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THE INFLUENCE OF THE STUDENTS' UNDERSTANDING OF PRIMARY AUXILIARY VERBS ON THEIR ABILITY IN ANSWERING YES- NO QUESTIONS AT THE SECOND YEAR OF *SMP NEGERI 1 JAMBLANG - CIREBON*

A THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar in English Education Department

Written by:

RIYA REYALITA MULYAHATI

Reg. Number : 58430782

ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES

CIREBON

2012

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ABSTRACT

RIYA REYALITA M : THE INFLUENCE OF THE STUDENTS' UNDERSTANDING OF PRIMARY AUXILIARY VERBS ON THEIR ABILITY IN ANSWERING YES- NO QUESTIONS AT THE SECOND YEAR OF *SMP NEGERI 1 JAMBLANG-CIREBON*

The existence of language is absolutely supposed to be the only tool for human beings to communicate between or among themselves. There are many kinds of languages like, English, German, Tagalog, Dutch, Japanese, French, and so on. To learn foreign language especially, English means to learn the words and the rules of the language themselves. English has so many rules of language that absolutely confuse the people or the students who learn it. In this case, the writer only discusses about the students' understanding of primary auxiliary verbs on their ability in answering Yes- No questions to find out the influence of both of them.

The aims of the research in writing this thesis are: to find out the students' understanding of primary auxiliary verbs, to find out the students' ability in answering Yes - No questions, and to find out whether there is the influence of the students' understanding of primary auxiliary verbs on their ability in answering Yes - No questions.

The method of the research in this thesis is quantitave method. It means that the data which was obtained from the field of the research was then analyzed statistically by means of numbers using the Pearson's Product Moment Correlation formulation.

The population of the research is all of the studens of the second year of *SMP Negeri 1 Jamblang*, namely 250 students. The writer had taken the sample of the research just 12% out of the whole population, that is 30 students that had been taken at random from 7 classes, so she had taken 4-5 students from each class.

The students' understanding or the students' achievement test about primary auxiliary verbs is 6.5. Meanwhile, the average score in answering Yes- No questions is 7. The formulation of Product Moment Correlation indicates that the correlation between X variable and Y variable is 0.69. It means that between X variable and Y variable there is enough or sufficient correlation. In other word, there is a positive and significant influence of the students' understanding of primary auxiliary verbs on their ability in answering Yes- No questions. And Determination Coefficient shows 48% while 52% is determined by the other factor. It explained that the students' understanding of primary auxiliary verbs has contribution to the students' ability in answering Yes- No questions, and the hypothesis is accepted.

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PREFACE

بسم الله الرحمن الرحيم

In the name of God, Most Gracious, Most Merciful. All praises and thankfulness be to God. Because of His permission, the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, colleagues, and followers up to the end of the world.

The little of this thesis is "The Influence of the Students' Understanding of Primary Auxiliary Verbs on their Ability in Answering Yes- No Questions at the Second Year of *SMP Negeri 1 Jamblang- Cirebon*" . This thesis is presented to the English Education Department of *Tarbiyah* faculty of *Syekh Nurjati Cirebon* State Institute for Islmaic Studies (IAIN) Cirebon in partial fulfillment to the requirement for the Islamic Scholar Degree in English Education.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So on this opportunity, the writer would like to express her sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA the Rector of *Syekh Nurjati* State Institute for Islmic Studies.
2. Dr. Saefudin Zuhri, M. Ag, Dean of Tarbiyah Faculty.
3. Dr. Hj. Huriyah Saleh, M. Pd, the chaiarwoman of English Education Department of *Syekh Nurjati* State Institute for Islamis Studies.

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4. Drs. Sukenda, M. Ed. as the first supervisor who has given his patient, motivation, suggestion, and help to the wrier during the process of writing this thesis.
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6. Her beloved parents who always give spirit, financial help, and their invocation that never end.
7. The headmaster, teachers, and students of *SMP Negeri 1 Jamblang- Cirebon*.

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the context. Therefore, she would happily welcome the comments, criticisms, and suggestions given by the readers.

Finally, the writer hopes this thesis will be some valuables knowledge to the readers especially, for the writer herself and for the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic (IAIN) Cirebon as a reference general.

Cirebon, July, 2012

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Logically whenever speaking about a language means speaking about human beings. Language will always be with human beings and will never be with the other living things, for example, animals. Human beings and a language are always united such as, body and soul. Body and soul will never be separated one another. It means that where human beings are there will be a language. Or on the contrary, where a language is there will be human beings. Language is supposed to be the only tool for human beings to communicate with the other fellow human beings. Without the existence of a language, human beings will be nothing at all and will never change all along their lives.

As a social creature, human beings cannot live alone. They need to communicate with the other fellow human beings. This is what is meant with human beings as a social creature. So, communication is supposed to be a basic need of human beings all along of their lives. With a language human beings can communicate, with a language human beings can change their status of lives. Even also with a language human beings can reach the moon because of sophisticated technology. The lives of human beings of the present day are absolutely different from the lives of human beings of hundreds or thousands years ago, moreover of the future time. All of these are because of the existence of a language.

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Human beings absolutely have a language and make use of the language for communicating between or among them. Basically, the language is acquired and learned by them started from the family environment then developing in the community environment. The number of community will also indicate the number of language and is then well known as an ethnic language. For example, in Indonesia besides Indonesian as a national language, there are also many ethnic languages namely, Javanese, Sundanese, Padang, Batak, Maduran, and so many others not to mention here. And there will be no two languages absolutely the same whether seen from the point of the rules of language (grammar) or seen from the point of the system of pronouncing the words (pronunciation). It means that Indonesian language is an official tool of communication for the ethnic groups of the Indonesian nation so that they do not get difficulties in communicating between or among themselves. That is why, Indonesian has been committed as a national language.

Broadly speaking, there are many languages existing in the world, for example, in England, America, Canada, New Zealand people use English; in Germany people use German; in Philippines people use Tagalog; in Netherlands people use Dutch; and so many others not to mention here. It is very impossible for two nations communicate using a different language. They must use the same or one language in order that they can understand one another. And the nations in the world of non- English native speakers have committed to use English as an international language or world communication, so they do not have problem or difficulty when communicating one another.

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As having been previously discussed, human beings are social creatures that cannot live alone, whether individual, family, ethnic group, and nation. They need to communicate with one another. So, communication between or among human beings is supposed to the basic need of human beings all along their lives. For Moslems, communication between or among human beings is not only supposed to be the basic need of their lives, but also supposed to be God's instruction. God (Al- Hujurat : 13) reveals that :

يَاَيُّهَاالنَّاسُ اِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍوَاُنْثَى وَجَعَلْنَاكُمْ شُعُوْبًاوَقَبَائِلَ لِتَعَارَفُوْا اِنْ اَكْرَمَكُمْ عِنْدَاللهِ اَتْقَاكُمْ اِنَّ اللهَ عَلِيْمٌ خَبِيْرٌ (١٣)

Mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes that ye may know each other (not that ye may despise each other). Verily the most honored of you in the sight Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well- acquainted (with all things).

Based on the verse above, it is absolutely known that God created human beings with the difference such as, sex, nations, and tribes to know one another and not to despise one another. The existing difference is to complete one another. The most honored human beings in the sight of God is those who are the most righteous. God knows everything about nature and human beings.

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In communication, human beings absolutely use a language. Language is supposed to be the only tool for them to communicate with one another. The number of language in the world is so many that one another is different. The differences of language causes human beings learn the other language besides their own native language for the sake of communication. In communication, it is impossible for human beings to use two languages or a different language. Such a communication will not be absolutely understood by one another. The nations all over the world of non- English native speakers have committed to use English as a tool of communication. That is why, those of non- English native speakers learn English, whether as a formal and an informal for the sake of international communication or know more about the world.

Any language has four skills such as, listening, speaking, reading, and writing. From the four skills of a language, speaking is supposed to be the most dominant skill compared with the other three skills. Someone will speak with someone else in his or her environment, especially in the member of a family. So to speak, he or she will not get difficulties because he or she has and use the language naturally. It means that language will exist in herself or himself. Someone wherever he or she is will speak to someone else. A group of people will speak one another. In short, someone or people will speak all along their lives from getting up from bed until going back to bed even in a sleep or dream.

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> Fromkin and Rodman (1983: 3) declare that whatever else people may do when they come together – whether they play, fight, make loves, or make automobiles – they talk. We live in a world of words. We talk to our friends, our associates, our wives and husbands, our loves, our teachers, our parents, and in- laws. We talk to bus drivers and total strangers. We talk face to face and over the telephone. And everyone responds with more talk. Television and radio further swell this torrent of words. As a result, hardly a moment of our waking lives if free from words, and even in our dreams we talk and are talked to. We also talk when there is no one to answer. Some of us talk aloud in our sleep. We talk to our pets and sometimes to ourselves. And we are the only animals that do this – that talk.

Based on the declaration above, it is absolutely known that any activity that people do such as, playing, fighting, making lovers, and making automobiles, all of them cannot be separated from talking. They talk with their friends, associates, wives and husbands, lovers, teachers, parents, and in- laws, moreover, with bus drivers and total strangers. They can talk directly, meet each other or by media, like telephone. Telephone and radio broadcast their program with words. They talk all along their lives from waking lives and dreams. Sometimes they talk to the animals, say, pets.

Learning any language means learning to know and master the words and all of the rules of a language themselves (grammar) and then are applied in a language event both in an oral and in a written language as a tool of communication. Learning and mastering a language is intended to master the four language skills namely, listening, speaking, reading, and writing. In short, anyone who learns a language especially, the students who learn English in the schools have to be able to use that language. But in reality, it must be admitted that their ability to use English both in a written especially, in an oral language is poor. Such a learning achievement can be

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known from that of the achievement of the process of teaching and learning English has not been successful. Anyone especially, the students who learn a language, say, English have to know first the meaning or the definition of a language so that they will learn it more diligently and energetically. The writer is of the opinion that language is a system of sound symbols in the forms of the words and then becoming phrases and sentences that are used by human beings to express their thoughts, feelings, and wishes, whether in a oral or in a written language.

Hughes (1962: 6) defines that language as a system of arbitrary vocal symbols by which thought is conveyed from one human being to another.

Sapir (1921: 7) defines that language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.

Bram's (1955: 2) defines that language is a structured system of arbitrary vocal symbols by means of which catalog the objects, events, and relation in the world.

According to Kamus Besar Bahasa Indonesia (1990: 66) language is produced by the organ of speech that is arbitrary and conventional used as a mean of communication to express feeling and thought; 2. Words that are used by a nation (tribe, country, region, etc); -French; -Balinese; -Torajas; 3. Conversation (good words); politeness; good behavior; good character.

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> According to Compact Dictionary Canadian English (1976: 382) Language (l____gwij) n. 1. All of the system by which human beings combines sounds into meaningful units such as, words, to convey ideas and feeling 2. Any such system that is or has been used by a group of people: the French language 3. The words, phrases, etc peculiar to special fields of knowledge or activity; terminology; technical language 4. Anyway or means of communicating; the language of animals 5. Any style of verbal expression; diction; simple language.

Based on the definitions of language above, so it can be totally known that language is supposed to be a system of arbitrary sound symbols that is produced by the organs of speech to communicate ideas, thoughts, emotions, and desires from one person to another person in a social group. The forms of a language are in the forms of words, phrases, and sentences that show the objects, events, and relation in the world that are used by members of a social group to interact or communicate.

In Indonesia through Department of National Education, English is one of school subjects given from elementary school up to universities. Even English is supposed to be one of the school subjects which are given in a national examination. English competence is important in career development. English is a tool of communication used by many people in the trade, social, cultural, science, politic, art, and technology. The students need to learn English in order to understand and use it well, because if the students are fluent in English, they have a good job and it also increases their confidence in facing global competition in the current era of technological advancement. In short, if the students want to succeed in life, English is one of the many things that must be learn and mastered.

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Any language in the world, especially English has absolutely the amount of words (vocabulary) and the rules of language (grammar) that is different one another. English has so many rules of language that absolutely confuse the people or the students who learn it. That is why, it can be understood if they make many mistakes when using English, whether in an oral or especially, in written. The students in the second year of *SMP NEGERI 1 JAMBLANG* had made many mistakes when pronouncing and writing about the form of sentences that were used to answer the question in writing.

Almost all questions were answered by “Yes or No”, “Yes, I’m”, or “No, I’m not”. For example, the question is “Are you a student?”, the answer is “Yes”. The question is “Are you a teacher?”, the answer is “No”. Such answers are not in the form of sentences. Whereas, the question is “Do you understand?”, the answer is “Yes, I’m” or “No, I’m not”. Grammatically, such answers are absolutely incorrect. It shows that the students had not been able to write the sentences correctly to answer the questions. Such a learning condition is supposed to be there difficulties or problem in the process of learning and teaching English at the school. This case interest the writer to do research in this school with the purpose to solve their difficulties or problem with concentrating on the primary auxiliary verbs and then are related with their ability in writing to answer question correctly started with “Yes or No”. That is why, the writer gave the title of the thesis namely, “THE INFLUENCE OF THE STUDENTS’ UNDERSTANDING OF PRIMARY AUXILIARY VERBS

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ON THEIR ABILITY IN ANSWERING YES – NO QUESTIONS AT THE SECOND YEAR *OF SMP NEGERI 1 JAMBLANG*".

B. The Identification of the Problem

The identification of the problem in the research is clarified into the following sections:

1. The field of the research

   The field of the research of this thesis is the rules of language (grammar). Grammar is supposed to be the foundation of language although there is still the other component to learn namely, the amount of words (vocabulary). English has so many rules of language. However, in this case the writer only discusses about one grammar namely, primary auxiliary verbs with the purpose to improve the students' ability in answering the questions using Yes or No answer.

2. The kinds of the problem

   The kinds of the problem of this research are the students' difficulties in answering the questions correctly whether in oral or in written. Such students' difficulties caused them make many mistakes when answering the questions. To solve their difficulties, they needed to learn and know various forms of verbs such as, ordinary verbs and auxiliary verbs, both of them have the forms of present, past, and past participle.

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3. The main of the problem

The main of the problem of this research is the auxiliary verbs. The auxiliary verbs play the important role in composing or arranging the words to become the correct sentences. Such sentences can then be used to answer the questions besides the forms of positive and negative sentences. In general, the students find many difficulties in using auxiliary in sentences.

C. The Limitation of the Problem

Generally, almost all the students consider that English is supposed to be the most difficult school subject besides Mathematics, Physics, and Biology. Learning English is absolutely not an easy thing and needs a long and regular time to learn it. It should be admitted that the result of the process of teaching and learning English at schools can be assumed as unsatisfied or having not been successful. It can be known that their ability in using English both in written especially, in oral is very poor. As a matter of fact, various kinds of curriculum have been implemented to achieve more satisfied result. Honestly speaking, English is absolutely different in Indonesian or the other ethnic languages seen from the point of the rules of language (grammar) or seen from the point of the pronouncing of words (pronunciation).

The rules of a language are supposed to be the base or root of that language itself. The students cannot use the language correctly without possessing knowledge about the rules of a language. In English, one of the rules of language is tenses. And tenses can be said as the base of the rules of a language. The number of tenses is so

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many until reaching the number of 16 kinds of tenses. To master all of tenses in a short time is impossible. It is intended that learning tenses must be done in such a way, so that the students can absolutely understand about the material of tenses. To learn tenses the students must learn and know the forms of verbs such as, present, past, past participle, and verb -ing.

Inside the verbs there are the other forms of verbs called auxiliary verbs. Auxiliary verbs are supposed to be the base of verbs; whereas, the verbs are supposed to be the base of tenses. Without having knowledge of auxiliary verbs, the students will absolutely make many mistakes in writing the forms of sentences especially, writing Yes – No Questions. In this case, the writer only concentrates on primary auxiliary verbs with the purpose to improve the students' ability to answer the questions by using Yes – No answer. That is way, from so many the rules of language, the writer only limits one rule namely, the use of primary auxiliary verbs in the forms of sentences.

D. The Questions of the Research

The questions of the research are as follows:

1. How is the students' understanding of primary auxiliary verbs?
2. How is the students' ability in answering Yes - No questions?
3. Is there any positive and significant influence of the students' understanding of Primary Auxiliary verbs on their ability in answering Yes - No questions?

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E. The Aims of the Research

The aims of the research are as follows:

1. To find out the students' understanding of primary auxiliary verbs.
2. To find out the students' ability in answering Yes - No questions.
3. To find out if there is the influence of the students' understanding of Primary Auxiliary verbs on their ability in answering Yes - No questions.

F. The Usefulness of the Research

The usefulness of the research is hoped that it is able to improve the students' understanding about various forms of verbs that are related with tenses by referring to auxiliary verbs, so that they are able to write the correct sentences especially, when answering Yes - No questions.

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