CHAPTER I

INTRODUCTION

A. Background of Research

Language became a tool in communication and it deals with the structure and grammatical inside them. English now becomes an international language and most of people from different country use it for communication. In Indonesia, English is a foreign language which is taught as one of the subjects in schools.

In learning English there are four skills which should be mastered, namely reading, writing, speaking, and listening. Mastering those skills require the learner’s knowledge of grammar.

Grammar plays an important element in English. Siahaan (2008:25) says grammar refers to a set of rules operating in the mind of the native speakers of a language. It implies that grammar becomes a guide learner in constructing English sentences. In grammar, some elements which should be known is called part of speech, and one of which is auxiliary verbs.

Verbs and auxiliaries are parts of speech in English. Verbs are regarded as the most complex part of English. English auxiliary verbs, as the name implies, are simply called helping or supporting verbs (Oxford Advanced Learners Dictionary of current English: 1995). Therefore, students are often confused in understanding the use of auxiliary in sentences.
An auxiliary verb is one of the important cases in learning English. According to Theakston & Lieven, 2005 in Abigail Lee Meismer (2012), the acquisition of auxiliary verbs is one of the more complex aspects of language development. Students have to understand and master the auxiliary verbs correctly. This is the reason why the researcher chooses this topic entitled “An Analysis of Students’ Mastery of Auxiliary Verbs”.

**B. Reason for Choosing the Topic**

The reason why the topic was chosen are:

1. The auxiliary verb is necessary to master because it has high frequency of use.
2. The mastery of auxiliary verbs make it easy for students to produce and understand sentences.

**C. Problem of the Research**

Based on the background of the research, the problems that can be formulated in this research are:

1. To what extent the fourth semester students of English Department of UMP in academic year 2016/2017 master auxiliary verbs?
2. What are the students’ problems in auxiliary verbs?

**D. Aim of the Research**

Based on the problem of the research, the aim of this research is to find out the students’ level mastery and students’ problems of auxiliary verbs at fourth semester of English Department of UMP in academic year 2016/2017.
E. Basic Assumption

English as an international language was known and used by most people. English has a rule to guide people learn the language which is called grammar. One of the elements in grammar especially in part of speech is the auxiliary verbs. Auxiliary verbs often used in daily life sentences and frequently used in English. Based on the explanation above, it can be concluded that the research attempted to find out students’ mastery in auxiliary verbs.

F. The Clarification of the Terms

To understand the items more clearly, the term of the study are clarified as follows:

1. Descriptive Research

Hornby (1995:38) defines analysis as the study of something by examining its part and their relationship.

2. Students’ Mastery

According to Hornby (1995:721), mastery means complete knowledge or great skill. Students’ mastery is condition of how well students understand about a material and use the material correctly.

3. Auxiliary Verbs

Auxiliary verbs, as we have seen are “helping” verbs that add structural meaning or semantic coloring to verbs carrying the full burden of lexical meaning (Frank, 1972:94).
4. **Student**

Student is a person, usually over the age of 16, who is studying at a university or college. (Hornby, 1995:1187)

**G. Contributions of the Research**

The result of this research hopefully can give contribution for:

1. **The English lecturer**

   The researcher hopes the research will give clear information to the English lecturer about the students’ mastery level in auxiliary verbs. So that after knowing the result, hopefully they are expected to improve their ways of teaching especially in teaching auxiliary verbs.

2. **The other researcher**

   This research can be used as a reference for those who want to conduct a relevant research and it can be used as a motivation to develop another better research.