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An Analysis of Students’ Ability in Using Auxiliary Verbs in Writing Descriptive Text: A Case Study at First Grade of MA NW Narmada in Academic Year 2014/2015

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RATIFICATION

A journal entitled "An Analysis of the Students' Ability in Using Auxiliary Verbs in Writing Descriptive Text: A Case Study at First Grade of MA NW Narmada in Academic Year 2014/2015" by Riski Annisa (E1D111113) has been approved by the board of consultants as the requirement to achieve Sarjana Pendidikan (S.Pd) Degree in English Education Program Faculty of Teacher Training and Education Mataram University.

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An Analysis of Students’ Ability in Using Auxiliary Verbs in Writing Descriptive Text: A Case Study at First Grade of MA NW Narmada in Academic Year 2014/2015

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ABSTRACT

This study entitled ‘An Analysis of Students’ Ability in Using Auxiliary Verbs in Writing Descriptive Text: A Case Study at First Grade of MA NW Narmada’ is aimed at finding out the problems that students have in using auxiliary verbs and the factors that may cause the problems. The population of this study was 170 students, and the sample was 51 students. To collect the data, the writer used two kind of test: filling in the blank questions and writing descriptive text, and for further informations of the problems and the factors that students have, the writer used questionnaire. By using qualitative method, the writer analyzed students’ work result and found the mean score of filling in the blank questions was in poor category (54,41). So in writing descriptive text some students produced wrong sentences in using auxiliary verbs. The result of questionnaire showed that 84,31 % students have problems in writitig descriptive text and 60,78 % were not understand how to use auxiliary verbs in writing descriptive text. The problems that most of students face are they confused in using the correct grammar and lack of vocabularies.

Key words: Ability, Writing, Descriptive Text, Auxiliary Verbs.

ABSTRAK

mendapatkan nilai rata-rata siswa dalam mengisi bagian yang kosong berada di kategori kurang (54,41). Dalam menulis teks deskripsi beberapa siswa menulis kalimat yang salah dalam menggunakan auxiliary verbs. Hasil dari kuesioner menunjukan bahwa 84,31% siswa mempunyai masalah dalam menulis teks deskripsi dan 60,78% tidak mengerti bagaimana cara menggunakan auxiliary verbs. Masalah yang paling banyak di temukan pada siswa adalah mereka masih bingung dalam penggunaan grammar yang tepat dan kurangnya pengetahuan vocabulary.

Kata kunci : Kemampuan, Menulis, Teks Deskripsi, Auxiliary Verbs

A. Background

English is one of the subject, that students have to be learned from elementary, until senior high school. There are four aspects of language skills that students have to master in learning English, they are listening, speaking, reading, and writing. From those four aspect, writing is one of the important aspects for students to understand more in the process of learning English language. Because writing is generally defined as the activity of requiring transfers and organizes the ideas into meaningful transcript text or written form, Graham (1990).

According to Nurgiyantoro (2001: 273) “writing is the activity to express idea trough language media and it is also productive and expressive action so that the writer should have an ability in using vocabulary and the stucture of language”. Due to writing is not easy thing to do. Writing process needs more time to learn, students need to understand the structure and how to organize the words to make correct sentences.

Research about students’ ability in writing is important to help the students and the teacher. However, in Indonesia, research about students’ ability in writing on each types of text is so many, but the writer has a desire to find out the students’ ability in writing, especially in writing descriptive text.

The writer took Madrasah Aliyah NW Narmada as the location of this study, because two class of first grade 10 A and 10 B students already took an intensive English course in Madani Supercamp Narmada. The students only learned English in that course for about 3 months. The purpose of this course is to make the students to be able in speaking English with other students as a daily communication in school, because in MA NW Narmada all of students should speak in two language, English and Arabic. Based on the information above the writer wants to know their ability in writing especially in writing descriptive text.

From the explanation above, this research is intended to find out the students’ ability in writing descriptive text by analyzing the students’ text in terms of the use of
B. Review Related Literature

Writing is one of important language skills that students needs to be developed. Through writing someone can express their idea, what they feel and inform something important in the written text. However, writing is not a simple things to do for some students, especially in learning second language.

Writing is one of four linguistic skills, beside speaking, reading, and listening. From those four skills, writing is one of difficult skill. When students want to start write something, first they needs to choose the topic and what to write. For many English learners learning to write fluently in English is much more challenging than learning to speak fluently Kenneth Beare (2006). It is because writing is more formal and should be all correct in structure that have a significance differences in speaking, the partner while speaking in English will understand the word as long as the other speak clearly.

There are some types of writing like Naraive, Descriptive, Argument, and Explanatory. This study is focused on descriptive text. Pardiyono (2007:34) states that description paragraph was a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly. Descriptive often uses 'be' and 'have'. Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore.

C. The Purpose of The Study

This study is intended to find out the problems that students found in using auxiliary verbs in writing descriptive text and to find out what factors that may cause the problems for students in using auxiliary verbs in writing descriptive text.

D. Research Design

This research, used the relevant methods which has been described in previous chapters. As this research is case study, the qualitative method to analyze the data had been implemented. the researcher use qualitative method, because this method of study is useful for trying to test theoretical models by using them in real world situations and explained the result of the data.

The population of this research was all of the first grade students of MA NW Narmada in academic year 2014/2015. There are...
five classes of first grade. Each class consists of 25-35 students. Total number of all students from 5 classes was 170 students. The sample of this research was class 10 A and 10 B and used purposive sampling technique to get the sample. The researcher used this technique due to all of the students 10 A and 10 B were already took the Intensive English course from the school. Total students in each class was twenty five students in class 10 A and twenty six students in class 10 B, the total of whole sample was 51 students.

In order to collect the data, the researcher used writing test, answer fill in the blank questions and questionnaire. The students were asked to write descriptive text and answer fill in the blank questions about auxiliary verbs. There were two kinds of test in this study, the first was writing descriptive text which students wrote about “Interesting Place”. The second was filling in the blank questions, the total twenty questions was about completed the blank of the sentences.

In the data analysis method the writer analyzed in some steps. The steps in the analyzing the data is presented bellow:

1. Analyzed the students’ answer in filling in the blank questions and scoring the result of students worksheet.

In scoring the fill in the blank questions, total correct answer times 5 point. So that if all correct 5x20 total 100 point. The researcher used at least five qualification categories of students’ ability as follows in the table I:

<table>
<thead>
<tr>
<th>No</th>
<th>Range</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-100</td>
<td>Very good</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>56-69</td>
<td>Satisfied</td>
</tr>
<tr>
<td>4</td>
<td>46-55</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Buku Model penilaian kelas KBK (BSNP) 2007.

2. Analyzed the data score, the writer first calculate students’ mean score as follows,

\[ M = \frac{\sum Fx}{N} \]

\[ M = \text{Mean} \]

\[ \sum Fx = \text{Total Score} \]

\[ N = \text{Total Respondents} \]

3. Analyzed the students’ ability in using the auxiliary verbs in writing descriptive text or the generic features of descriptive text as proposed in chapter two in this research: the use of Be, Have, and Do.
4. The last step in data analysis was analyze the students’ problems or difficulties that may occurred in writing English sentences especially writing descriptive text based on the use of auxiliary verbs by indentifying the answer in questionnaires sheet.

E. Findings and Discussions

This is the percentage of students result in filling in the blank questions. The category of students’ individual score is presented in the table 2 bellow.

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-100</td>
<td>Very Good</td>
<td>2</td>
<td>3.92%</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>Good</td>
<td>6</td>
<td>11.76%</td>
</tr>
<tr>
<td>3</td>
<td>56-69</td>
<td>Satisfied</td>
<td>14</td>
<td>27.45%</td>
</tr>
<tr>
<td>4</td>
<td>46-55</td>
<td>Poor</td>
<td>12</td>
<td>23.52%</td>
</tr>
<tr>
<td>5</td>
<td>0-45</td>
<td>Very Poor</td>
<td>17</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

Table 2.

The mean score from the result filling in the blank questions was 54.41, so, this shows that the students ability in using auxiliary verbs in filling in the blank questions is in poor category. The students in poor category because most of them wrong in answer the use auxiliary verbs “be”, in answering the filling in the blank questions many students did not know how to differentiated the used of irregular verb of “be”, ‘do’, and ‘have’, for example in using the past perfect progressive had been, have been, was, is, do.

2. Students Writing Descriptive Text Result

Based on the result of writing descriptive text about “Interesting Places”, the researcher found that there are some students were incorrect in using the auxiliary verbs in writing descriptive text. Here are the eleven result students mistakes in using auxiliary verbs in writing descriptive text:

The use of be:

1. This beach be one of object tourism, this is incorrect because the use be is for adjectival predicate of the tourism object so that it must use “is” (This beach is one of tourism object)

2. In Seger beach is not to many people, the correct structure must be (In Seger beach, there is no many people)

3. Haramain also to be example cleaning for. . . the use of to be here must not followed with forms the use –ing in the word clean. The correct one is (Haramain also become an example of clean school)
4. Gili Trawangan have many Hotel is like Vila Ombak, Blue Marlin, the use of to be “is” here in this sentences should be ommited, the correct sentence (Gili Trawangan have many Hotel like Vila Ombak, Blue Marlin)

5. In tanah lot sometime we are can see Bali’s people pray, in this sentences the use of to be “are” and modals auxiliary “can” must be change with modals auxiliary could (In tanah lot sometime, we could see Bali’s people pray)

6. That make around the area be rain last forever, the word be rain should be change to is raining this is to completing the verb phrase, (that make around the area is raining last forever).

7. When we was go to kuta beach, we get many shel, the use to be was in this sentences is wrong because the sentences is simple past so the correct is (When we went to kuta beach, we get many shel)

8. Most of them must be looking for accessories. The word look here should be form –ing because this is progressive forms (Most of them must be looking for accessories)

9. I sure that your tired, will be payed, this sentences should add the to be “am” (I am sure that your tired, will be payed)

The use of Have :

10. For the servant who has lived there before, this should be (For the servant who had been lived there before), this is indicates action that happened before another action in the past.

11. Even the bridge has old, but the bridge is so strong, the correct sentences must be (Even the bridge was old, but the bridge is so strong)

Those mistakes that students made in writing the descriptive text was analyzed by the using of the auxiliary verbs, many of them wrong in using the use of auxiliary “Be”.

3. Students Problems in Using Auxiliary Verbs in Writing Descriptive Text

Beside the data from writing test of descriptive text and answer the fill in the blank questions, the researcher obtained the information from the questionnaire which was used to identify the students’ problems or difficulties that may occured in writing English sentences especially in using auxiliary verbs in
writing descriptive text. The questionnaire consist of five questions that are related to the problems or difficulties that students face to use auxiliary verbs.

From the answer of the questionnaire, 100 % or all of the students at first grade of MA NW Narmada have already know and have studied descriptive text. Problem or difficulties that students face in using auxiliary verbs in writing descriptive text are in using the correct grammar, lack of vocabulary knowledges and how to choose the themes or topic to start write the text. It was shown that 84,31 % students were difficult and have problem in writing the descriptive text. All because they do not understand how to use the tenses especially in using the auxiliary verbs, from the data questionnaire answer, found that 60,78 % students who not understand to use auxiliary verbs in writing descriptive text.

Because the researcher have already took teaching practice at the first grade of MA NW Narmada in academic year 2014/2015, so that i already know the students willingness in study English was high, they have interested in learning English because it is a must to speak in English in that school. But, they only speak without using the appropriate grammar. So, when they asked to write a text, the result was not too good.

F. Conclusions and Suggestions

From the questionnaire result, found that 84,31 % or 43 students from 51 respondents answer that the students have problems and difficult in writing descriptive text by using correct auxiliary verbs.and 60,78 % or 31 students from 51 respondents answer that students were not understand to use auxiliary verbs in writing descriptive text. The reason that the students have a problems in using auxiliary verbs in writing descriptive text because they still confused in using the correct grammar.

The factors that cause students problems in using auxiliary verbs in writing descriptive text was their less of attentions in class while the teacher give the materials in front of the class, limited vocabularies knowledge, and less in practice to write a text especially in writing descriptive text, that make them hard to start to write the text to choose the themes or develope the ideas.

The researcher provides suggestions for the teacher and the students:

For Students
1. The students must pay more attentions to the teacher when they explain the material about the use of tenses especially about the use of auxiliary verbs in writing a text.
2. Students must increase their vocabulary knowledge and memorize the correct spelling in every word and practices a lot so that the students will more easy to write a text without confused again what to write in writing English sentences.

3. Because the study is conducted partially in terms of not all students are treated as the subject, the coming studies need to involved more students.

4. Lack of the knowledge in using auxiliary verbs on by students need to be rehearsed sufficiently to guarantee students ability in using auxiliary verbs in writing descriptive text.

For Teacher

1. In this case, the teacher have a big role to make students understand how to use the correct grammar in writing English sentences. So that teacher should make a new innovation in teaching-learning process in classroom and find a good method to teach students in writing an English sentences.

2. Teacher should give a vocabulary list or give students a task to memorizes a lot new vocabulary everyday to increase their vocabulary knowledge.

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