

UNDERGRADUATE THESIS

**AN ERROR ANALYSIS ON THE USAGE OF AUXILIARY VERBS
IN INTERROGATIVE SENTENCE AT THE EIGHTH GRADE OF ISLAMIC
JUNIOR HIGH SCHOOL SABIILUL MUTTAQIEN
SUKARAJA NUBAN EAST LAMPUNG**



By:

DHIAN FITRI SUNARNI

SN: 0953137

**TARBIYAH DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM
STATE ISLAMIC COLLEGE (STAIN) JURAI SIWO METRO
1435 H / 2013 M**

**AN ERROR ANALYSIS ON THE USAGE OF AUXILIARY VERB
IN INTERROGATIVE SENTENCE AT THE EIGHTH GRADE OF
ISLAMIC JUNIOR HIGH SCHOOL SABIILUL MUTTAQIEN
SUKARAJA NUBAN EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Study Program

By:
DHIAN FITRI SUNARNI
SN: 0953137

Tarbiyah Department
English Educational Study Program

Sponsor : DediIrwansyah, M.Hum
Co-Sponsor : Ahmad SubhanRoza, M.Pd

STATE ISLAMIC COLLEGE (STAIN)
JURAI SIWO METRO
1435 H / 2013 M

**AN ERROR ANALYSIS ON THE USAGE OF AUXILIARY VERB
IN INTERROGATIVE SENTENCE AT THE EIGHTH GRADE OF ISLAMIC
JUNIOR HIGH SCHOOL SABIILUL MUTTAQIEN SUKARAJA NUBAN
EAST LAMPUNG**

ABSTRACT

By:

DHIAN FITRI SUNARNI

Auxiliary verbs are extremely important part in constructing a good sentence especially in negative and interrogative sentence. In constructing sentence, the tenses and the use of pronouns of the sentence must be paid attention. It is caused of different tense used, different form of auxiliary verbs required. Besides, each kind of auxiliary verbs needs its appropriate pronoun. Furthermore, to make a good sentence is required the correct structure of sentence, such use the auxiliary verb correctly.

The problem that had been analyzed in this research deals largely with the usage of auxiliary verbs in interrogative sentence that focused in present tense and past tense. Moreover, the primary target of this research was to describe about the error analysis on the usage of auxiliary verbs in interrogative sentence at the eighth grade of Islamic Junior High School SabiilulMuttaqienSukarajaNuban East Lampung. The approach data of this research was a qualitative case study. In collecting data, the researcher used observation, interview, and documentation. The researcher analyzed 20 students' worksheet and interviewed 10 respondents.

The finding of the research shows that the errors found in the usage of auxiliary verbs in interrogative sentence are existed in both present and past tense. Nevertheless, almost the common errors existed in past tense. The result showed that the students are difficult to differentiate the usage of auxiliary verbs whether it is in present tense or in past tense; and using the appropriate person for each auxiliary verb given. In conclusion, there are several errors on the usage of auxiliary verbs in interrogative sentence at the eighth grade of Islamic Junior High School SabiilulMuttaqienSukarajaNuban East Lampung. The errors are caused by the low understanding about the usage of auxiliary verbs in in interrogative sentence.

**ANALISIS KESALAHAN PADA PENGGUNAAN AUXILIARY VERBS
DALAM KALIMAT INTEROGATIF DI KELAS DELAPAN
MADRASAH TSANAWIYAH SABIILUL MUTTAQIEN
SUKARAJA NUBAN LAMPUNG TIMUR**

ABSTRAK

Oleh:

DHIAN FITRI SUNARNI

Auxiliary verbs merupakan bagian yang sangat penting dalam menyusun sebuah kalimat yang baik terutama dalam kalimat interogatif dan kalimat negatif. Dalam penyusunan kalimat, *tenses* dan penggunaan *pronouns* kalimat harus diperhatikan. Hal ini karena berbeda *tenses* yang digunakan, berbeda bentuk *auxiliary verbs* yang dibutuhkan. Di samping itu, masing – masing bentuk *auxiliary verbs* memerlukan *pronoun* yang sesuai. Selanjutnya, untuk membuat kalimat yang baik diperlukan struktur kalimat yang benar, seperti menggunakan *auxiliary verbs* dengan benar.

Masalah yang dianalisa dalam penelitian ini erat sekali kaitannya dengan pnggunaan *auxiliary verbs* dalam kalimat interogatif yang terfokus pada *present tense* dan *past tense*. Selanjutnya, target utama dalam penelitian ini adalah untuk menjelaskan analisis kesalahan pada penggunaan *auxiliary verbs* dalam kalimat interogatif di kelas delapan Madrasah Tsanawiyah SABIILUL MUTTAQIEN Sukaraja Nuban Lampung Timur. Pendekatan yang digunakan dalam penelitian ini adalah studi kasus. Dalam pengumpulan data peneliti menggunakan observasi, wawancara dan dokumentasi. Peneliti menganalisa 20 lembar kerja mahasiswa dan mewawancara 10 mahasiswa.

Hasil penelitian menunjukkan bahwa beberapa kesalahan yang ditemukan dalam penggunaan *auxiliary verbs* terdapat pada *present tense* dan *past tense*. Namun, sebagian besar kesalahan yang umumnya terjadi terletak pada *past tense*. Hasil tersebut menunjukkan bahwasiswa kesulitan untuk membedakan penggunaan *auxiliary verbs* dan penggunaan *pronoun* yang tepat untuk setiap *auxiliary verb* yang diberikan. Kesimpulan hasil penelitian menunjukkan bahwater dapat beberapa kesalahan pada penggunaan *auxiliary verbs* dalam kalimat interogatif di kelas delapan Madrasah Tsanawiyah SABIILUL MUTTAQIEN Sukaraja Nuban Lampung Timur. Kesalahan – kesalahan tersebut disebabkan rendahnya pemahaman tentang penggunaan *auxiliary verbs* dalam kalimat interogatif.

ACKNOWLEDGEMENT

To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher had been given a gift that can finally accomplish this undergraduate thesis. *Shalawatis* also sent to the one perfect human, Prophet Muhammad SAW, who had delivered the truth to human beings in general and Muslim in particular.

In the second place the researcher would like to thanks her parents for financial and spiritual support. The researcher's thanks also goesto DediIrwansyah, M.Hum and Ahmad SubhanRoza, M.Pd for being patient and efficiency during the accomplishment of this undergraduate thesis.

Last but not least, the researcher's deepest gratitude also go to my classmate, my friends in JSEC, all people in STAIN Jurai Siwo Metro who involved directly and indirectly in making this writing. The researcher hopes that this writing will become source of good for others.

Metro, October, 2013

The Researcher,

DHIAN FITRI SUNARNI
St. N. 0953137

TABLE OF CONTENTS

COVER	i
TITTLE	ii
ABSTRACT.....	iii
APPROVAL PAGE	v
RATIFICATION PAGE	vi
STATEMENT OF RESEARCH ORIGINALITY	vii
MOTTO	viii
DEDICATION PAGE	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS.....	xi
LIST OF FIGURES	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Focus of Research	3
1. Problem Limitation	3
2. Problem Formulation	3
C. Objectives and Benefits of the Study	4
D. Prior Research.....	4
CHAPTER II THEORETICAL REVIEW	6
A. The Concept of Grammar	6
1. Sentence	8

2. Interrogative Sentence.....	12
B. The Concept of Auxiliary Verb	15
1. Primary Auxiliary Verb	16
2. Modals Auxiliary Verb	20
C. Error Analysis	21
1. The Concept of Error	21
2. The Concept of Error Analysis	23
CHAPTER III RESEARCH METHOD.....	25
A. Type and the Characteristic of the Research.....	25
B. Data Source	26
C. Data Collecting Technique.....	26
D. Data Analysis Technique	27
E. Approach	28
CHAPTER IV RESULT OF THE RESEARCH	30
A. Description of Research Setting.....	30
1. Islamic Junior High School Sabiilul Muttaqien Sukaraja Nuban ...	30
2. Educational Aspect	31
B. The Students' Errors on the Usage of Auxiliary Verb in Interrogative Sentence.....	32
1. Present Tense	32
2. Past Tense	39

C. Discussion	43
CHAPTER V CONCLUSIONS AND SUGGESTIONS	45
A. Conclusion	45
B. Suggestion.....	45
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF FIGURES

Data analysis components of Miles and Huberman Model	28
Frequency of the errors in the usage of auxiliary verbs in interrogative sentence.	43

LIST OF APPENDICES

1. Field Note
2. Students' Worksheet
3. Key Answers
4. List of Questions
5. The Result Transcript
6. Data Analysis
7. Guidance Thesis Letter
8. Consultation Card
9. Research Letters
10. Free Library Letter

CHAPTER I

INTRODUCTION

A. Background of Study

In the context of English language teaching in Indonesia, teaching auxiliary verbs are extremely important. It is because auxiliary verbs are one of the parts of speech that accompany the main verb in order to fulfill the grammatical requirement of the correct sentence. Moreover, largely, auxiliary verbs are functioned to help the main verbs in some ways and have no semantic meaning.

Nevertheless, auxiliary verbs have essential role in the structure and grammar of sentence even though those have no semantic meaning. Sentence refers to a basic capability to start writing and speaking for the language learners. A good sentence is a sentence containing a group of words that have grammatically and semantically correct so that the message can be conveyed and comprehended. Accordingly, to make a good sentence is required the correct structure of sentence, such use the auxiliary verb correctly.

Furthermore, auxiliary verbs also can be a sign in identifying tense of the sentence. Every kind of tense has different auxiliary verb, for example the auxiliary verbs do and is used to present tense, while did and was are used to past tense. Auxiliary verbs are functioned in constructing negative and interrogative sentence. In this case, auxiliary verbs must follow the rule of

subject. For instance do can be substituted for all person unless for third singular person. Because the third singular person substitutes for does. For example in question or interrogative form: Do they go to the zoo? The sentence cannot be written in the form “Does they go to the zoo?” nor “Do she go to the zoo?”

However, some errors, such that have been mentioned above, are commonly done in junior high school’sstudents. A pre-survey conducted at the eighth grade of Islamic Junior High School SabiiliulMuttaqien shows that based on the minimum score 65, the result of the high score (>65) from the 4 participants is 25% and the low score (<65)is 75%.Here is table describing the comparison between the students’ answers and grammatically correct answers.

Table 1.1 The example of description of the students’ error answers

No.	Positive form	Student’s answer in interrogative form	Grammatically correct answer
1.	She reads the newspaper every day.	Student’s answer 1: Do she reads the newspaper every day? Student’s answer 2: Does she reads the newspaper every day? Student’s answer 3: Does she read the newspaper every day?	Does she read the newspaper every day?
2.	Children ask a lot of questions.	Does children ask a lot of questions?	Do children ask a lot of questions?

Based on the above table, it can be assumed that the student have lack understanding of auxiliary verbs especially in interrogative sentence. To better understand the auxiliary verb, the researcher investigates the error analysis on the usage of auxiliary verb in interrogative sentence, especially for the junior high school's students.

B. Focus of Research

In this research, the researcher focuses on the sentence structure aspect both in present and past tense that concerns with auxiliary verbs in interrogative sentence at the eighth grade of Islamic Junior High School SabiilulMuttaqienSukarajaNuban East Lampung in the academic years of 2013/2014.

1. Problem Limitation

Based on the above explanation, the researcher limits the problem only to error analysis on the usage of auxiliary verb in interrogative sentence especially in present and past tense at the eighth grade of Islamic junior high school SabiilulMuttaqienSukarajaNuban East Lampung in the academic years of 2013/2014.

2. Problem Formulation

The problems that will be researched are formulated as follows “what are the common errors found in students’ use of auxiliary verbs?”

C. Objective and Benefits of the Study

1. Objective of the Study

Basically, the basis of this research is to know the common errors found in the usage of auxiliary verb in interrogative sentence especially in present and past tense at the eighth grade of Islamic Junior High School SabiilulMuttaqienSukarajaNuban in the academic years of 2013/2014.

2. Benefits of the Study

Overall, this research is expected to be helpful to provide good information in developing the quality of the students' grammar, and specifically this research can give:

- a. The contribution as the additional knowledge for the students to improve their grammatical mastery, especially in the usage of auxiliary verb in interrogative sentence
- b. The teacher about the grammar to give attention about one of students' problem in grammar class.

D. Prior Research

This research entitled *An Error Analysis on the Usage of Auxiliary Verbs in Interrogative Sentence at the Eighth of Islamic Junior High School SabiilulMuttaqienSukarajaNuban East Lampung* is not conducted yet by the other researchers. The researcher found some similar research entitled *The*

English Primary Auxiliary Verbs: A Linguistic Theoretical Exercise written by Adewole A. Alagbe from Nasarawa State University, Keffi.¹

Adewole analyzed the English primary auxiliary verbs in the sentences within the communication among some people in Nigeria. It is aimed to expose the rate at which the speakers of English language misuse the English primary auxiliary verbs. He analyzed some sentences taken from numerous speakers of English in their communication. Based on his research, it can be concluded that the English primary auxiliary verbs are problematic to numerous Nigerian speakers of English.

Referring to the Adewole's research, this present research is also to analyze auxiliary verbs. It is aimed to find out the errors of the usage of auxiliary verbs that the students use to construct interrogative sentence especially in present and past tense. The observation of pre-survey was done to find out the real problems that happen among the students. The result was several students still do many errors in the usage of auxiliary verbs.

To get the deeper problem, the researcher analyzed the usage of auxiliary verbs in interrogative sentence which was displayed in present and past tense that was reconstructed by the students. The researcher found out the problems in the usage of auxiliary verbs based on the pre-survey. According to those problems, the researcher thought that those were needed to be investigated.

¹Adewole A. Alagbe, *The English Primary Auxiliary Verbs: A Linguistic Theoretical Exercise*, (Keffi: Nasawara State University), 2009

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Grammar

Grammar refers to the rules which construct our language.²In other words, it clarifies the grammar in different way. Andrea DeCapua stated that grammar is not a set of rules, commonly difficult to understand, mysterious, and frequently unreasonable, that must be taught, but fairly a numerous of blueprints that lead speakers in producing understandable and unsurprising language.³ It means that grammar is a plan that guides the people to produce language although it is not claimed as an exact pattern.

Furthermore, grammar is concerning how words hang together in patterns to communicate meaning.⁴ It creates a good arrangement of words to build understanding communication. Whereas, Stillman argued that grammar is correlated with the form and series of words in a sentence, and it's frequently the case that if a rule is disobeyed, several uncertainty or misinterpretation would be

²Thomas S. Kane.*The Oxford Essential Guide to Writing*. (New York: The Berkley Publishing Group, 1988), p.13

³Andrea DeCapua.*Grammar for Teachers:A Guide to American English for Native and Non-Native Speakers.*, (New York: Springer Science+Business Media, LLC. 2008), p.6

⁴James D. Williams. *Preparing to Teach Writing: Research, Theory, and Practice*.(London: Lawrence Erlbaum Associates Publishers.Mahwah, New Jersey, 2003), Third Edition. p.171

occurred.⁵ To put more simply, if the grammar is ignored, the sentences that have been produced will not build an understandable form.

Based on above quotations, it can be inferred that grammar is the rule of language which relates to how the words fitted together and the forms of sentences to represent the communication. So that grammar can ease the people in understanding of communication each other.

Grammar is quite flexible to extend a significant choice in several matters. This can be known as the 'textual' or 'discourse' aspect of communication, because it relates the composition of a totality text or discourse, not only how the way in constructing one sentence.⁶ It means that grammar can be functioned not only for everything that relates to the text but also it can be used in the spoken form of language.

Studying about English grammar, it cannot ignore the existing of tense. All English sentences can be separated with tense because every sentence usually relate to time and the aim from the speaker. Ehrlich indicated that tense is the characteristic of verbs which states the times of the action or state of being described.⁷ It means that tense has close relationship with verb which declares when the speaker said and the condition being described by the speaker.

⁵Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style Usage and Grammar*, (Ohio: Writer's Digest Book, 1997), First Edition, p.201

⁶Geoffrey Leech and Jan Svartvik. *A communicative grammar of English*. (New York: Pearson ESL, 2003), p.7

⁷Eugene Ehrlich and Daniel Murhpy, *Schaum's Outline of Theory and Problems of English Grammar*, (USA: The McGraw-Hill Companies. Inc., 1991), Second Edition, p.49

Tense are the form of a verb that indicates the time of the event or action occurs and the level perfection of an action or event when it happen.⁸ Therefore, it can be inferred that tense are the form of verb or the special way to indicate or declare the times when the action or the event happened. Not only discuss about times of the action or event, but also the condition of being described by the speaker.

To recognize what kind of the times in tense, some experts had difference in classifying tense. Ehrlich classified that there are six tenses in English: present, past perfect, past, present perfect, future, and future perfect.⁹ Nevertheless, Mas'ud divided tense which relates to the time into three kinds: present tense, past tense, and future tense.¹⁰ Apart from those statements, according to Suryadi and Junaida, there are four tense in English, those are present tense, past tense, future tense, and past future tense.¹¹ Even though there are some differences in tense classification among the experts, but all the kinds of tense that had been mention include one another.

1. Sentence

A sentence is to express an idea. Sentence can be a single word or a single paragraph. The true function of sentence is that the listener can gain

⁸FuadMas'ud, *Essential of English Grammar: A Practical Guide*,(Yogyakarta: BPFE-Yogyakarta, 1998), p.26

⁹Eugene Ehrlich and Daniel Murphy, *loc.cit.*

¹⁰FuadMas'ud, *loc.cit.*

¹¹Suryadi and Junaida, *Complete English Grammar: BelajarBahasaInggris Dari AwalSampaiAkhir*, p.417

information.¹² Hopefully, the message may be delivered as good as possible, so the listener will get the information that she or he had read from the sentence. After getting the information, she or he can share it to the others.

Based on the Oxford Essential Guide to Writing, Kane said that on the basic level sentence may be illustrated as a word or set of words stand independently.¹³ It is starting with a capital letter and ending with a period, question mark, or exclamation point. Nevertheless, an effective sentence entails more than beginning with a capital and ending with a full stop. The word or words must be reasonable, showing an idea or perception or feeling adequate obvious to stand by itself.

A sentence should have a subject and a verb; however it may or may not have an object.¹⁴ It means that sentence is a medium which expresses all of things related to the thought by using some words that consist of a subject and a verb. Each part of sentence must be correlated to make a sense within the sentence. Related to the definition above, it can be indicated that each sentence consists at least a subject and a predicate. As asserted by Stilman that a grammatically complete sentence involves, at least, two things: a subject and a predicate.¹⁵

¹²Hryhorij Dyczok. *Building Grammar Skills for The Toefl*. (US: Lulu Enterprises, Inc., 2011), p.1

¹³ Thomas S. Kane, *op.cit.* p.152

¹⁴ Anne Seaton and Y. H. Mew, *Basic English Grammar for English Language Learners*, (Singapore: Saddleback Educational Publishing, 2007), p.139

¹⁵ Anne Stilman, *op.cit.* p.55

The subject is the heart of the sentence; it is *who* or *what* the sentence concerns with. The predicate illustrates the subject; it gives details of the condition and the action of subject within the sentence.¹⁶ Moreover Kane divided the definition of the subject and the predicate in two senses. First, in a limited sense the subject is the word or words recognizing who or what the sentence is concerning, and the predicate is the verb, showing something about the subject. Then, in a wider sense, the subject contains the subject word(s) plus the entire of modifiers, and the predicate contains the verb together with its objects and modifiers.¹⁷

Another definition concerned the heart of sentence is said by Stilman. The subject is any kinds of entity a person, a place, an object, an abstract concept, a pronoun that refers to some entities recognized somewhere else or an action which is functioned as a noun. The predicate offers such information which is about the subject, either illustrating it or recognizing an action that it presents or that is presented upon it (its “predicament”). If one object is influenced by the subject’s action, that object is also piece of the predicate.¹⁸ Knowing these definitions, it can be briefly concluded that subject refers to noun, and the predicate is something referred to verb.

¹⁶501 *Grammar and Writing Questions*, (New York: Learning Express, LLc.,2006), Third Edition, p.11

¹⁷Thomas S. Kane. *op.cit.* p.153

¹⁸Anne Stilman. *loc.cit.*

Object is another essential element in a sentence. The object of a sentence is the person, animal, place, or thing that gets the action shown by the verb.¹⁹ It is divided into direct object and indirect object. A direct object refers to the word or words that accept the action indicated by the verb.²⁰ Whereas, an indirect object is a word or words that accept the direct object. It can be concluded that direct object is the object which directly gets an action of verb from the subject without any mediator, while indirect object is the object which receives the direct object of the verb.

Furthermore, complement and modifier are also other elements that are generally found in a sentence. A complement is the word or words that complete the meaning of the verbs that shows feeling, appearing, being, and seeming.²¹ Such verbs are categorized as copulative or linking, verb. Copulative verbs do not take a direct object. They are completed by complement.

Characteristically, modifier describes, make more exact, recognize, or describe a verb, subject, direct object, indirect object, complement, or other modifier.²² In other words, a modifier is a word or a group of words that defines or limits another word. There are four types of modifier adjective, adverb, comparative and superlative.

¹⁹ Anne Seaton and Y. H. Mew, *op.cit.* p.45

²⁰ Eugene Ehrlich and Daniel Murphy, *op.cit.* p.1

²¹ *Ibid.* p.1

²² *Ibid.* p.6

2. Interrogative Sentence

The kinds of sentences can be identified by the function of the sentence itself. In English, there are four main sentences types: statements, questions, commands, and exclamations. Sentences that create a statement are known as declaratives; sentences that demand a question are named interrogatives; sentences that offer a command are said imperatives; sentences that indicate strong emotion are called exclamations.²³

Furthermore, interrogative sentence or commonly known as question is a sentence that is functioned to ask something. There are some kinds of question. Based on Altenberg, there are three different kinds of questions.²⁴ First, a yes/no question is one that can be answered by “yes” or “no”. Second, a WH-Question begins with a wh-word, or question word. The third kind of question, called a tag question.

However, Leech declared that the two most essential kinds of question are yes-no questions and WH-Questions.²⁵ Apart from those, Seaton also stated that there are two kinds of questions: yes or no questions and WH-Questions.²⁶ It can be inferred that basically interrogative sentence or question is classified into three kinds; nevertheless, the most essential kinds of question are Yes/No Question and WH-Question.

²³Evelyn P. Attenbergh and Robert M. Vgo. *English Grammar: Understanding the Basic*, (New York: Cambridge University Press, 2010) p.203

²⁴*Ibid* p. 204

²⁵Geoffrey Leech and Jan Svartvik, *op.cit.* p. 263

²⁶Anne Seaton and Y. H. Mew, *op.cit.* p. 147

All sentences in English are built in the similar way, including the two kinds of question above. Every kind of both has different rule in its construction. However, the first rule concerning with sentence structure is that the most essential thing in the beginning.²⁷ It has mentioned that rule of sentence usually needs a subject and a predicate.

The first and the second kind of sentence, yes/no question and wh-question, are almost same in its construction. However, there are differences between both, such as the constructed element of the sentence and the function each question. Question begins with a statement. To create a statement into a yes-no question, only place the operator (will, is, etc.) before subject.²⁸

Moreover, Walker stated that there are two rules in making question:²⁹

- a. Questions are constructed for all tenses except present simple and past simple through shifting the position of the auxiliary verb {am, was, will, etc.) and the subject (I, you, she, he, etc.):

He was playing tennis. → Was he playing tennis?

They had breakfast early. → Had they breakfast early?

²⁷Hryhorij Dyczok, *loc.cit.*

²⁸Geoffrey Leech and Jan Svartvik, *loc.cit.*

²⁹ Elaine Walker and Steve Elsworth, *New Grammar Practice for Pre-Intermediate Students*, (England: Pearson Education Limited, 2000), p. 121

- b. Questions are constructed for the present simple and past simple by using do, does, or did:

She likes travelling. → Does she like travelling?

They drove to the station. → Did they drive to the station?

Based on the above rules, it can be concluded that for present tense and past tense require the auxiliary verbs (do/does/did) that are not mentioned in the positive statements to build interrogative form. Then, the tenses except those two tenses use the auxiliary verbs that have been existed in the positive statement.

The second group of question types are questions construct of a question word, such as who, what, when, where, or how.³⁰ It is generally known as wh-question. Besides, those question words are also called as interrogative words. Wh-questions usually involve the verbs be, have, do, or any of the auxiliary verbs.³¹ To ask for facts, use the question words what, which, who, whom, how, when, where. The helping verbs in wh-questions usually come before the subject. So does the verb be when it is used as an ordinary verb.

Furthermore, Leech and Svartvik defined how to construct wh-question:³²

³⁰ Andrea DeCapua, *op.cit.* p. 251

³¹ Anne Seaton and Y. H. Mew, *op.cit.* p.148

³² Geoffrey Leech and Jan Svartvik, *op.cit.* p.264

- a. Place the sentence element which incorporates the wh-word at the beginning of the sentence.
- b. Put the operator in the front of the subject if the element containing the wh- word is object, complement, or adverbial.

The operator generally follows the wh-element. For instant:

- 1) Wh-element is object

John asked a question. → What question did john ask?

- 2) Wh-element is complement

These animals are very clever. → How clever are these animals?

- 3) Wh-element is adverbial

They will leave tomorrow. → When will they leave?

- c. If the element containing the wh-word is the subject, the verb phrase remains the same as the corresponding statement, and no do-construction is necessary.

Susan has been reading this book. → Who has reading this book?

B. The Concept of Auxiliary Verb

Most verbs in English can be used dependently as the important element, predicate. There are some kinds of verb such as the element of linking *be*, linking verbs, intransitive verbs, and transitive verbs.³³ Apart from those verbs, there is a group of verbs which cannot be used independently except used as

³³AkhmadKardimin, *English Gammar: Tata BahasaBahasaInggris*, (Yogyakarta: PustakaPelajar, 2011) cetakan VII, p. 254

auxiliary for other verbs.³⁴ These are commonly known as auxiliary verbs (helping verbs).

Furthermore, Dyczok declared that all verbs in English can be categorized as either main (“lexical”) verbs, or helping (“auxiliary”) verbs.³⁵ Even though, the statements are seemed different, however those are clearly understood. Therefore, it can be inferred that the main or lexical verbs are the verb can be used dependently and helping or auxiliary verbs are used as assistant or helper for other verbs. There are two types of auxiliaries: primary auxiliary verbs and modal auxiliary verbs.³⁶

3. Primary Auxiliary Verb

Apart from primary auxiliary verb, there are some terms in naming of the first kind auxiliary verb. Kardimin divided the auxiliary verbs into two groups; formal auxiliary verb and notional auxiliary verbs.³⁷ While Dyczok declared that Auxiliary verbs are further sub-divided into either “tense” auxiliary verb: to be, to do, and to have; and “modal” auxiliary verbs.³⁸

Basically each term of the first kind of auxiliary verbs has the same meaning sense. Primary or Formal auxiliary verbs are the helping verbs which do not have specific and obvious meaning.³⁹ The meaning will be

³⁴*Ibid.*

³⁵HryhorijDyczok, *op.cit.* p. 87

³⁶Geoffrey Leech and Jan Svartvik, *op.cit.* p. 284

³⁷AkhmadKardimin, *op.cit.* p.254-255

³⁸HryhorijDyczok, *loc.cit.*

³⁹AkhmadKardimin, *loc.cit.*

clear if it is connected with others elements based on a certain pattern. Generally, it does not carry semantic meaning to the sentence, however grammatical meaning. Therefore, it is functioned to construct proper grammatical structure of sentence.

There are three primary auxiliary verbs in English: *have*, *be*, and *do*. Each primary auxiliary verbs performs a certain role and each own task in English grammar. Furthermore to their specific grammatical tasks of Do--simple, Be--progressive/passive, Have--perfect, all three auxiliaries (as well as modals here) may serve out two general tasks of providing operations that involve (i) supporting Question formation, and (ii) supporting Negation formation.⁴⁰

It has been known that different kinds of tense that is used, different auxiliary verbs that is applied. For instant the usage of auxiliary verbs in present tense is “do,” “does,” “is,” “are,” and “am.” Moreover, there are some particular uses of present tense:

- a. The present tense commonly says something happening now, in the present: *He works here. We need help.*
- b. The present tense is also used for: Habitual action: *He often plays chess at noon.*

⁴⁰ Joseph Galasseo, “Analyzing English Grammar: An Introduction to Feature Theory”, *A Companion Handbook*, (Northridge: California State University), p. 99

c. The 'historic present' is sometimes used in narrative, when describing event clearly as if those are happening in presence.⁴¹

d. The simple present expresses general statements of fact. *Birds fly.*⁴²

Beside these cases, the simple present is used (but infrequent) to refer to future events which are seen as completely certain:⁴³

a. Either because simple presents are decided in advance by calendar or timetable,

For example: *Tomorrow is Thursday.*

b. Or because simple presents are part of an unchangeable plan.

For example: *The concert takes place on Sunday.*

Furthermore, the primary auxiliary verbs which are applied in past tense such "did," "were," and "was." It similarly has some uses like present tense as follows:⁴⁴

a. To describe an action that happened at a specific time in the past,

For example: *Mary played tennis last week.*

b. To tell an event that was interrupted, or that did not finish,

For example: *They were making basket when I came.*

c. To talk about an action that had been finished when another action happened in the past.⁴⁵

⁴¹Geoffrey Leech and Jan Svartvik, *op.cit.* p.52

⁴²Betty SchramperAzar, *Fundamentals of English Grammar*, (New York: Pearson Education, 2003), Third Edition, p.4

⁴³ Geoffrey Leech and Jan Svartvik, *op.cit.* p.55

⁴⁴HryhorijDyczok, p. 90-91

⁴⁵Fuadmas'ud p. 37

For example: *When I reached the station, the train had left.*

Moreover, to make the explanation more clearly, Leech had also given the use of primary auxiliary verbs, as follows:⁴⁶

- a. Do aids to construct the do-construction. The Auxiliary “Do” is responsible for carrying out the Questions and Negation formations.⁴⁷

Examples:

She didn't write many letters.

Does the teacher speak slowly?

- b. Have assists to form the perfective aspect.

Examples:

She has written only one letter.

Ann has not eaten lunch.

Have you finished your work?

- c. Be helps to construct the progressive aspect, and the passive.

Examples:

The letters were written in two hours.

There is a meeting at ten tomorrow morning.

Is Yoko a student?

⁴⁶Geoffrey Leech and Jan Svartvik, *loc.cit.*

⁴⁷Joseph Galasseo, *op.cit.* p. 105

4. Modals Auxiliary Verbs

Modals auxiliary verbs are the second kind of auxiliary verbs. Kardimin called this second kind with notional auxiliary verbs that is kind of helping verbs which has specific and obvious meaning without connected with others elements.⁴⁸ These are different with primary auxiliary verbs which require connection to the other element to gain the meaning.

Modality is form of verbs which expresses necessity, probability, expectation, appeal, and the equivalent.⁴⁹ Galasseo assumed that the class of modals tends to indicate abstract states like--e.g., the giving of advice (should), possibility (might/may), potential (can), non-grammatical future time reference (will) etc.⁵⁰ Consequently, modals auxiliary verbs are including: can, may, must, shall, will, and ought to.⁵¹

The modal auxiliary verb helps to indicate a variety of meanings, for example future time and ability.⁵² Moreover, it can be obviously seen in explanation as follows:

- a. Indicating future time (will, would)

Example: *It will rain tomorrow.*

- b. Indicating Ability (can, could)

Example: *I can speak French.*

⁴⁸ AkhmadKardimin, *loc.cit.*

⁴⁹ *Ibid.*

⁵⁰ Joseph Galasseo, *op.cit.* p. 126

⁵¹ AkhmadKardimin, *op.cit.* p. 254-255

⁵² *Ibid.* p. 284

The general syntactic functions of the Auxiliary/Modal are that they present verbs.⁵³ It can be known from the rule of modal that modal auxiliaries always carry out base form of verb.⁵⁴ In this case, base form indicates present verbs. Also note that the similar rules utilize to Modals as do to Aux Verbs concerning Inversion (for Questions) and Negative “not” (for Negation).⁵⁵

C. Error Analysis

1. The Concept of Error

Learning the different system of language always brings errors with its process. Errors are part of the student’ interlanguage, that is in the version of the language which a learner has at any one of development, and which is continually reshaped as he or she aims toward fully mastery.⁵⁶ It means that errors are commonly doing by students in the process of acquiring the language.

The errors should not indicate that the students fail. As Corder stated that “A learner’s errors are significant in [that] they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of language.”⁵⁷ Thus,

⁵³ Joseph Galasseo, *loc.cit.*

⁵⁴ Fuad Mas’ud, *op.cit.* p. 48

⁵⁵ Joseph Galasseo, *op.cit.* p. 127

⁵⁶ Jeremy harmer, *The Practice of English Language Teaching*, (New York: Pearson ESL, 2001), p. 100

⁵⁷ H. Douglas Brown, *Principle of Language and Teaching*, (Addison Wesley: Longman, 2000), Fourth Edition, p. 217

learner's errors are the signs that students try to acquire in developing the discovery of language.

Moreover, Brown stated that errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.⁵⁸ It illustrated that errors are natural for learner in developing knowledge of language because a native speaker may create errors in applying language. Therefore, errors are the learners' deviations which play as evidences of treatment undertaking by learners in process of acquiring or developing language.

Technically, errors can occur in both comprehension and in production however comprehension errors are hard to detect.⁵⁹ It is because production errors can be seen or heard so it is easy to be observed. Meanwhile, comprehension errors are difficult to detect because the process of comprehension can be seen and heard.

Related to the research, in Barry Taylor's analysis on English sentence produced by ESL learners, Taylor found that only the class of errors in producing the main verb following an auxiliary verb produced nine different types of error:⁶⁰

1. Past-tense of verb following a modal
2. Present-tense *-s* on a verb following a modal

⁵⁸ *Ibid.*

⁵⁹ Rod Ellis and Garry Barkhuizen, *Analyzing Learner Language*, (Oxford University Press, 2005), p. 51

⁶⁰ H. Douglas Brown, *Op.cit.* p.225-226

3. *-ing* on a verb following a modal
4. *are* (for *be*) following *will*
5. Past-tense form of verb following *do*
6. Present-tense *-s* on a verb following *do*
7. *-ing* on a verb following *do*
8. Past-tense of a verb following *be* (inserted or replace a modal or *do*)
9. Present-tense *-s* on a verb following *be* (inserted or replace a modal or *do*).

2. The Concept of Error Analysis

Analyzing language learner needs much concentration because it distinguishes into two types, mistake, and error. People frequently assume that errors are similar with mistakes. In contrary, errors are different with mistakes. A mistake refers to a performance error that is either a random or a “slip,” in that it is a failure to utilize a known system correctly.⁶¹ In other words, mistake is a performance error that is caused by incorrect usage of system which had been known.

Mistakes are difficult to be distinguished from errors. James asserted that an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker.⁶² Based on the quotations mentioned, it can be inferred that the difference between errors and mistakes is that errors is the deviation caused by the lack of knowledge in the process of acquiring language so the students cannot correct the deviation themselves, while mistakes is the deviation produced by the

⁶¹*Ibid.* p. 217

⁶²*Ibid.* p.218

failure in the usage of system that had been known so the students can directly fix incorrect system.

Furthermore, Brown assumed that the errors which made by students can be observed, analyzed, and classified to reveal something of the system operating within the learner, called error analysis.⁶³ In addition, error analysis is a method used to document the systematic errors that appear in learner language.⁶⁴ In other words the error analysis are the activities of describing what the errors about and then classifying what kind of errors are, after that evaluating the errors to be corrected.

CHAPTER III

⁶³*Ibid.*

⁶⁴http://www.carla.umn.edu/learnerlanguage/error_analysis.html, diunduh tanggal 15 Mei 2013

RESEARCH METHOD

A. Type and Characteristic of Research

The type of this research is a qualitative research. It is caused by the unobvious problem. The research meant that the problem is dynamic, so that it was hard to use the numerical appearance as the quantitative research to get the statistical data. The characteristic of the research was descriptive research. The data collected is in the form of words of pictures rather than number. The qualitative research appears much data in the form of text.

In this research, the researcher applies Case Study as the method of qualitative research. It is caused of the case study has been associated with qualitative methods of analysis.⁶⁵ Furthermore, Gerring assumed that a case study may be understood as the intensive study of a single case where the aim of that study is, as a minimum in part, to shed light on a larger class of cases (a population).⁶⁶ Case studies can be single-subject designs or based on a single program, unit, or school.⁶⁷ In other words, case study is one of the forms of qualitative research which is investigating or carefully examining a single case but that can give an explanation for a greater class of cases.

⁶⁵John Gerring, *Case Study Research Principles and Practices*, (UK: Cambridge University Press, 2007), P. 10

⁶⁶*Ibid.* P.20

⁶⁷Isadore Newman and Carolyn R. Benz, *Qualitative-quantitative Research Methodology : Exploring the Interactive Continuum*, (USA: Southern Illinois University Press, 1998), P.65

Several procedures are available for conducting a case study. The researcher adopts the procedures generally as follows⁶⁸: (1) determining focus to the research and formulating the questions. (2) determining case, collecting and analyzing the data. (3) supplying collecting data instrument. (4) evaluating and analyzing the data. (5) making report.

B. Data Source

There is no population as data resource in the qualitative research, but commonly called social circumstance consisting of three elements such as place, actors, and activity. Purposive sampling as a type of non-probability sampling technique is used by the researcher in this study. It focuses on sampling techniques where the participants that investigated are based on the judgment of the researcher.

In this research, the primary data collected by establishing a survey of twenty students, and the secondary data collected by interviewing ten respondents at the eighth grade of Islamic Junior High School SabiilulMuttaqien Sukaraja Nuban, East Lampung.

C. Data Collecting Technique

In conducting the research, the researcher used some instruments for collecting the data. The researcher presented instrument collecting the data are follows:

⁶⁸Sugiyono, *Metode Penelitian Kuantitatif Kualitatif R&D*, (Bandung: Penerbit Alfabeta, 2009), p.219.

1. 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. It makes observation more truthful in collecting data. Thus, in conducting this research, the researcher applied observation in gaining information from the object of this research.

2. Documentation

Documentation is the act of recording the documents used as written evidence in the research. Accordingly, the researcher used the documentation technique to get data of the students' worksheets. It is aimed to find out the errors in the students' usage of auxiliary verbs in interrogative sentence.

3. Interview

The researcher used semi-structure interview. It is in-depth interview. The question type of the interview relates to the students' opinion. The aim is to find out the students' problems in the usage of auxiliary verb in interrogative sentence.

D. Data Analysis Technique

The researcher applied Miles and Huberman Model to analyze the data. The components of the data analysis of Miles and Huberman are as follows:

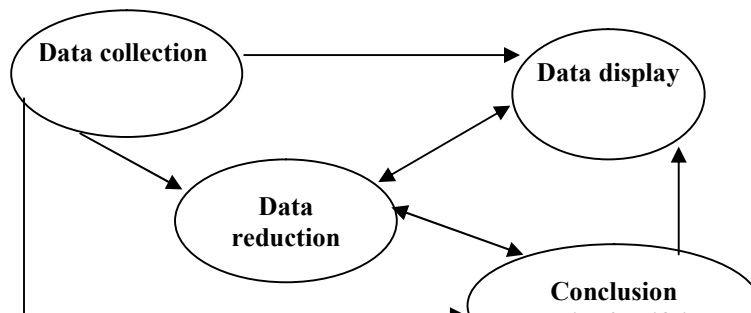


Figure I. *Data Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model applies the following steps:

1. Data collection is the step when the researcher gather the data to complete the research.
2. Data reduction is summarizing, selecting, and focusing the specific things that will be analyzed.
3. Data display is shown by using graphics, figures, or charts.
4. The last step is making conclusion of data findings.

E. Approach

Research approach is the problem solving strategy of the account observation and accurate observation is conducted to organize the field fact and field summary to grasp understanding, explaining, predicting, and managing the condition. In this research, the researcher implemented the qualitative approach.

Qualitative approach means that this research takes place in the natural condition. Qualitative research is exploratory and is useful when the researcher

does not know the important variable to examine.⁶⁹It means that qualitative research takes place in examining the processes completely by explaining, reporting, and figuratively making the experiences rational.

⁶⁹John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (US: SAGE Publications, Inc., 2008), Second Edition, p. 23

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. Islamic Junior High School SabilulMuttaqienSukarajaNuban

The existence of Islamic junior high school (MTs) SabilulMuttaqien is inseparable with the existence of Islamic boarding school foundation NurulMuttaqienSukarajaNuban. MTs SabilulMuttaqien was established on January 2nd, 1977 in SukarajaNuban. It is initiated by KH. Suryadi Ahmad BA who leads the foundation and supported by his friends namely Sobari, Masbudi, M. Ali, and M. Sunardi. The background of this school that is caused by people around the Islamic boarding school are extremely required education particularly children. To solve this problem, Suryadi established this school which is maintained religion figure. Apart from those, it is aimed to educate people life and to improve education quality.

Initially, before this madrasa has not had its own building, the learning process is conducted in the afternoon. It is built upon the donated field width 50.8 M². Based on Decision Letter No. 69/MTs/LT/1985, the first headmaster of MTs SabilulMuttaqien is SukamdiS.Ag by statistic school number 21 2 12 04 14 080. The position of headmaster is still occupied by SukamdiS.Ag until now. Moreover, the accreditation status of this madrasa is good.

2. Educational Aspect

MTs SabiilulMuttaqien has a difference thing with junior high school that is in its subjects which is more Islamic subject, such as Fiqih, Arabic, and so on. Besides, this MTs follows the same curriculum with another junior high school. For instant the students of its must take some subjects in their final examination like English. Consistently, madrasa provide teachers competence to increase education quality of this madrasa. Moreover, there are some activities that can give benefit for the student in supporting the progression such Scouts, art, and sports (volley ball and football).

In supporting every single activities and programs, MTs SabiilulMuttaqien has vision and also mission. It has vision in realizing a historical madrasa that has principle in information technology, creates human resources who is faithful and God fearing, superiority in science and technology, has skill in sport, art and prepared in globalization era.

Beside the vision, there are some missions of MTs SabiilulMuttaqien, namely:

- a. Creating conducive learning environment in the effort of improving education quality
- b. Establishing the spirit of superiority and desire to go ahead
- c. Emphasizing the commitment of all teachers to their main duty and function

- d. Developing information technology and communication in learning and school administration.

B. The Students' Errors on the Usage of Auxiliary Verb in Interrogative Sentence

It has been widely known that one aspect that must be paid attention is the correct structure and grammar of the sentence. A sentence involved some parts of speech in its construction. Moreover, all English sentences can be separated with tense because every sentence usually relate to time and the aim from the speaker or writer, whether it is present tense, past tense, or future tense. It is caused of each tense require different auxiliary verbs.

Apart from those, auxiliary verbs are functioned to help the main verbs in some way and have no semantic meaning or simply used as assistant or helper for other verbs. Auxiliary verbs follow the rule of basic words orders. Moreover, in interrogative sentence, the operator of the sentence is played by auxiliary verbs. Therefore, the existence of auxiliary verbs can be ignored in constructing sentence such interrogative sentence or question. Furthermore, the researcher specified the errors on the usage of auxiliary verbs in interrogative based on tenses namely present tense and past tense.

1. Present Tense

It has been widely known that present tense is used to describe action in present time. To construct a sentence, it is required base form of verb for all

person unless the third person singular. It is needed –s inflection to fulfill the grammatical requirement. In constructing interrogative sentence, it is applied an auxiliary verb and verb base in its sentence. The primary auxiliary verbs that is regularly used to present tense are is, are, am, do, and does.

The researcher found several examples of the common errors that exist in interrogative sentence. These are the result of analysis in interrogative sentence based on the rule of present tense as follows:

Task 1 : *The children play football in the yard.*

Student's answer 1 : *Does the children play football in the yard?*

Student's answer 2 : *Did the children play football in the yard?*

Basically, the correct sentence is “Do the children play football in the yard?”

The first answer is incorrect because “the children” is plural, so it should take an appropriate auxiliary verb namely “do.” Then, the second answer is incorrect for the reason that the auxiliary verb “did” is used in past tense form while the affirmative sentence is present tense.

Task 2 : *My aunt visits her family in the hospital.*

Student's answer 1 : *Do my aunt visit her family in the hospital?*

Student's answer 2 : *Do my aunt visits her family in the hospital?*

The correct answer is “Does my aunt visit her family in the hospital?” The auxiliary verb “do” in the first answer can be applied to the sentence, because “my aunt” refers to the third singular person “she” who requires “does.”

Besides that, the word “visits” should be changed to the base form “visit” in the second answer.

Task 3 : *The bird can fly to the sky.*

Student’s answer 1 : *Does is the bird can fly to the sky?*

Student’s answer 2 : *Do the bird can fly to the sky?*

Actually, the right answer is “Does the bird can fly to the sky?” In the first answer there are two auxiliary verbs “does” and “is.” This sentence only needs an exact auxiliary verb. “Is” is applied to nominal sentence, while the affirmative sentence is verbal sentence. The auxiliary verb “do” is applied to all person unless the third singular person. “The bird” refers to the third singular person “it.” So the correct one is used “does” as the operator in this sentence.

Task 4 : *They are discussing the material.*

Student’s answer 1 : *Does they are discussing the material?*

Student’s answer 2 : *Did they are discussing the material?*

The correct sentence of above affirmative form is “Are they discussing the material?” The sentence has had an auxiliary verb namely “are.” To construct interrogative sentence, only put “are” as the operator and not to change the verb because this sentence is present continuous tense. Therefore, the first and the second answer are incorrect automatically.

Task 5 : *My father drives his car carefully.*

Student's answer 1 : *Does my father drives his car carefully?*

Student's answer 2 : *Do my father drives his car carefully?*

Actually, the right answer is "Does my father drive his car carefully?" The first case is incorrect form of the verb which should omit the "-s" inflection in the word "gives." It has been known that the third person singular requires "does" in negative and interrogative form. "My father" refers to the third singular person "he." So, it must be placed "does" as the operator.

Task 6 : *There are many books in the library.*

Student's answer 1 : *Do there are many books in the library?*

Student's answer 2 : *Does there are many books in the library?*

The correct sentence is "Are there many books in the library?" The affirmative form is nominal sentence, so it has consisted of an auxiliary verb "are." Only placed "are" as the operator to construct interrogative form. "Do" or "does" is not required.

Task 7 : *The nurse wears white uniform.*

Student's answer 1 : *Does the nurse wears white uniform?*

Student's answer 2 : *Did the nurse wear white uniform?*

Basically, the right sentence is "Does the nurse wear white uniform?" In the first answer, the error is the verb form which should use the base form namely "wear." The second answer is past tense form whereas the affirmative form is

present tense form. Automatically, it can be matched between the question and the answer.

Task 8 : *The monkey is eating a banana.*

Student's answer 1 : *Does is the monkey is eating a banana?*

Student's answer 2 : *Does the monkey is eating a banana?*

Student's answer 3 : *Do the monkey is eating a banana?*

Actually, the correct answer "Is the monkey eating a banana?" All of the answer is incorrect. It is caused of the affirmative form shows present progressive form or present continuous form. Therefore, it does not need another auxiliary verbs unless "is" which is included in the sentence.

Task 9 : *What ... you doing here?*

Student's answer 1 : *What is you doing here?*

Student's answer 2 : *What do you doing here?*

Student's answer 3 : *What does you doing here?*

The correct answer is "What are you doing here?" It is caused of the subject is the second person singular. Therefore, the proper auxiliary verb for the sentence is "are."

Task 10 : *Where ... Anita hide her bag?*

Student's answer 1 : *Where are Anita hide her bag?*

Student's answer 2 : *Where do Anita hide her bag?*

Student's answer 3 : *Where am Anita hide her bag?*

Basically, the right sentence is “Where does Anita hide her bag?” Anita refers to the third person singular. So, it is required “does” to fulfill the grammatical requirement.

Task 11 : *Who ... I?*

Student’s answer 1 : *Who is I?*

Student’s answer 2 : *Who didI?*

Student’s answer 3 : *Who doI?*

The above answers are incorrect, because “I” indicates to first person singular that requires “am” as the operator. So the correct sentence is “Who am I?”

Besides, the sentence is nominal sentence.

Task 12 : *What ... your hobby?*

Student’s answer 1 : *What does your hobby?*

Student’s answer 2 : *What do your hobby?*

Student’s answer 3 : *What am your hobby?*

The correct answer is “What is your hobby?” The reason is that the word “your hobby” refers to “it.” So, the right auxiliary verb is “is.” “Does” and “do” are used to verbal sentence. However, the task refers to nominal sentence. Furthermore, “am” is the auxiliary verb required by “I” only.

Task 13 : *How many windows and doors ... it has?*

Student’s answer 1 : *How many windows and doors does it has?*

Student’s answer 2 : *How many windows and doors is it has?*

Student's answer 3 : *How many windows and doors did it has?*

Actually, the correct sentence is "How many windows and doors are it has?"

"Windows and doors" refers to the plural pronoun. Therefore, the auxiliary verb needed is "are." The sentence is present nominal sentence.

Automatically, "does" and "did" do not match with the sentence.

Task 14 : *What ... the color of the walls?*

Student's answer 1 : *What doesthe color of the walls?*

Student's answer 2 : *What dothe color of the walls?*

Student's answer 3 : *What arethe color of the walls?*

The correct sentence is "What isthe color of the walls?" The reason is because "the color of the walls" refers to singular that required "is." "Does" and "do" is not required because the sentence is nominal sentence.

Task 15 : *What ... your favorite subject at the school?*

Student's answer 1 : *What does your favorite subject at the school?*

Student's answer 2 : *What do your favorite subject at the school?*

Basically, the right sentence is "What is your favorite subject at the school?"

"Your favorite subject" is a single noun that can be substituted "it." It means that the correct auxiliary verb used is "is."

Task 16 : *Why ... the cats like fish very much?*

Student's answer 1 : *Why does the cats like fish very much?*

Student's answer 2 : *Why are the cats like fish very much?*

Student's answer 3 : *Why is the cats like fish very much?*

The correct sentence is "Why do the cats like fish very much?" It is caused of the sentence is verbal sentence with plural noun as its subject. Therefore, the appropriate auxiliary verb used is "do."

2. Past Tense

It is obviously known that past tense is one kind of tenses described an action or an event in the past time. Unlike present tense, past tense needs –ed inflection for regular verbs and past participle for irregular verbs in its sentence construction. To build interrogative sentence, it is required auxiliary verb in past form such did, was, and were; and used verb base.

The researcher found several examples of the common errors that exist in interrogative sentence. These are the results of analysis in interrogative sentence based on the rule of past tense as follows:

Task 1 : *Ani gave a present to her sister.*

Student's answer 1 : *Does Ani give a present to her sister?*

Student's answer 2 : *Did Ani gave the present to her sister?*

Basically, the correct sentence is "Did Ani give the present to her sister?"

From the affirmative form, it can be known that it is past tense. The first answer is present tense. Whereas the auxiliary verb "did" is correct usage. However, the verb "gave" should follow the interrogative sentence structure. So, it must be changed to its base form that is "give."

Task 2 : *I was busy in the office yesterday.*

Student's answer 1 : *Does I was busy in the office yesterday?*

Student's answer 2 : *Do I was busy in the office yesterday?*

Student's answer 3 : *Do I am was busy in the office yesterday?*

The correct sentence is “Was I busy in the office yesterday?” The affirmative indicate past tense form which carry an auxiliary verb with it. It means that simply to construct interrogative form by putting the auxiliary verb “was” in front of the word “I.” Consequently, the students’ answers are inappropriate sentence.

Task 3 : *Why ... you come to my house yesterday?*

Student's answer 1 : *Why does you come to my house yesterday?*

Student's answer 2 : *Why are you come to my house yesterday?*

Student's answer 3 : *Why do you come to my house yesterday?*

The correct sentence is “Why did you come to my house yesterday?” It is caused of the verbal sentence in past tense form. Therefore, the correct auxiliary verb is “did.” The auxiliary verbs “does”, “are”, and “do” are used to present tense.

Task 4 : *What ... your sister buy yesterday?*

Student's answer 1 : *What is your sister buy yesterday?*

Student's answer 2 : *What do your sister buy yesterday?*

Student's answer 3 : *What does your sister buy yesterday?*

Actually, the correct answer is “What did your sister buy yesterday?” the reason is because the sentence is verbal sentence. Therefore, “is” is not required. Furthermore, “yesterday” shows that the sentence is past tense. Automatically, the auxiliary verb used is the past tense form namely “did.”

As the second instrument, an open-ended questions was designed in order to recognize the problems and obstacles encountered by students during learning English in class. To collect specific data, the researcher personally visited all the respondents to have face to face interview. The total respondents is 10 of eighth grade students of Islamic Junior School (MTs) SabiilulMuttaqienSukarajaNuban. This interview session took on September 11 in madrasa. From the second instrument, the researcher found several information about English particularly in sentence structure.

Question 1: Do you like English?

Partly, the students state that they love to study English. However, some of them do not like English. It is caused of English as a foreign language has a difference way in its learning process from Indonesian.

Question 2: Do you think English difficult?

Based on the students’ statement, most of them face the difficulty in learning English. Simply, the respondents never learn or study English before. Therefore, it would be difficult for the junior high school students.

Question 3: What difficulties do you usually find in English? Why?

There are some respondents stated that constructing sentence and translation are difficult in English. The reason is that they can properly arrange the parts of speech into a sentence in constructing sentence. In the second difficulty, translation, they can organize the meaning that had been translated by using the dictionary into an appropriate sentence meaning.

Question 4: Do you know interrogative sentence?

Mostly, the respondents state that they know interrogative sentence. Nevertheless, they cannot explain what the interrogative sentence is like in English form. It shows that the respondents do not understand about interrogative sentence.

Question 5: Do you know parts of sentence? What are they?

There are only some respondents who know about parts of sentence. They can mention some parts of sentence namely subject, predicate, object, and adverb of place. Nevertheless, most of them cannot identify what the parts of sentence are yet.

Question 6: Do you know auxiliary verbs? Mention some auxiliary verb you had known!

Generally, the respondents do not know what auxiliary verbs. There are just a few students who know about auxiliary verbs. They mention some

auxiliary verbs namely do, does, did, is, am, and are. However, most of them do not recognize the auxiliary verbs yet.

C. Discussion

Based on the result analyzed of this research, there are 400 tasks which consist of 320 present tense tasks and 80 past tense tasks. The analysis shows the result that the frequency of errors on the usage of auxiliary verb in interrogative sentence based on the tenses is 184 items (38.02 %) of present tense and 75 items (61.98 %) of past tense. Therefore, the researcher concludes that the students' common errors existed on the usage of auxiliary verbs in interrogative sentence in Islamic junior high school (MTs) SabiilulMuttaqienSukarajaNuban at the eighth grade in academic year 2013/2014 mostly past form of interrogative sentence. The researcher displayed the ratio of the students' errors between present form and past form of interrogative sentence by following chart as:

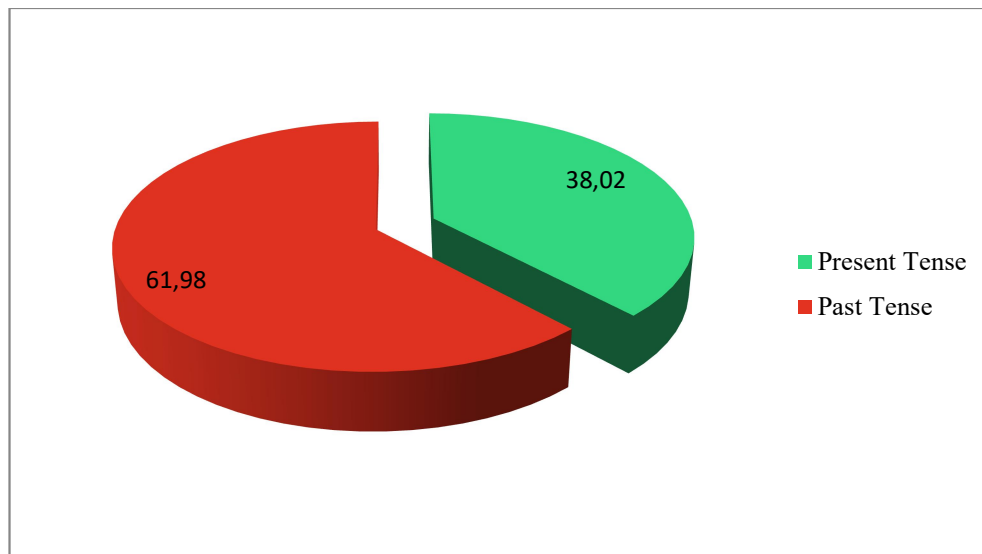


Figure II: *Frequency of the errors in the usage of auxiliary verbs in interrogative sentence*

Based on the result of this research, it shows that in fact there are some errors commonly found in the usage of auxiliary verbs in interrogative sentence. It showed that the students do not understand about the usage of auxiliary verbs in interrogative sentence particularly in present and past form. Galasseo stated that there are specific grammatical tasks for each primary auxiliary verb namely Do apply for simple, Be responsible for progressive/passive, and Have used to perfect. In addition, Galasseo declared that beside the specific grammatical tasks, there are two general tasks primary auxiliary verbs in providing operations that involve supporting question formation, and supporting negation formation. Primary auxiliary verbs have different form for the subjects. Moreover, tenses also influence the formation of these primary auxiliary verbs. For instant the subjects they, we, I, and you require *do* auxiliary verb in question and negation formation while in past tense the auxiliary verb *do* will change to the past form *did*.

Because of those reason, the understanding of auxiliary verbs that involves some rules in its usage are extremely required particularly for constructing interrogative sentence. Furthermore, if the students do not understand clearly with these concepts, the junior high school students will find many difficult things learning English. It is caused of constructing a good sentence is the first basic ability in writing and speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this section the researcher would like to attract the conclusion from the result of the data analysis in gathering this research on the usage of auxiliary verbs in interrogative sentence at the eighth grade of Islamic junior high school SabiilulMuttaqienSukarajaNuban that the usage of auxiliary verbs in interrogative sentence is good enough (38.02 % errors items) especially in present tense. Nevertheless, several students have low understanding (61.98 % error items) about it particularly in past tense.

Regarding to the result of the data analysis, the researcher conducted the interview to get the deeper problems on the usage of auxiliary verbs in interrogative sentence. Most of the students state that they relatively find difficult to differentiate subject that is appropriate for the auxiliary verb used. Moreover, identifying the proper auxiliary verb based on tense is also extremely difficult for them in constructing interrogative sentence.

B. Suggestion

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

1. For the Teacher

- a) To follow up this research, the teachers have to give more attention for the students in English learning process especially in constructing interrogative sentence.

2. For the Students

- a) The students have to enhance their understanding about auxiliary verbs.
- b) The students have to comprehend the usage of auxiliary verbs in all subjects.
- c) The students have to understand clearly with the usage of auxiliary verbs in interrogative sentence based on tense.

3. For the Researcher

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

APPENDICS

BIBLIOGRAPHY

- AkhmadKardimin, *English Gammar: Tata BahasaBahasaInggris*,Yogyakarta: PustakaPelajar, 2011,Cetakan VII
- Anonym, *501 Grammar and Writing Questions*, New York: Learning Express, LLC.,2006,Third Edition
- Atlenbergh, Evelyn P. and Robert M. Vgo,*English Grammar: Understanding the Basic*, New York: Cambridge University Press, 2010
- Azar, Betty Schramper, *Fundamentals of English Grammar*, New York: Pearson Education, 2003, Third Edition
- Brown, H. Douglas, *Principle of Language and Teaching*, Addison Wesley: Longman, 2000, Fourth Edition
- CARLA, “Overview on Error Analysis”, in http://www.carla.umn.edu/learnerlanguage/error_analysis.html, 15 Mei 2013
- DeCapua, Andrea, *Grammar for Teachers:A Guide to American English for Native and Non-Native Speakers*, New York: Springer Science+Business Media, LLC., 2008
- Dyczok, Hryhorij. *Building Grammar Skills for The Toefl*,US: Lulu Enterprises, Inc., 2011
- Ehrlich, Eugene and Daniel Murhpy, *Schaum’s Outline of Theory and Problems of English Grammar*, USA: The McGraw-Hill Companies. Inc., 1991, Second Edition
- Ellis, Rod and Garry Barkhuizen, *Analyzing Learner Language*, Oxford University Press, 2005
- FuadMas’ud, *Essential of English Grammar: A Practical Guide*,Yogyakarta: BPFE-Yogyakarta, 1998
- Galasseo, Joseph, “Analyzing English Grammar: An Introduction to Feature Theory”, *A Companion Handbook*, Northridge: California State University

- Gerring, John, *Case Study Research Principles and Practices*, UK: Cambridge University Press, 2007
- Kane, Thomas S., *The Oxford Essential Guide to Writing*, New York: The Berkley Publishing Group, 1988
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*, New York: Pearson ESL, 2003, Third Edition
- Newman, Isadore and Carolyn R. Benz, *Qualitative-quantitative Research Methodology: Exploring the Interactive Continuum*, USA: Southern Illinois University Press, 1998
- Seaton, Anne and Y. H. Mew, *Basic English Grammar for English Language Learners*, Singapore: Saddleback Educational Publishing, 2007
- Stilman, Anne, *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style Usage and Grammar*, Ohio: Writer's Digest Book, 1997, First Edition
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif R&D*, Bandung: Penerbit Alfabeta, 2009
- Suryadi and Junaida, *Complete English Grammar: Belajar Bahasa Inggris Dari Awal Sampai Akhir*, Yogyakarta: Penerbit Pelajar Pustaka, 2012
- Walker, Elaine and Steve Elsworth, *New Grammar Practice for Pre-Intermediate Students*, England: Pearson Education Limited, 2000
- Widdowson, H.G., "An Applied Linguistic Approach to Discourse Analysis", *Unpublished Ph.D Thesis*, Department of University of Edinburgh, 1973
- Williams, James D., *Preparing to Teach Writing: Research, Theory, and Practice*, London: Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey, 2003, Third Edition

Field Note 1 about the Class:

The students of eighth grade of Islamic Junior High School (MTs) SabiilulMuttaqienSukarajaNuban in the academic year 2013/2014 divide into two classes. The A class consists of 25 students, while the B class consists of 20 students. All of English class handled by a teacher named Rika HestiTyas P, S.Pd.I which teaches twice a week. The teacher applied some media such as using game and song in English learning activities. It is aimed to make the students enjoy in learning process.

Field Note 2:

After getting the research letter, the researcher sent the letter to the MTs SabiilulMuttaqienSukarajaNuban Friday, 6 September 2013 at 10.30 am. Then, the researcher makes a meeting with the English teacher, Mrs. Rika to ask a number of her students to be sample of researcher's research. Furthermore, the researcher decides to choose 20 students as her sample, they are AS (1), AS (2), AY (5), AMS (6), ATA (7), AAW (8), AN (9), AK (10), FSJ (12), FK (13), IH (14), LTR (16), MIM (17), MHM (18), RW (20), RA (21), SK (22), SA (23), UAK (24) and WCK (25). While the researcher also takes 10 students as her respondents, they are AMS (6), AAW (8), BP (11), FK (13), K (15), MIM (17), MHM (18), RA (21), SK (22), and WCK (25). They are from the A class of eighth grade. In the end of meeting, the teacher decides what day the researcher conduct the research is.

Field Note 3:

This morning on 11 September 2013 is the first day to conducts the research. The researcher goes to Islamic Junior High School SabiilulMuttaqien at 08.15 am. Furthermore, the researcher enters the class A of eighth grade at 08.40 am and it is guided by the teacher. After permitting by the teacher, the researcher gives some

tasks to the students and asks them to do it. It is aimed to get the primary data namely students' worksheets. Interview section is conducted after finishing the first section. The students that choose in this day are AMS (6), AAW (8), BP (11), and FK (13). They looked so excited in this meeting.

Field Note 4:

Continue to finish the interview of the research, the researcher made a meeting with several students in MTs SabiilulMuttaqienagain. Today in Friday September 13th, 2013 at 07.30am the researcher start to interview some students. They are K (15), MIM (17), MHM (18), SK (22), and WCK (25). From the 10 students, left a student again for interview namely RA (21). The researcher decides to visit her house after the school because it is near from the researcher's boarding house in Batanghari Nuban.

Key answers

Exercise 1

1. Do the children play football in the yard?
2. Does my aunt visit her family in the hospital?
3. Does the bird can fly to the sky?
4. Are they discussing the material?
5. Did Ani give a present to her sister?
6. Does my father drive his car carefully?
7. Are there many books in the library?
8. Does the nurse wear white uniform?
9. Is the monkey eating a banana?
10. Was I busy in the office yesterday?

Exercise 2

1. Why did you come to my house yesterday?
2. What are you doing here?
3. Where does Anita hide her bag?
4. Who am I?
5. What is your hobby?
6. How many windows and doors doesit have?
7. What is the color of the walls?
8. What is your favorite subject at school?
9. Why do the cats like fish very much?

10. What did your sister buy yesterday?

List of Question for Interview

1. Do you like English?
2. Do you think English difficult?
3. What difficulties do you usually find in English? Why?
4. Do you know interrogative sentence?
5. Do you know parts of sentence? What are they?
6. Do you know auxiliary verbs? Mention some auxiliary verb you had known!

The Result of Transcript

A. AMS (6)

1. I like English a little bit. It is caused I think English is same with the other subject.
2. Yes, I do.
3. Some English aspects are difficult for me, such as speaking, translating, and constructing sentence. Because English has difference form with Indonesian.
4. No, I do not.
5. Yes, I do. They are subject, object, predicate, and adverb.
6. I think auxiliary verbs are used to construct question. They are does, do, did, is, are, and am.

B. AAW (8)

1. Yes, but sometimes. I like my English class if I enjoy with the English teacher. It will be bored if the English class is taught by the grumpy teacher.
2. I think it is not too difficult.
3. I have some difficulties in English like translating. Because I often confuse when I arrange the meaning that had been found from the dictionary. Besides that I also feel that constructs a sentence is my problem.

4. Yes, but a little.
5. Yes, just some parts. It is verb and subject.
6. Yes. It usually appears when the positive sentence is changed to interrogative sentence.

C. BP (11)

1. Yes, I like it. However, I feel irritated when I confuse about something.
2. No, I do not.
3. I hate memorizing. I often forget about the meaning of word and sometimes get accidently exchanged the meaning of the word with another.
4. I forget about it.
5. I had ever known it. But I cannot mention it.
6. No, I do not.

D. FK (13)

1. Yes. Sometimes, I'm happy in English class because I can enjoy the material.
2. No, I do not.
3. I do not know.
4. Yes, I know but I do not understand about it.
5. Yes. I know it is subject.
6. No, I do not.

E. K (15)

1. Yes, I love it. However, there are happiness and boredom in learning English.
2. Yes, I think. It is difficult.
3. I usually difficult to translate the word, to construct a sentence and to speak in English. It is caused I do not have a good dictionary.
4. No, I forget about it.
5. Of course I know them. They are subject, predicate, object, adverb of place, and adverb of time.
6. No, I do not.

F. MIM (17)

1. No, I do not. But I feel happy in learning English sometimes.
2. Yes, it is difficult.
3. I have problem with translating. It is caused I cannot arrange the meaning to be a proper sentence meaning.
4. Yes, I know. It is functioned to ask something.
5. No, I do not.
6. No, I do not.

G. MHM (18)

1. Yes, but just a little. Even though, I enjoy it in learning process.
2. Yes, it is quite difficult for me.
3. I think translating is the difficult aspect. The reason is because I always forget my dictionary.
4. Yes, I do. It is the sentence to ask something.
5. No, I do not.
6. No, I do not.

H. SK (22)

1. Yes. I love it but not much. I will enjoy my English class, if it is taught by my favorite teacher. I am really excited to study.
2. Yes, I do. It is difficult enough in learning English.
3. English is different with our language. So, it has different in the way of reading. It is difficult. Besides that, I have a difficulty in understand word to gain the meaning. I hate translating.
4. Yes, I know. It is question sentence.
5. I do not know.
6. Yes, they are does, did, do, are, is, and am.

I. WCK (25)

1. Yes, I like it. I am happy in learning process.

2. Yes, it is difficult.
3. Vocabulary mastery is a problem for me in learning English. Because of that I get difficult in translating English text or sentence into Indonesian meaning.
4. No, I do not.
5. I do not know.
6. No, I do not.

J. RA (21)

1. Yes, I like it but a little. Sometimes I feel bore because I do not interest to the teacher.
2. Yes, I do. English is difficult.
3. Some difficulties in English that I found is translating and constructing a sentence. I have not understood English grammar yet. So, I often confuse in constructing sentence.
4. No, I do not.
5. Yes, I know. I know some parts of sentence namely subject, predicate, object, and adverb.
6. No, I do not.

Data Analysis

The focus of the usage of auxiliary verbs in interrogative sentence is present tense and past tense. The sample of this research is 20 students. Below is the first calculation in finding the error on the usage of auxiliary verbs based on the tenses.

No.	Kind of Tenses	Total Question	Frequency of Error	Percentage ₁
1.	Present tense	16	184	57.5%
2.	Past tense	4	75	93.75%

$$P_1 = \frac{F}{T \times N} \times 100\%$$

P_1 = Percentage₁

F = Frequency of Error

T = Total Question

N = Number of Sample (20 students)

The calculation of final percentage can be seen the below table.

No.	Kind of Tenses	Percentage ₁	Percentage ₂
1.	Present Tense	57.5%	61.98%
2.	Past Tense	93.75%	38.02%
	Total	151.25%	100%

$$P_2 = \frac{P_1}{\text{Total } P_1} \times 100\%$$

P_2 = Percentage₁

P_1 = Percentage₂

