriptive text at the eighth graders of MTs Daarul ‘Ulya Metro in the Academic Year of 2018/2019?
- b. Why do the students make the errors of using auxiliary verb in writing descriptive text at the Eighth Graders of MTs Daarul ‘Ulya Metro in the Academic Year of 2018/2019?

#### **D. Objectives and Benefits of Study**

##### **1. Objectives of the study**

The objectives of this study aims:

- a. To investigate what types of errors made by students in using auxiliary verb in writing descriptive text at the Eighth Graders of MTs Daarul ‘Ulya Metro in the Academic Year of 2018/2019.
- b. To investigate the reasons why the students make the errors of using auxiliary verb in writing descriptive text at the Eighth Graders of MTs Daarul ‘Ulya Metro in the Academic Year of 2018/2019.

##### **2. Benefit of the study**

###### **1) For the students**

To motivate the students’ in learning English especially in learning English tenses and to increase the students’ skill in mastering English tenses.

2) For the teacher

To give information to the English teacher about teaching the tenses and the writing ability.

#### **E. Prior Research**

This research entitled *An Error Analysis on the use of Auxiliary Verb in Simple Present Tense Found in Writing Descriptive Text at The Eighth Graders of Mts Daarul 'Ulya Metro* is not conducted yet by the other researchers.

Related this issue, the researcher found some similar researches; for the first entitled *An Error Analysis of Using Modal Auxiliary verb in making Request* written by Silvi Yustina Al Rasyid. This is a case study, the purpose of the study is to describe about the error analysis on the usage of modal auxiliary verb in Request sentence. This examined the use modal auxiliary verb in making request. The researcher found many usage of modal auxiliary verb in making request errors such as: polite request 41 items (70%), and impolite request 18 items (30%). As the result, the researcher concluded that making polite request has the biggest errors on the students making request are 70%.<sup>2</sup>

Furthermore, a study by Inni Nihayah that entitled "*Error Analysis on Using Modal Auxiliaries 'Must' and 'Have to'*". This study was conducted in year 2011 that is aimed to obtaining the clear information about level of the students' errors in using modal auxiliaries 'must' and 'have to' by

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<sup>2</sup> Silvi Yustina Al Rasyid ,undergraduate thesis "*An Error Analysis of Using Modal Auxiliary verb in making Reques*, Metro:2011.

using descriptive analysis method. The samples of this research are 30 students of VIII A of second grade students at MTs N 1 Pandeglang. To collect the data, the writer gave a test and questionnaire sheets to know why the students do the errors in using 'must' and 'have to'. After conducting the research, the writer found several findings; the most students' errors are miss-formations 78.83%, the second level of errors is in omission with frequency 15.76%, the third level of errors is in addition with frequency 5.39% and the last level of errors is in Miss-order with frequency 0%.<sup>3</sup>

Based on the researches above, it indicates that auxiliaries are crucial in writing process. The difference between this research and the two previous researches above is that this research is focused on the use of auxiliary verb in descriptive writing. Meanwhile, the two prior researches did not focus on descriptive text.

As a result, the researcher will conduct a research in term of analysis of errors on using auxiliary verb which progresses in writing product, especially in writing descriptive text at The Eighth Graders of MTs Daarul 'Ulya Metro in The Academic Year of 2018/2019.

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<sup>3</sup> Inni Nihayah, *Error Analysis on Using Modal Auxiliaries 'Must' and 'Have to'*, Jakarta: 2011.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Concept of Grammar**

##### **1. Definition of Grammar**

While discussing about English learning, it is very important that everyone know grammatical rules because grammar is one of the important elements of basic rules in English. It has been widely accepted that grammar is non-arbitrary there is natural connection between word and meaning.

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how language's sentences are formed.<sup>4</sup>

From the definition above, it can be inferred that in language studies of structures and grammar, there are rules to master how language's sentences are formed. The system of rules that cover the order of words in sentence is called syntax and the rules that cover the formation of word is called morphology. Andrea de Capua (2008) assume that all language consist of pattern or grammars that make

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<sup>4</sup> Scott Thornbury, *How to Teach Grammar*, (Malaysia: Bluestone press, 2002), P. 1.

sense of the features of a given language that include the arbitrary symbols, sound, words that make up that language.<sup>5</sup>

It means that learning grammatical aspect of language is highly important because some of the language features are arbitrary symbols, sound, and words that form language that needs to be understood in a pattern or grammars. If the sentences of a language are not presented in correct grammar, they will be difficult or even cannot be understood well.

## **B. The Concept of Tense**

In learning English grammar, tense is one of the topics that must be studied. Tense is the characteristic of verbs that indicates the time of the action or state of being described. The progressive form of tense indicates on going action.<sup>6</sup> It means that tense uses the different form of verb in a sentence base on the time and the action.

From many kinds of tenses, the writer will explain more about present, especially simple present tense and present continuous tense because they are often used in writing descriptive text.

### **1. Simple Present Tense**

#### **a. The Concept of Simple Present Tense**

Verbs have forms called tenses that tell you *when* the action happens. If the action happens regularly, sometimes or never, use the

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<sup>5</sup> Capua de Andrea, *Grammar for teachers: a guide to America Serikat English for native and non native speakers* (New York: Springer science+business Media, LLC, 2008), P.6.

<sup>6</sup> Eugene Ehrlich and Daniel Murphy, *Outline Of theory and Problem of English Grammar*, (USA: The McGraw-Hill Companies.Inc. 1991). Second Edition, P. 49

simple present tense. The simple present tense is also used to state facts, to tell the events of a story that is happening now and to talk about things that will happen in the future.<sup>7</sup>

It can be understood that simple present tense indicates the action happens. It can use to talk facts “The sun *rises* every morning”. To tell the events of a story that is happening now “I *arrive* at school. I *see* another girl crying. I *ask* her why she *is* sad. She *says* she *hasn't* got any friends to play with. I *tell* her that she *can play* with me” and the last it can use to talk about things that will happen in the future “My little sister *starts* school tomorrow”.

#### **b. The Formula of Simple Present Tense**

Sentences in simple present tense always use form: S + V1

According Artono Wardiman about the examples of simple present tense:<sup>8</sup>

the simple present tense is used to describe regular actions or things that are generally true.

For third person singular (he/she/it + verb), add –s/-es to the base form of most verbs.

- a) Add –es to the base form if the verb ends in –s, -sh, -ch, or –x and for the verbs go and do.

Do => does

miss => misses

fix => fixes

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<sup>7</sup> Howard Sargeant, *Basic English Grammar for English Language Learners*, (USA: Saddleback Educational Publishing, 2007), P. 58.

<sup>8</sup> Artono Wardiman, *English in Focus*, (Jakarta : Pusat Perbukuan Departement Pendidikan Nasional, 2008). P. 14.

Go => goes                      watch => watches

- b) Change -y into -i and then add -es if the base form ends in consonant -y.

Study => studies              try => tries

But do not change -y to -i if the base form ends in -ay, -ey, -oy, -uy

Stay => stays                  deploy => deploys

Obey => obeys                buy => buys

- c) Using do/does to make question and negative sentences.

Do you know about flowers?

She does not go to school.

- d) Be and Have

The words am, is and are are the simple present forms of the verb be.

Use am with the subject I.

Use is with singular nouns like 'my dad' and 'the teacher', and with the subjects he, she and it.

Use are with plural nouns like 'my parents' and 'Jenny and Mary', and with the subjects we, you and they.

For example:

I am in the garden.

I am twelve years old.

My mom is very tired today.

She is also pretty.



Our dog is black.

Computers are very expensive.

We are in our bedrooms.

You are my best friend.

You and David are my best friend.<sup>9</sup>

Be and Have are included in irregular verb because it has different form of verb. The use of be and have in the simple present tense are as follow.

<b>Singular</b>	<b>Be</b>
I	am
You	are
He / she / it	is

<b>Singular</b>	<b>Have</b>
I	Have
You	Have
He / she / it	has

<b>Plural</b>	<b>Be</b>
We / you / they	are

<b>Plural</b>	<b>Have</b>
We / you/ they	have

The examples:

Birds are beautiful.

I have drunk a tea.

From the explanation above, it can be concluded that simple present tense is a sentence that used to present action. If the verbal sentence adds –s/-es and the nominal sentence use to be is, am, are,

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<sup>9</sup> Howard Sargeant, *Basic English Grammar for English Language Learners*, (USA: Saddleback Educational Publishing, 2007), P. 59.

do and does. They use depend on the subject (I, She, He, It, They, We, You).<sup>10</sup>

## 2. Present Perfect Tense

The present perfect tense shows action in the indefinite past.

The present perfect tense is also used to show action begun in the past and continuing into the present.<sup>11</sup> It mean that something that happens in the past and still continue until now.

To make the present perfect tense, use **have** or **has** and a verb that ends in **-ed**.

We **have lived** in this house for five years.  
(= and we still live there)

Your plane **has** already **landed**.  
(= and it's still on the ground)

She **has dirtied** her new shoes.  
(= she made them dirty and they're still dirty)

The teacher **has pinned** a notice on the board.  
(= and the notice is still there)

You don't need your key. I **have** already **opened** the door.  
(= and it's still open)

The **-ed** form of a verb is called the **past participle** when it is used with **has** or **have** to make the present perfect tense:

have + **landed**  
(past participle)

has + **opened**  
(past participle)

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<sup>10</sup> Artono Wardiman, *English in Focus*, (Jakarta : Pusat Perbukuan Departement Pendidikan Nasional, 2008). P. 14.

<sup>11</sup> Howard Sargeant, *Basic English Grammar for English Language Learners*, (USA: Saddleback Educational Publishing, 2007), P. 73.

## Irregular Past Participles

Irregular verbs also have unusual **past participles** that don't end in **-ed**. The past participle of some verbs is the same as the simple past tense.

irregular verb	simple past form	past participle
Fight	fought	fought
Have	had	had
Lose	lost	lost
Teach	taught	taught
Win	won	won

Some common **irregular verbs** have a past participle that is **different** from the simple past tense.<sup>12</sup>

Irregular verb	Simple past form	Past participle
be	was	been
break	broke	broken
do	did	done
draw	drew	drawn
drink	drank	drunk

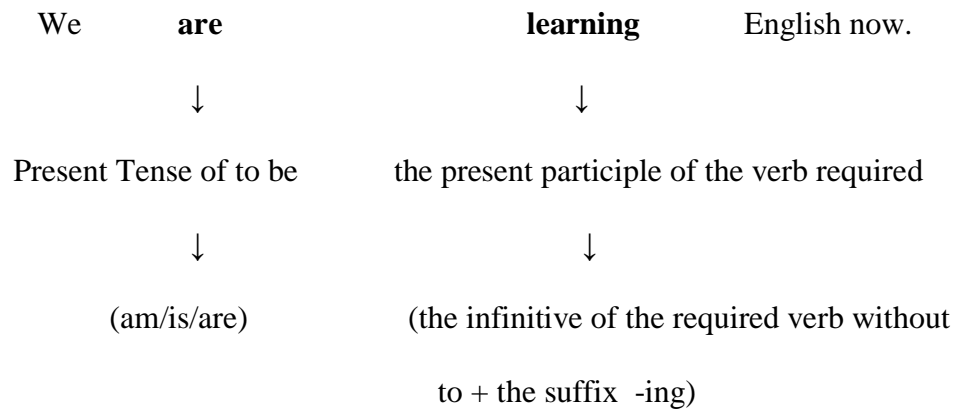
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<sup>12</sup> Ibid. 74

### 3. Present Continuous Tense

#### a. The Concept of Simple Continuous Tense

The Present Continuous Tense is formed using the present tense of the verb to be and the present participle of the verb required.



Interrogative: Are we learning now? – it is formed by inversion of the auxiliary verb and the subject

Negative: We are not learning now. – it is formed by adding the negation not to the auxiliary verb to be

#### b. The form of Simple Continuous Tense

a) When adding the suffix –ing to the infinitive of the verb without to, very often no spelling changes occur:

work + ing → working

sing + ing → singing

b) If the verb ends in “mute *e*” (“*e*” which is written but non pronounced), the “mute *e*” gets dropped:

smile /smaɪl/ + ing → smiling

receive /ri'si:v/ + ing → receiving

- c) If the verb ends in a consonant preceded by a short vowel, the final consonant gets doubled:

slip + ing → slipping

↓

short vowel

run + ing → running

swim + ing → swimming

put + ing → putting<sup>13</sup>

### C. The concept of Auxiliary Verb

#### 1. Definition of Auxiliary Verb

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.<sup>14</sup> Its mean that auxiliary verb called helping verb that proceeded in main verbs to created tenses, and mood.

According to Philip Gucker auxiliary verbs are words which may be added to the principal parts to form verb phrase belong to a specific and limited group. The verb forms listed below are those which can be used to begin a verb phrase:<sup>15</sup>

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<sup>13</sup>[https://www.google.com/FPE1\\_1\\_Tenses.doc&usg=AOvVaw33opEvxyFQ5xDEkMruDTlh](https://www.google.com/FPE1_1_Tenses.doc&usg=AOvVaw33opEvxyFQ5xDEkMruDTlh). Retrieved on August 05, 2018.

<sup>14</sup> Marcella Frank, *MODERN ENGLISH a practical reference guide*, (United States of America : Prentice-Hall, Inc, 1972). P. 94.

<sup>15</sup> Philip Gucker, *Essential English Grammar*, (New York : Dover Publication. Inc, 1966). P. 31.

do	Can	am	have
does	Could	are	has
did	Shall	is	had
may	Should	was	
might	Will	were	
must	Would		

## 2. Type of auxiliary verb

According to Marcella Frank, There are three types of auxiliaries, each serving a different purpose.

### a. Tense Auxiliaries (Be, Have, Will-Shall)

The tense auxiliaries perform a structural function only. Be occurs with the –ing present participle in the progressive forms of the tenses and with the –ed past participle in the passive form of the tenses. Have is used for the perfect tenses. (Be and have are also independent verbs). Shall and will are used for the future tenses.<sup>16</sup>

Its mean that auxiliary Be occurs with –ing used in present participle and past participle are a verb form made by adding –ing and –ed to the base.

For example: - I am working hard in my job.

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<sup>16</sup> Marcella Frank, *MODERN ENGLISH a practical reference guide*, (United States of America : Prentice-Hall, Inc, 1972). P. 94.

- We are learning English now.
- I had opened the door.
- We were careful to avoid the broken glass.

Furthermore, shall and will are used for the future tense.

For example:

- I shall look for your sister.
- We shall take you to school.
- She will give you the gift.
- They will need help.

#### b. Do Auxiliary

The do auxiliary is accompanied by the simple form of the verb (the infinitive without to). It is used only in the simple present tense (do or does offer) and in the simple past tense (did offer). It provides an auxiliary to auxiliary less verbs to enable them to function in the following grammatical patterns.

##### 1) Questions

*Do you like my new hat?*

##### 2) Negative Statements

*I don't like your new hat.*

##### 3) Abridgment – omission or substitution.

*Do you like my new hat? Yes, I do*

##### 4) Emphasis with emphatic adverbs – definitely, positively, certainly.

*Do you remember how beautiful she was? I certainly do remember.*

5) Entreaty

*Do come to the party tonight.*

c. Modal Auxiliaries

These auxiliaries add to the verb a special semantic component such as ability, obligation, and possibility. Some of the modal auxiliaries express the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between modal and mood).

Modal auxiliaries generally have no –s suffix for third person, and no infinitive or participial form. They have only two formal tenses, the present and the past, which are used with the simple form of the lexical verb (may offer, might offer), the progressive form (may or might be offering), the perfect form (may or might have offered) or the passive form (may or might be offered).<sup>17</sup>

It can be inferred that modal auxiliary used in present, past, progressive, perfect and passive form.

Modal Auxiliary Verb	Example
Can/could	-You can buy anything with your money.( <i>present</i> ) -You could run faster than me yesterday.( <i>past</i> )
May/Might	-He may work out. ( <i>present</i> ) -The doctor might have warned you not to eat meat.( <i>perfect</i> )

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<sup>17</sup> Ibid. 95



Will/would	-The chef would taste the soup. ( <i>past</i> ) -The chef will be tasting the soup. ( <i>progressive</i> )
Shall/should	-We shall buy this book. ( <i>present</i> ) -This book should be bought by us. ( <i>passive form</i> )

## D. Descriptive Text

### 1. The Concept of Descriptive Text

Descriptive text is to describe a particular person, place, or thing.<sup>18</sup>

It means that descriptive text is able to provide detail information about the particular thing in order to make readers understand what the meaning means. Furthermore, descriptive is a text that is used to describe a particular person, place, or thing in detail or clearly.

According to Siahaan, descriptive is also a text. It is a paragraph in which a writer tries to picture out on and to the reader. The object can be anything. It can be concrete object such as a person, or an animal, or an plan, or a car etc. it can be an abstract object such as an opinion, or idea, or love, or hate or belief, etc.<sup>19</sup>

One of the text types used in research is descriptive text. A descriptive text is a text that describes a particular person, place and things. It can be inferred that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share to reader some object, person, scene, activity, or mood that the writer experienced. In addition to informing and interesting other, description adds to enjoyment of life.

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<sup>18</sup> Artono Wardiman, *English in Focus*, (Jakarta : Pusat Perbukuan Departement Pendidikan Nasional, 2008). P. 26.

<sup>19</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta : Graha Ilmu, 2008). P. 119.

## 2. The Generic Structure of Descriptive Text

The structures of descriptive text have two parts.

- a. Identification (mention the special participant).

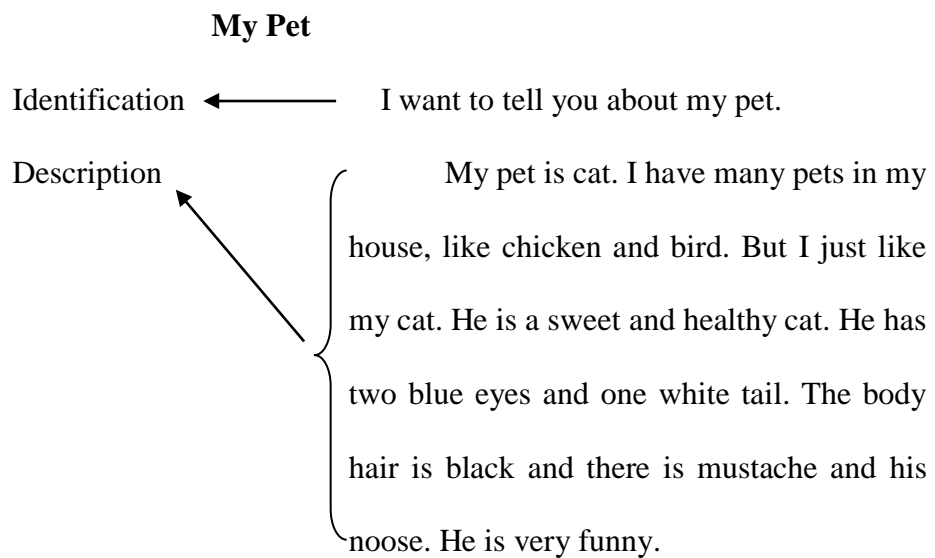
It identifies particular person, place, or thing to be described.

The identification can be in the form of definition.

- b. Description (mention the part, quality, and characteristics of the subject being described).

The following is the example of descriptive text:

Text organization



Based on the explanation above, descriptive text consists two parts; they are general classification and description. General classification sometimes called as identification that introduces the topic being described. On the other hand, description tells the topics more clearly such as part, quality and characteristics.

Furthermore, descriptive is a text that is used to describe a particular thing, person, or place. It talks about one specific thing, person or place by mentioning its characters, parts, quantities, or qualities.

### **3. The Language Features of Descriptive Text**

According to Th. M. Sudarwati and Eudia Grace, descriptive text has some language features;

- a. The use of adjectives and compound adjective.
- b. The use of linking verb/relating verbs.
- c. The use of simple Present Tense.
- d. The use of degree of comparison.<sup>20</sup>

## **E. Error Analysis**

### **1. The concept of Error Analysis**

Error analysis is the study and evaluation of these condition of being indefinite; its two main function being to allow the practitioner to estimate how large the condition of being indefinite and to help her or him to reduce them when necessary. Its mean that evaluation of mistakes she or he makes can be conduct by this way to analyze.

Basically, errors the students commonly can be distinguished in two terms, they are mistake and error. Brown assumed up that mistake refers to performance error that is either a random guess or a slip in

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<sup>20</sup> Th.M. Sudarwati And Eudia Grace, *Look Ahead*, (Jakarta: Erlangga, 2007), P. 172.

that is failure to utilize a known system correctly.<sup>21</sup> It means that mistake has a more general meaning than error itself. Error is something more specific than mistake.

according to Richard & Schmidt, Error Analysis had been carried out because of several purposes, namely: firstly it is utilized in order recognizing several strategies which is applied by the students in language learning; attempting to identify the cause of students' erroneous; obtaining some worthwhile information on the general evidently challenges may confront while in language learning process, at time, perhaps to be a tool to prepare of teaching materials.<sup>22</sup>

## **2. Types of Error**

According to Richards there are two types of error, namely interlingual and intralingual error but in this research the researcher only discussed about the types of intralingual. Intralingual errors refer to errors which are caused by its system of rule of the target language. This error involves:

### **a. Over generalization**

In this case, the learner creates a deviant structure on the basis of other structures in the target language.

Example:

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<sup>21</sup> Brown H. Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (San Fransisco Addison Wesley : Logman, 2000), P. 217.

<sup>22</sup> Richard, J. C., & Schmdit, *Logman Dictionary of Language Teaching and Applied Linguistics*, (London: Longman, 2002), The Third Edition, P. 184.

“He can sings” where English allows “He can sing” and “He sings”.

b. Ignorance's of rules restriction

In this case, the learner applies rules to context where they are not applicable.

Example:

“He made to go to rest” through to extension of the pattern.” He asked/wanted me to go.”

c. False concept to hypothesis

The learners do not to fully understand a distinction in the target language. The students have the wrong concept of language system. They often make error caused by the incorrectness on the difference in target language itself.

Example: the use of “was” as a maker of past tense.

Rudi said, “I am here when I am a child.” (Incorrect sentence)

Rudi said, “He was here when he was a child.” (Correct sentence)

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Types and Characteristics of the Researcher**

The researcher has been widely known that qualitative and quantitative methods are often used in a research of scientific writing. In this study, the researcher would apply a qualitative inquiry to sense the data, in which the data collected involves the genre of words or picture rather than numeric. Qualitative is essentially interpretive, it means that the researcher eventually would create interpretation of the data.

(Creswell, 2003) as cited in Carrie Williams explains Qualitative research can be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences.<sup>23</sup> It can be assumed that by qualitative research, the writer will have more opportunity to do her research in many places she wants.

Regarding with the theory above, the researcher aims to investigate the error of English writing which would focus on used auxiliary verb errors in writing descriptive text. The data source consists ten written works of students in the eighth graders of Mts Daarul ‘Ulya Metro in the academic year of 2017/2018.

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<sup>23</sup> Carrie Williams, “Research Methods” in *Journal of Business & Economic Research*, (Grand Canyon University), Vol. 5, No. 3, March, 2007. P. 67

## **B. Data Source**

For collecting the data, the researcher would use two kinds of data source to present the research, namely primary and secondary data source.

1. The primary data source is the result of ten students' descriptive writing.
2. The secondary data source of this research is everything that is related to this study that can support this research such as books, journals, articles, syllabus, English dictionary, and some relevant documents.

## **C. Data Collecting Technique**

In accomplishing the research, the researcher would use some instruments for gathering the data. The researcher presents instrument gathering the data are follows:

1. Documentation

According to John W . Creswell, there are several advantages of using documentation to collect the data. It gives the researcher to get the language and words of participants and it represents data which are thoughtful in those participant give attention to arranging them. In addition, Documentation is an instrument to gain the information in the form of written source or documenter, such as: books, magazines,

daily notes, note, etc.<sup>24</sup> it can be understood that the documentation is exceedingly helpful to collect data which need the research.

Based on the statement above the researcher would collect the data from document of English students' writing descriptive text on the use of auxiliary verb in Mts Daarul 'Ulya Metro in the academic year of 2018/2019 would take from the English teacher archives.

## 2. Observation

Observation is the act of watching somebody or something carefully for a period of time, particularly to learn something. It is aimed to get some information directly from the field. In this case the researcher would apply observation in gaining information from the object of this research. That is about the reason of why the students make errors in using auxiliary verb in descriptive writing.

## D. Data Analysis Technique

Analysis data in qualitative research is used when the data collecting is going on and data analysis is a process to get pattern or regular form. Whereas interpretation data is a process giving a meaning toward pattern or regularity which is finding in research.

The process analysis data can begin with beating whole data that is gathered from various sources of observation and documentation.

This research would apply Creswell's six steps in analyzing the data:

- 1) Organize and prepare the data for analysis.

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<sup>24</sup> AS Hornby, *Oxford Advance Learners's Dictionary Of Current English*, (UK: Oxford University Press, 2010), P.391.



This involves transcribing interviews. optically scanning material. typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2) Read through all the data.

A first step is to obtain a general sense of the information and to reflect on its overall meaning. Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

3) Begin detailed analysis with a coding process.

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information.

4) Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects.

5) Advance how the description and themes will be represented in the qualitative narrative.

This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes,

specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.

- 6) A final step in data analysis involves making an interpretation or meaning of the data.

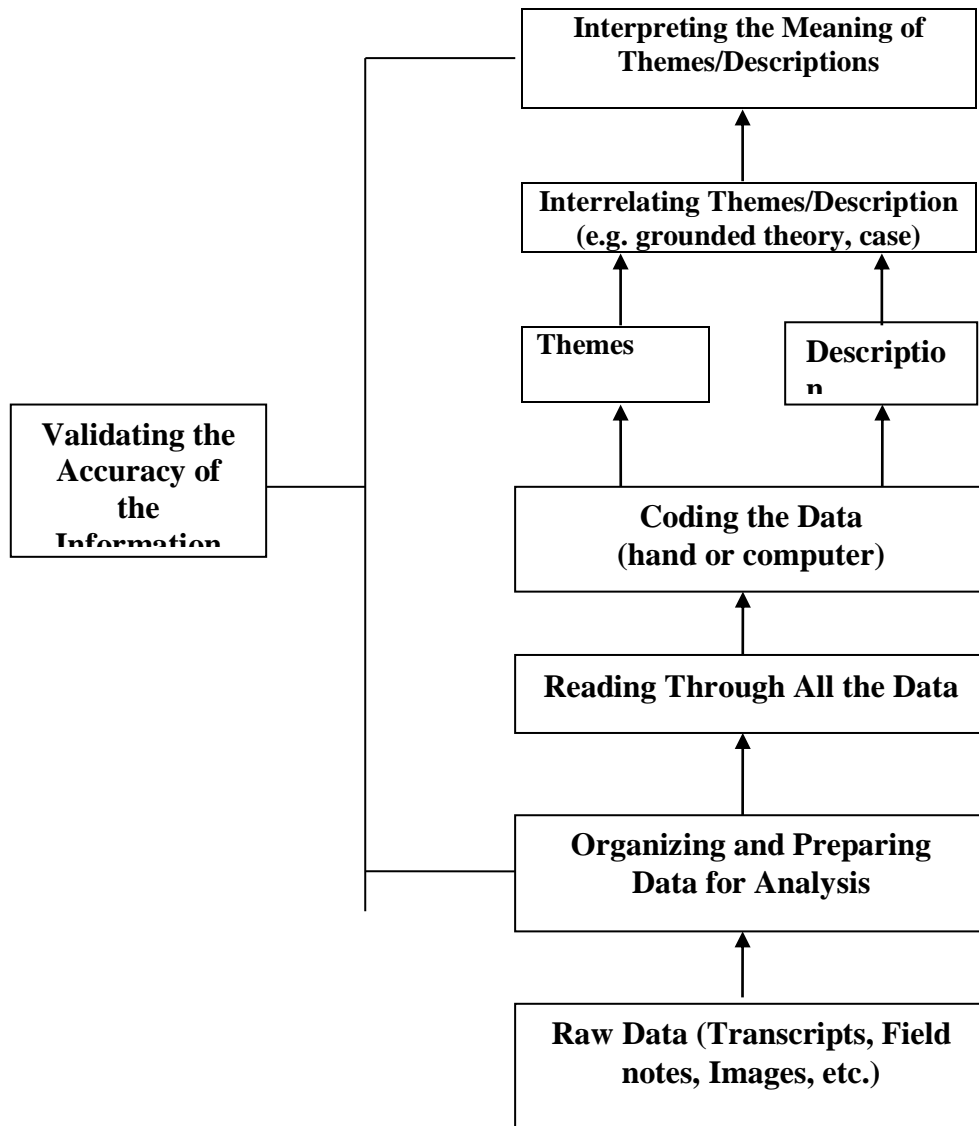
Asking, "What were the lessons learned?" captures the essence of this idea. These lessons could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.<sup>25</sup>

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<sup>25</sup> Creswell, W. John, *Research Design : Qualitative, Quantitative, And Mixed Methods Approaches*(3rd Ed)(New Delhi: sage publications, 2009) p. 185-189

**Figure 9.1**

**Data Analysis Process**



John W. Creswell Mode

## **E. Research Approach**

Research approach is the problem solving strategy of the account observation and accurate is conducted to organize the field fact and summary to take hold of understanding, explaining, predicting and managing the condition. In this research, the researcher would implement the qualitative research. Qualitative research focuses on analyzing the data and finally making condition about the data.

The approach in this research is case study. "Case study is a method of exploring and analyzing the life of a social unit - be that unit a person, a family, institution, culture group, or even an entire community."<sup>26</sup>

The case study is used to give delineation about phenomenon in real life.

The processes of conducting case study research plan commonly have some steps as follow:

1. Determining research focus and problem formulation.

The researcher focused on taking the data from the students' worksheet of writing test on middle term examination.

2. Determining the case, ways of data collection technique and data analysis technique.

3. Preparing the instrument of data collection.

The researcher made research instrument to case collecting the data.

To collect the data, the researcher used various preparations namely preparing the schedule of collecting the data and research instrument.

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<sup>26</sup> Yogest Kumar Sign, *Fundamental of Research Methodology and Statistic*, (India: New Age International Publisher, 2006), p.148

4. Collecting the data.

In this research, the researcher took the data from the students' score at the eighth grade of Mts Daarul 'Ulya.

5. Evaluation and analysis data.

Evaluation is necessary to make sure that the data are complete and ready to interpret.

6. Writing report.

Creating the report is to simplify the data into summary then it will be handed as the requirement of strata 1 degree.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Setting**

The descriptive location of the research has taken by the researcher by using the data collecting method. There are many descriptions about location of the research such as: The history of MTs Daarul ‘Ulya Metro, the profile of school, vision and mission, Building Condition and School Activities, human source and the number of MTs Daarul ‘Ulya Metro.

##### **1. The Historical of Mts Daarul ‘Ulya Metro**

Madarasah Tsanawiyah Daarul ‘Ulya Iring mulyo Metro Timur, was established since 2009. it is located on Jl. Merica N0. 31 RT 33 RW 15 Kec. Iringmulyo Metro Timur Provinsi Lampung. MTs Daarul ‘Ulya is owned by Islamic institute muslim boarding school (Yayasan Pendidikan Pondok Pesantren) “Daarul ‘Ulya”. The status accreditation of Mts Daarul ‘Ulya now is B. Mrs.Bariyanti, S.Pd.I has been the principal of MTs Daarul ‘Ulya Metro since 2009 until now.

##### **2. The profile of school**

- |                   |                                 |
|-------------------|---------------------------------|
| a. Name of school | : MTs Daarul ‘Ulya              |
| b. No. statistic  | :212180100007                   |
| c. Accreditation  | :“B”                            |
| d. Address        | : Jl. Merica N0. 31 RT 33 RW 15 |
| Village /District | :Iringmulyo / Metro Timur       |
| City              | : Metro                         |

- Province : Lampung
- e. NPWP :00.778.122.2-321.000
- f. Headmaster :Bariyanti, S.Pd.I

### **3. Vision and Mission Mts Daarul ‘Ulya Metro**

#### **a. Vision School**

“To be an ASRI Junior High School (Aman, Sehat, Rindang, Indah), institution that has environmental insight, excelled in achievements, leading in innovation and advancing in creation,

#### **b. Mission of MTs Daarul ‘Ulya Metro**

- 1) Establishing of achievement behavior, critical and creative mindset for students.
- 2) Giving Islamic education intensively.
- 3) Improving an attitude of discipline, responsibility, appreciation and experience of the values of Islamic religion to form students with moral character.

### **4. School Activities**

MTs Daarul ‘Ulya Metro has a satisfy facilities to support both the learning activity and extracurricular program such as:

- a. Pramuka
- b. English Club
- c. Arabic Club
- d. Kaligrafi
- e. Bina vocalia

- f. Fotsal
- g. Pagar Nusa
- h. Seni Tari
- i. Paskibra

## 5. Human Source

**Table 3**  
**The Condition of Teacher and Staff in MTs Daarul ‘Ulya Metro**

No	Name	Sex	Occupation
1.	Bariyanti, S.Pd.I	Female	Principal
2.	Dedi Maryanto, S.Pd.I	Male	Curriculum Affair
3.	Drs. Abdhullah	Male	Fiqh Teacher
4.	Yulia Ayu Lestari, S.Pd	Female	Mathematic Teacher
5.	Heni Rahmawati, S.Pd	Female	Science Teacher
6.	Zaenatun Farida, S.Pd.I	Female	Social Teacher
7.	Slamet Wahyudi, S.Pd.I	Male	Arabic Teacher
8.	NurJannah, A.Ma	Female	Indonesia Teacher
9.	Lidiya Ningsih, S.Pd	Female	English Teacher
10.	Ummul Khoir, S.Pd.I	Female	Computer Teacher
11.	Indiati, S.E	Female	PKN Teacher
12.	Nur Rahman, S.Pd	Male	Sport Teacher
13.	Tri NurHidayah, S.Pd.I	Female	Lampung Teacher
14.	Eka Puspita Dewi, S.Pd	Female	Library Officer
15.	Lili Kusdartiana NB, S.Pd	Female	Mathematic Teacher
16.	Ahmad Chanan Arzaqi	Male	administration
17.	Aziz Amrulloh	Male	Scout Teacher

Source : The Archieves of MTs Daarul ‘Ulya Metro Timur

MTs Daarul ‘Ulya Metro has professional teachers and officers from various universities and also from various level of education. This is due to a better quality of the graduates of MTs Daarul ‘Ulya Metro. Therefore, selected teachers and officers are very helpful in teaching learning process.

The total number of the teachers and officer were 17 persons and divided into 2 civil servant teachers and 15 honorary teachers. In addition, it also consists of 1 person who was graduated from D3, 14 people which



were graduated from S1 and 2 people which were graduated from Senior High School.

#### **6. Number of the students at MTs Daarul ‘Ulya Metro**

The numbers of the students at MTs Daarul ‘Ulya Metro are 59 students that can be identified as follows:

**Table 4**  
**The Number of Students’ of MTs Daarul ‘Ulya Metro**

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Amount</b>
1	VII	7	13	20
2	VIII	9	10	19
3	IX	9	11	20
<b>Total</b>	<b>Students</b>	<b>25</b>	<b>34</b>	<b>59</b>

#### **B. Description of Data Analysis**

The data of the research is the information collected by doing qualitative research. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm. Qualitative research is an approach that called investigation approach because the research collects data by facing and interacting with the object directly. It can be concluded that the data is conducting directly.

In analyze the data, the researcher applied Creswell’s model. According to Creswell Qualitative research can be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences. It can be assumed that by qualitative research, the writer will

have more opportunity to do her research in many places she wants. In this research, the researcher analyzed the use of auxiliary verb in writing descriptive text at MTs Daarul ‘Ulya.

The researcher conducted the research on September 24<sup>th</sup>, 2018 at the eighth graders of MTs Daarul ‘Ulya Metro. The researcher used 10 students as the participants. In this research, the researcher used documentation and observation as the data collection method. The researcher analyzes an error on the use auxiliary verb in students’ writing descriptive text.

Regarding to the object of this research analyzed the use of auxiliary verb in students’ writing descriptive text result of the eighth graders of MTs Daarul ‘Ulya. In this chapter the researcher describe the data that used as primary source. The data is gotten by the students’ writing descriptive text result. These are the result of analysis in writing descriptive text based on the rule as follows:

### **Student 1**

#### **My Favorite Teacher**

My favorite teacher in Mts Daarul ‘Ulya is Mrs.Lidya Ningsih. She is English teacher for the second grader. She is beautiful. She comes from java and her age are about 27 years old. She is the best teacher for me and my friends. Her hobby is play volley ball.

She tell to me, she have eaten his favorite food. It is fried rice. She do not like noodle, because she say noodle is not healthy for our body. She has square face, small nose and always wears glasses. She always also wear veil. I like her because she is different with another teacher.

### **1. Corpus 1 : EP**

#### **One Error in Auxiliary Verb: (is, am, are)**

**Incorrect:** *She comes from java and her age are about 27 years old.*

**Correct:** *She comes from java and her age is about 27 years old.*

**One Error in Auxiliary Verb: (do, does)**

**Incorrect:** *She do not like noodle, because she say noodle is not healthy for our body.*

**Correct:** *She does not like noodle, because she say noodle is not healthy for our body.*

**One Error in Auxiliary Verb: (have, has)**

**Incorrect:** *She have eaten his favorite food.*

**Correct:** *She has eaten her favorite food.*

Based on the students' writing descriptive text result above, the error which mostly occur in using auxiliary verb which the auxiliary verb (is, am, are, do, does, have, has) use to write descriptive text. Here, the researcher narrated the students' result to make easily.

The first student made 3 errors auxiliary verb from writing descriptive text occupy on the fourth, seventh and ninth sentences. Basically the correct auxiliary verb from the fourth sentence is "She comes from java and her age *is* about 27 years old" but he used auxiliary verb "*are*". The sentence is not appropriate. The usage of auxiliary verb "*are*" is used for subject "you, they, we" and auxiliary verb "*is*" is used for subject "she, he and it".

Afterwards, the student 1 made error in the seventh sentence is "She *have* eaten his favorite food" it should be use *has* because the sentence is present perfect tense and auxiliary verb *has* use to express personal pronoun. The last error sentence from student 1 is in the ninth sentence "She *do not* like noodle, because she say noodle is not healthy for our body". The sentence is not appropriate when using auxiliary do. It can be

right sentence if the sentence is “she **does not** like noodle, because she say noodle is not healthy for our body”. The usage of auxiliary verb “do” is used for subject “I, you, they, we” and auxiliary verb “does” is used for subject “she, he and it” and the sentence is negative sentence. Adding not so, become **does not**.

## Student 2

### My Best Friend

My best friend is Muchlas Miftahudin and he is my classmate. We go to school together. Muchlas come from Bandar. He is like English. He always **do** his homework together with her friend. He is the first child in his family. He **do not** has brother but he has sister. He has favorite color. It is white and his body is fat. He has pointed nose. Her hair is curly and short. He always use glasses. His favorite food **are** meat ball. My best friend is very handsome.

## 2. Corpus 2 : CSP

### One Error in Auxiliary Verb: (is, am, are)

**Incorrect:** *His favorite food **are** meat ball.*

**Correct:** *His favorite food **is** meat ball.*

### Two Errors in Auxiliary Verb: (do, does)

**Incorrect:** *He **do not** has brother but he has sister and He always **do** his homework together with her friend.*

**Correct:** *He **does not** have brother but he has sister and He always **does** his homework together with her friend.*

### There is no Error in Auxiliary Verb (have, has)

Student 2 was made 3 errors auxiliary verb from writing descriptive text occupy on the fifth, seventh and twelfth sentences. The student 2 made incorrect sentence. The student does not understand well about the usage of auxiliary verb “do, does”. Student 2 uses auxiliary verb “do” for subject he “He always **do** his homework together with his friend”.

Actually, the correct sentence is “He always **does** his homework together with his friend. Student 2 is also still confused about negative sentence, the correct sentence is “He **does not** has brother but he has sister” but she writes incorrect sentence “He **do not** has brother but he has sister”. Furthermore, “His favorite food **are** meat”. It incorrect sentence, it should be “His favorite food **is** meat” because the favorite food just one or singular.

### **Student 3**

#### **My Best Friend**

I have best friend. Her name is Nikmatus Sa’adah. You can call her Nikma, she is thirteen years old. She live metro 21 polos. My friend study at Mts Daarul ‘Ulya. Her body is tall. Her hobby is reading. Her favorite food is noodle. She **have** drunk a cup of tea but she **do not** like a coffee.

### **3. Corpus 3 : IF**

**There is no Error in Auxiliary Verb: (is, am, are)**

**One Error in Auxiliary Verb: (do, does)**

**Incorrect:** She **do not** like a coffee.

**Correct:** She **does not** like a coffee.

**One Error in Auxiliary Verb: (have, has)**

**Incorrect:** She **have** drunk a cup of tea.

**Correct:** She **has** drunk a cup of tea.

Student 3 has difficulties in writing descriptive text, the student made errors on use of auxiliary verb in the last sentence from descriptive text result. They are “She **have** drunk a cup of tea but she **do not** like a coffee”. The sentence is not appropriate when using auxiliary *have* and *do not*. The usage of auxiliary verb “*have*” is used for subject “I, you, they, we” and auxiliary verb “*has*” is used for subject “she, he and it” and in the negative sentence is adding not “*do not*”. In addition, the correct

sentences should be “She **has** drunk a cup of tea but she **does not** like a coffee”.

#### Student 4

##### My Favorite Teacher

My favorite teacher is Lidya Ningsih. She is goodgirl, teacher ideal for me and my class. She is English teacher. I like mrs. Lidya because she is beautiful, cute, cool, perfect and cleaver. She is very amazing.

Mrs. Lidya **have** done married. She has a daughter her name is rara. Rara school in TK Azzahra. Mrs. Lidya **have** known that her daughter **are** very clever.

Her favorite food is meatball and favorite drink is juice orange. She is always use veil.

#### 4. Corpus 4 : MZ

**One Error in Auxiliary Verb: (is, am, are)**

**Incorrect:** *her daughter **are** very clever.*

**Correct:** *her daughter **is** very clever..*

**There is no Error in Auxiliary Verb: (do, does)**

**Two Errors in Auxiliary Verb: (have, has)**

**Incorrect:** *Mrs. Lidya **have** done married and Mrs. Lidya **have** known.*

**Correct:** *Mrs. Lidya **has** done married and Mrs. Lidya **has** known.*

Based on the text which written by student 4, the researcher found the errors on the use of auxiliary verb in writing descriptive text. Student 4 had an error on the use of auxiliary verb in the sixth and ninth sentence. The student 4 writes “Mrs. Lidya **have** done married” and “Mrs. Lidya **have** known”. The sentences are not appropriate. They should be right if the sentences are “Mrs. Lidya **has** a daughter her name is rara” and “Mrs. Lidya **has** known”. The usage of auxiliary verb “have” is used for subject “I, you, they, we” and auxiliary verb “has” is used for subject “she, he and it”.

On the other hand, student 4 makes an error of usage auxiliary verb “*are*” in the seventh sentence “she *are* very clever”. The sentence is not appropriate when using auxiliary *are*. It can be right sentence if the sentence is “she *is* very clever”. The usage of auxiliary verb “is” used for subject “she, he and it” and auxiliary verb “are” is used for subject “you, they, we”.

#### **Student 5**

##### **My Mother**

My mother name is Winarti. She is 46 year. She live at way kanan city. My mother *are* very very beautiful for me and my father and then she is smart, smart cooking. My mother cook very delicious, really. My family like that cook.

My mother is all of me. My mom always angry if I naughty but, that is loving feel and care for me. I always remember it, every morning before I go to school, she always says “be careful on the way my girl” and then I always kiss her hand if I go to school. My mom give me money only 2000 for school. Thank you for all mom.

#### **5. Corpus 5 : NS**

##### **One Error in Auxiliary Verb (is, am, are)**

**Incorrect:** *My mother are very very beautiful for me.*

**Correct:** *My mother is very beautiful for me.*

##### **There is no Error in Auxiliary Verb (do, does)**

##### **There is no Error in Auxiliary Verb (have, has)**

The fifth student made error auxiliary verb from writing descriptive text occupy on the fourth sentence. Basically the correct auxiliary verb from the fourth sentence is “My mother *is* very beautiful for me and my father and then she is smart, smart cooking.” but student 5 uses auxiliary verb “*are*”. The sentence is not appropriate. The usage of auxiliary verb “are” is used for subject “you, they, we” and auxiliary verb “is” is used for subject “she, he and it”.

## Student 6

### My best friend

I have best friend, her name is Mudrikah Zein. I call her Zen. She are fourteen years old. She live in way kanan. She has thin body but her body do not tall. She has long brown hair, black eyes, a small nose and red lip. She do not like pink color. She like wear a yellow sock. She has good attitude, polite and happy, her favorite food are fried rice. She like ice cream but she do not like soft drink and then she like cat very much.

## 6. Corpus 6 : RON

### Two Errors in Auxiliary Verb (is, am, are)

**Incorrect:** *She are fourteen years old.*

*Her favorite food are fried rice.*

**Correct:** *She is fourteen years old.*

*Her favorite food is fried rice.*

### Three Errors in Auxiliary Verb (do, does)

**Incorrect:** *She has thin body but her body do not tall.*

*She do not like pink color.*

*She do not like soft drink.*

**Correct:** *She has thin body but her body does not tall.*

*She does not like pink color.*

*She does not like soft drink.*

### There is no Error in Auxiliary Verb (have, has)

Based on the text which written by student 6, the researcher found the errors on the use of auxiliary verb in writing descriptive text. Student 6 had an error on the use of auxiliary verb in the third, fifth, seventh, ninth and tenth sentences. The student 6 writes “She are fourteen years old” and “her favorite food are fried rice”. The sentences are not appropriate. It should be right if the sentences are “She is fourteen years old” and her favorite food is fried rice. The subject is “She” so; the auxiliary verb “is” should be used.

On the other hand, student 6 makes an error of usage auxiliary verb “do” in the fifth, seventh and tenth sentences “She has thin body but her



body **do not** tall”, “She **do not** like pink color” and “She like ice cream but she **do not** like soft drink and then she like cat very much”. The sentences are not appropriate when using auxiliary *do*. It can be right sentences if the sentences are “She has thin body but her body **does not** tall”, “She **does not** like pink color” and She like ice cream but she **does not** like soft drink and then she like cat very much. The usage of auxiliary verb “*does*” used for subject “she, he and it” and auxiliary verb “*do*” is used for subject “I, you, they, we”. In addition, the correct auxiliary verb should be used “*does*” and in the negative sentence is adding not “*does not*”.

#### **Student 7**

##### **My Favorite Teacher**

My favorite teacher **are** Mrs.Henni Rahmawati. You can call Mrs. Heni. She is a very nice, a friendly and patient women. She is twenty five years old. She live on Anggrek street No 15 Metro. She is English teacher at Mts Daarul ‘Ulya.

She likes reading. Favorite food is fried chicken and she **do not** like spicy food. Orange juice is favorite drink. Her pointed nose. Her body is tall. She is the best teacher for me. She never forget her responsibilities as a teacher and she **have** already married.

#### **7. Corpus 7 : MAM**

##### **One Error in Auxiliary Verb (is, am, are)**

**Incorrect:** *My favorite teacher **are** Mrs.Henni Rahmawati.*

**Correct:** *My favorite teacher **is** Mrs.Henni Rahmawatu*

##### **One Error in Auxiliary Verb (do, does)**

**Incorrect:** *She **do not** like spicy food.*

**Correct:** *She **does not** like spicy food.*

##### **One Error in Auxiliary Verb (have, has)**

**Incorrect:** *She **have** already married.*

**Correct:** *She **has** already married.*

Student 7 has difficulties in writing descriptive text, the student made errors on use of auxiliary verb in the first, seventh and the last sentences

from descriptive text result above. The first error is “My favorite teacher **are** Mrs.Henni Rahmawati”. The sentence is not appropriate when using auxiliary *are*. Because, the subject is singular so; the correct is using auxiliary “is”. It can be right sentences if the sentence is “My favorite teacher **is** Mrs.Henni Rahmawati”.

Afterwards, the student 7 made error in the seventh sentence “She **do** *not* like spicy food” It can be right sentence if the sentence “She **does not** like spicy food” and in the negative sentence is adding not “*does not*”. And the last error sentence is “She **have** already married”. The sentence is not appropriate when using auxiliary *have*. It can be right sentences if the sentence is “She **has** already married”.

### Student 8

#### Mother

My mother **are** beautiful and sweet. Name my mother sumiati. She has short hair and curly and black. My mother say when young she more beautiful than me. My mother moeslem. My mother **are** a kind to other people.

She **do** useful activity. My mother always help my neighbor that poor, gives the rice and vegetable. My mother often gives money to the mosque because in my country there a renovation of mosque. My father and me very love my mother.

### 8. Corpus 8 : MM

#### Two Errors in Auxiliary Verb (is, am, are)

**Incorrect:** *My mother **are** beautiful and sweet and My mother **are** a kind to other people.*

**Correct:** *My mother **is** beautiful and sweet and My mother **is** a kind to other people.*

#### One Errors in Auxiliary Verb (do, does)

**Incorrect:** *She **do** useful activity.*

**Correct:** *She **does** useful activity.*

#### There is no Error in Auxiliary Verb (have, has)

From the text above, student 8 describing about “My Mother”, there are some errors especially in the first, fourth and fifth sentences from descriptive result above, the first and the fourth sentences the student 8 writes “My mother **are** beautiful and sweet” and “My mother **are** a kind to other people”. The sentences are not appropriate when using auxiliary *are*. Because, their subject is singular so; the correct is using auxiliary “is”. It can be right sentences if the sentences are “My mother **is** beautiful and sweet” and “My mother **is** a kind to other people”.

On the other hand, student 8 also made error in the fifth sentence. The student 8 writes “She **do** useful activity”. The sentence is not appropriate when using auxiliary *do*. It can be right sentences if the sentence is “She does useful activity”, because, “*does*” used for subject “she, he and it” and auxiliary verb “*do*” is used for subject “I, you, they, we”.

## **Student 9**

### **My Pet**

I **had** chosen a dog as my pet. Its name is kiki. It **are** so friendly, brave, loyal, smart and also cute. He is small and has soft fur.

It understands my felling very well. If I feel blue, it come to me and talk to me by using strange voice that I **does not** understand its language but I feel happy when I hear its voice. He sometimes is very naughty but I still enjoy each and every moment. He is the best pet ever. Kiki is my lovely pet.

## **9. Corpus 9 : FS**

### **One Error in Auxiliary Verb (is, am, are)**

**Incorrect:** It **are** so friendly, brave, loyal, smart and also cute.

**Correct:** *It is so friendly, brave, loyal, smart and also cute.*

**One Error in Auxiliary Verb (do, does)**

**Incorrect:** *I does not understand.*

**Correct:** *I do not understand.*

**One error in Auxiliary Verb (have, has)**

**Incorrect:** *I had chosen a dog as my pet*

**Correct:** *I have chosen a dog as my pet.*

Based on the text which written by student 9, the researcher found the errors on the use of auxiliary verb in writing descriptive text. Student 9 had an error on the use of auxiliary verb in the first, second and sixth sentence. The student 9 writes “I ***had*** chosen a dog as my pet”. It should be use *have*. Because auxiliary verb *have* use to express the subject “I, you, they, we”. It can be right sentence if the sentence is “I ***have*** chosen a dog as my pet”.

Besides that, in the next sentence, the student 9 also made error. The student 9 writes “It ***are*** so friendly, brave, loyal, smart and also cute”. The sentence is not appropriate, because the subject is singular, so; the auxiliary should be use *is*, become the correct sentence “It ***is*** so friendly, brave, loyal, smart and also cute” And the last error is “I ***does not*** understand its language”. In the negative sentence is adding not “*do not*”. In addition, the correct sentences should be “I ***do not*** understand its language”.

### **Student 10**

#### **My House**

My house is located in Jl.palapa no. 5. There **are** wall fence in front of my house and many trees such as, avocado, mango and guava. Besides that, I also have many kind of flower. There **are** a terrace usually use for us to do some activities.

The first room in my house is a guest room which functions to receive the guest and at this room have one set of chair and a table. The second room is my room which contains a bed, a book

rack, the functions to put my bag, my toys, my book and I not always does homework in my room.

*Source: Documentation data conducted on September 24<sup>th</sup>, 2018*

## 10. Corpus 10 : DR

### Two Errors in Auxiliary Verb (is, am, are)

**Incorrect:** *There are wall fence in front of my house and There are a terrace usually use for us to do some activities.*

**Correct:** *There is wall fence in front of my house and There is a terrace usually use for us to do some activities.*

### One Error in Auxiliary Verb (do, does)

**Incorrect:** *I not always does homework in my room.*

**Correct:** *I do not always do homework in my room.*

### There is no Error in Auxiliary Verb (have, has)

From the text above, student 10 describing about “My House”, there are some errors especially in the second, fourth and eighth sentences from descriptive result above, the second and the fourth sentences the student 10 writes “There **are** wall fence in front of my house” and “There **are** a terrace”. The sentences are not appropriate when using auxiliary *are*. Because, their subject is singular so; the correct is using auxiliary “is”. It can be right sentences if the sentences are “There **is** wall fence in front of my house” and “There **is** a terrace”.

On the other hand, student 10 also made error in the eighth sentence. The student 10 writes “I not always **does** homework in my room”. The sentence is not appropriate when using auxiliary *does*. It can be right sentences if the sentence is “I do not always **do** homework in my room”, because, “do” used for subject “I, you, they, we” and auxiliary verb “does” is used for subject “she, he and it”.

### C. Interpretations

Based on the data analysis result above, the writer considered that so many usage of auxiliary verb in writing descriptive text. It can be reflected from their mistake that they have made in using auxiliary verb. To make it clearly in this research, the researcher presented the chart that represented the types of auxiliary verb error is frequently used in the students' writing descriptive text as follows:

**Tabel 5**  
Auxiliary verb errors found in students' Writing Descriptive Text  
Result at the eighth graders of MTs Daarul 'Ulya Metro in the academic  
year of 2018/2019

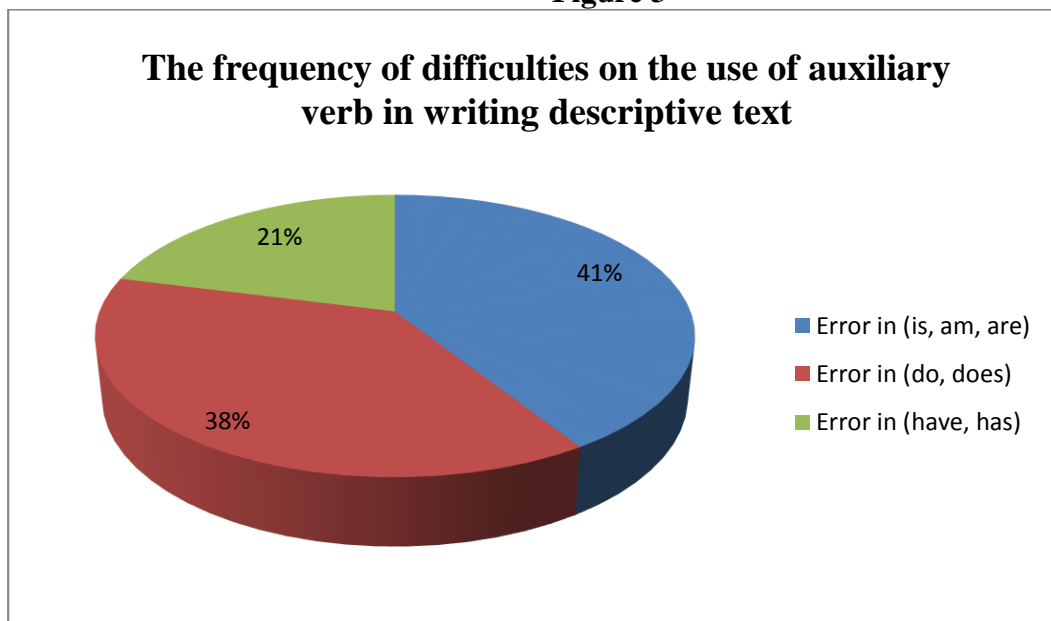
No Code	Types of Error on the usage Auxiliary verb			
	Error in (is, am, are)	Error in (do, does)	Error in (have, has)	Total of Error
Std 1	1	1	1	3
Std 2	1	2	-	3
Std 3	-	1	1	2
Std 4	1	-	2	3
Std 5	1	-	-	1
Std 6	2	3	-	5
Std 7	1	1	1	3
Std 8	2	1	-	3
Std 9	1	1	1	3
Std 10	2	1	-	3
Total	12	11	6	29
Percentage	41%	38%	21%	100%

The result of this analysis described that fact there were some difficulties on the use of auxiliary verb in writing descriptive text commonly made by student result. Out of 10 answer sheet of students' result taken from the eighth graders of MTs Daarul 'Ulya Metro. The

students misunderstanding about applying auxiliary verb in writing descriptive text. Some students often felt confused in differentiating the use of auxiliary verb base on the subject.

The researcher found the frequency of difficulties on the use of auxiliary verb in writing descriptive text are 12 errors in auxiliary verb (is, am, are), 11 errors in auxiliary verb (do, does), and the last 6 errors in auxiliary verb (have, has).

**Figure 3**



Base on the chart above clearly showed that auxiliary verb (is, am, are) is dominating frequency with 41%. In the second place is auxiliary verb (do, does) 38% and the last place is auxiliary verb (have, has) 21%.

In addition, the students make errors of using auxiliary verb; *the students have low mastery of subject-verb agreement* influences the errors of using auxiliary verb in descriptive text.

For example in Corpus 1, 2, 3, 4, 5, 6, 8 and 9: she **do not** like noodle, his favorite food **are** meat ball, she **do not** like a coffee, she **are** very clever, my mother **are** very beautiful, she **are** fourteen years old, she **do not** like pink color, she **do not** like soft drink, she **do not** like spicy food, she **do** useful activity and it **are** so friendly.

*The students do not understand about the function of auxiliary verb* make the students confuse in differentiate auxiliary verb and main verb in sentence. For example in Corpus 10: I not always **does** homework in my room (I **do not** always do homework in my room).

*The students have low in tenses*, low tenses mastery will influence the error in using auxiliary verb in descriptive text. For example in present perfect tense, the students are not able to use proper auxiliary verb. For example in Corpus 1, 3, 4, 7 and 9: She **have** eaten his favorite food, she **have** drunk a cup of tea, She **have** already married and I **had** chosen a dog as my pet.

Based on the explanation above, the students make errors of using auxiliary verb in writing descriptive text at the eighth graders of MTs Daarul 'Ulya Metro because the students have low mastery of subject-verb agreement, the students do not understand about the function of auxiliary verb and The students have low in tenses.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the data analysis, the researcher eagerly would like to conclude this research.

Based on the research questions, there are two results of this research.

1. Types of errors made by the students in using auxiliary verb in writing descriptive text at the eighth graders of MTs Daarul ‘Ulya Metro in the Academic year of 2018/2019 are follow:
  - a. 41% errors in auxiliary verb (is, am, are).
  - b. 38% errors in auxiliary (do, does).
  - c. 21% errors in auxiliary verb (have, has).

As a result, errors in auxiliary verb (is, am, are) has the biggest number of writing descriptive text.

2. The students make errors of using auxiliary verb in writing descriptive text at the eighth graders of MTs Daarul ‘Ulya Metro because some reasons, as follows:
  - a. The students have low mastery in Subject-Verb Agreement.
  - b. The students do not understand the function of auxiliary verb.
  - c. The students have low mastery in tenses.

## **B. Suggestion**

Through this research, the researcher would like to constructively address several suggestions as follows:

### **1. For the Teacher**

To follow up this research, the teachers have to give more attention for the students in English learning process especially in using auxiliary verb to constructing descriptive text.

### **2. For the Students**

- a. The students have to enhance their understanding about auxiliary verb.
- b. The students have comprehended the usage of auxiliary verb in all sentences.
- c. The students have to understand clearly with the usage of auxiliary verb in writing descriptive text.

### **3. For the Researcher**

The researcher has to enhance her knowledge about auxiliary verb deeply in the way to support her research.

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## CURRICULUM VITAE



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