

Students' Accuracy in Using Auxiliary Verbs in Asking Question during Teaching and Learning in Classroom

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Abstract

The objective of this research was to investigate the students' accuracy of using auxiliary verbs in asking questions during teaching and learning in classroom at the Second Semester English Study Program of UMB. This research used descriptive method since the researcher wants to know and describe the accuracy of using auxiliary verb in asking questions in teaching and learning activity in the classroom at second semester of University of Muhammadiyah Bengkulu. The object of this research was questions which asked by the students while teaching learning process at second semester English Study Program of University of Muhammadiyah Bengkulu. The data was obtained in four meetings. The instrument of this research was an observation checklist. The researcher recorded the activity in the classroom then observe the students' questions which contained auxiliary verb. The finding of this research showed that the students' accuracy of using auxiliary verbs in asking questions during teaching and learning in classroom at the Second Semester English Study Program of UMB were good with percentage 81%.

Keywords : **Students' Accuracy, Auxiliary Verbs in Asking Question**

Introduction

In teaching and learning process, students' questions play an important role in the learning process as they are a potential resource for both teaching and learning English. Question and answer activities in learning are very influential on increasing student achievement because this students are taught to think broadly about the material being studied and try to remind students of the material. After the teacher asks the students, then the students take turns asking the teacher. In learning, students are not fully able to capture all the material that has been delivered by the teacher, here students are given the opportunity to ask questions that have not been understood material. And other students are also given the opportunity to respond or refute questions from students who ask, so this allows student achievement to improve and make students active in learning especially grammar lessons that students usually become passive. As an instructional technique, student-generated questioning has been suggested as a means to foster interactions that stem from the students' personal interests. King in (Song et al., 2017) investigated the effects of guided student-generated questioning on the quality of the students' verbal interaction in undergraduate education methods courses. The students were

scaffolded to generate their own questions, and they practiced reciprocal peer-questioning.

In arranging the question, the students need to emphasize the accuracy of structure or grammar and the meaning or content of the question itself for example the accuracy of using auxiliary verb. Auxiliary verb is a verb used in conjunction with the main verb, also referred to as "helping verbs" or "auxiliary verbs". Thus, students are often confused in understanding the use of auxiliary verbs in sentences. Students must understand and master the auxiliary verbs correctly. Modal auxiliaries are auxiliary verbs that lend different shades of meaning to the main verb to which they are attached. Modals help to express the mood or attitude of the speaker and convey ideas about possibility, probability, necessity, obligation, advisability, and permission.

Based on the pre-observation done by the researcher at the fourth semester English Study Program, while teaching and learning process the students usually asked the lecturer some questions related to the material explained. However, mostly the students ask the questions with some errors or inaccuracy of using auxiliary verb. As an example, student 1 said "can you explained the material again sir", this example shows that the student used inaccuracy auxiliary verb structure, therefore that question must be "can you explain the material again sir?". The word explain comes with present verb for modal auxiliary verb, not past verb. It means that the accuracy of using auxiliary verb while asking the questions made by the students in teaching and learning process is still needed to investigate deeply. Moreover, a study which conducted the problem about the students' accuracy of using auxiliary verb in University Muhammadiyah of Bengkulu has not been yet.

There were some previous studies which relevant to this present research. First, a study by (Luvuno & Ajani, 2021) entitled "The Use of Modal Auxiliary Verbs among Selected Pre-Service Students at A South African Rural University". The purpose of the study was to determine if the explicit instruction of selected grammar aspect, modal auxiliary verbs, improved students' ability to write English. The study was qualitative in nature and a case study design was adopted. The focus was in relation to a sample of 80 student teachers who were randomly selected in 2016 in the Faculty of Education. The study's findings revealed that the experimental group performed better than those in the control group in the use of modal auxiliary verbs.

Second, a study by (Nurlaila, 2019) entitled "An Analysis Of Students' Difficulty in Using Modals at the Second Semester of The Eleventh Grade of MA Al-Fatah in the Academic Year of 2018/2019". This research explained about analysis of students' difficulty in using modals at the second semester of the eleventh grade of MA Al-Fatah, Natar in the academic year of 2018/2019. From the data analysis, the researcher found some conclusion that the students' difficulty face in using modal auxiliaries at MA Al-fatah, Natar, South Lampung. were in determining the function of modal, form of modal and how to apply modal by correctly. And then, the deep difficulty of the students sample in using modal was in "will". Third, a study by Rahayu (2018) entitled "The Use of Song as Medium To Improve the Students Auxiliary Verb Mastery Among the Eight

Grade of The SMP Ma'arif 1 Metro. This research is classroom action research. This research was done two cycles. Each cycle is consisting of planning, action, observation, and reflection. In collecting data, the writer uses technique to collecting the data. There were observation, test, and documentation. The research can be concluded that the use of songs as medium can improve the students Auxiliary Verb mastery. They are able to make sentences in auxiliary verb. Auxiliary verb can be divided into two, that is: primary auxiliaries and modal auxiliaries. Therefore, based on the explanation above the researcher conducted a research entitled "Students' Accuracy in Using Auxiliary Verbs in Asking Question During Teaching and Learning in Classroom".

Research Methodology

This research used descriptive method since the researcher wants to know and describe the accuracy of using auxiliary verb in asking questions in teaching and learning activity in the classroom at fourth semester of University of Muhammadiyah Bengkulu. The object of this research was questions which asked by the students while teaching learning process at fourth semester English Study Program of University of Muhammadiyah Bengkulu. The data was obtained in four meetings. The instrument of this research was an observation checklist. The researcher recorded the activity in the classroom then observe the students' questions which contained auxiliary verb. The accuracy of the auxiliary verb used by the students was analyzed based on the criteria of using auxiliary verb. The criteria of using auxiliary verb was depended on the kinds of auxiliary. There were two kinds of auxiliary verb that were analyzed in this research; primary auxiliary verb and modal auxiliary verb based on Alagbe and Bieber at al in (Asriyani, 2017). In collecting the data, the researcher recorded the activity in the classroom. Then the researcher did direct observation in the classroom and made a list of auxiliary verb used by the students in asking the questions.

Findings and Discussion

Finding

1. Students' Accuracy of Using Auxiliary Verbs

The researcher did observation in four meetings. The data of each meeting was as follows.

Table 1 Students' Accuracy of Using Auxiliary Verbs

No	Questions	Time (minutes :second)	Auxiliary Verb used	Kind of Auxiliary Verb used	Accuracy	
					Yes	No
Meeting 1						
1	Can you tell me what is the objective of the text?	01.43	Modal	Can	√	

2	Could you mind if I ask you?	02:56	Modal	Could		√
3	Are you ok with that ?	03:01	Primary	Are (Be)	√	
4	May I explain it?	03:32	Modal	May	√	
5	Should we going to make this?	04:19	Modal	Should		√
Meeting 2						
6	Can you move it behind?	00:51	Modal	Can	√	
7	How could you know that?	01:57	Modal	Could	√	
8	Will you tell us about it?	03:59	Modal	Will	√	
9	Have you read the text?	04:10	Primary	Have	√	
10	I think it is good, would you agree with that?	04:57	Modal	Would	√	
11	May I ask question?	05:21	Modal	May	√	
12	Do you know the meaning of that?	06:01	Primary	Do	√	
Meeting 3						
13	Can you explain more?	01:21	Modal	Can	√	
14	How can you decided?	02:32	Modal	Can		√
15	Have you known that?	03:10	Primary	Have	√	
16	Would you display in the ppt?	04:30	Modal	Would	√	
17	Is there any questions?	05:53	Primary	Is (Be)	√	
Meeting 4						
18	Will we making a group?	04:57	Modal	Will		√
19	Is it enough?	05:21	Primary	Is (Be)	√	
20	How can we make it?	06:01	Modal	Can	√	
21	Have you seen it in the slide?	07:34	Primary	Have	√	
Total					17	4

Regarding to the table, there were totally 21 auxiliary verb found in the four meetings of teaching and learning activities. There were 17

auxiliary verb which were accurate and 4 auxiliary verb which were not accurate. There were two kinds of auxiliary used by these students in asking while teaching learning activities, namely; primary auxiliary verb and modal auxiliary verb. The kind of auxiliary verb used were also various, such as; can, would, could, be, have, may, should, will, and do. The percentage of total accurate and inaccurate of auxiliary verb used by the students in asking questions at teaching and learning activities was in the table below.

Table 2 Percentage of Accuracy Auxiliary Verbs

No	Auxiliary Verbs	Frequency	Percentage (%)
1	Accurate	17	81%
2	Inaccurate	4	19%
	Total	21	100%

This research finding revealed that there were 17 or 81% of auxiliary verbs used by students in asking questions accurate and rest of them (19%) were inaccurate. It means that the students' accuracy of using auxiliary verbs in asking questions during teaching and learning in classroom at the Fourth Semester English Study Program of UMB were good at percentage 81%. The total number of primary and modal auxiliary verb found in this research will be displayed in the following table.

Table 3 Percentage of Primary and Modal Auxiliary Verb

No	Auxiliary Verbs	Kinds of Auxiliary Verb	Frequency	Percentage (%)
1	Primary Auxiliary Verb	Are, is, do, have	7	33%
2	Modal Auxiliary Verb	Can, could, will, would, may	14	67%
	Total		21	100%

Table 3 showed that there were two forms of auxiliary verb, namely primary and modal auxiliary verb. There were 7 or 33% of primary auxiliary verb found in this research. The kinds of primary auxiliary verb founds; Are, is, do, have. Moreover, there were 14 or 67% of modal auxiliary verb found. The modal auxiliary verb were Can, could, will, would, may.

2. The Analysis of The Auxiliary Verb

In the first meeting, the researcher found that there were five questions asked by the students in learning activities. The first question was "Can you tell me what is the objective of the text?". The use of modal auxiliary verb in this question was accurate with the use of Can + Verb 1 (tell). For the second question, "Could you mind if I ask you?". The use of auxiliary verb for the second question is not accurate because could you mind is not accepted, it must be would you mind. For the third question, "Are you ok with that?" it is accurate since the use of primary auxiliary verb (are) + Ving. The question "May I explain it?" also accurate because may + Verb 1 (explain). For the last question in meeting 1 "Should we going to make this?" is not accurate because should is not followed by V ing (going) but Verb 1 (go).

In the second meeting, the researcher found that there were seven questions asked by the students in learning activities. The first question was "Can you move it behind?". The use of modal auxiliary verb in this question was accurate with the use of Can + Verb 1 (move). For the second question, "How could you know that?". The use of auxiliary verb for the second question is also accurate because could you followed by verb 1 (know). For the third question, "Will you tell us about it?" it is accurate since the use of modal auxiliary verb + Verb 1 (tell). The question "Have you read the text?" also accurate because have+ Verb 3 (read). The next question "I think it is good, would you agree with that?" was also accurate since would+verb 1 (agree). For the last question in meeting 2 "Do you know the meaning of that?" is accurate because do is followed by Verb 1 (know).

In the third meeting, the researcher found that there were five questions asked by the students in learning activities. The first question was "Can you explain more?". The use of modal auxiliary verb in this question was accurate with the use of Can + Verb 1 (explain). For the second question, "How can you decided?". The use of auxiliary verb for the second question is not accurate because can is followed by verb 3 (decided). For the third question, "Have you known that?" it is accurate since the use of primary auxiliary verb (have) + verb3 (known). The question "May I explain it?" also accurate because may + Verb 1 (explain). For the last question in meeting 3 "Is there any questions?" is accurate.

In the last meeting, the researcher found that there were four questions asked by the students in learning activities. The first question was "Will we making a group?". The use of modal auxiliary verb in this question was inaccurate with the use of will + Verb ing (making). For the second question, "Is it enough?". The use of auxiliary verb for the second question is accurate. For the third question, "How can we make it?" it is accurate since the use of primary auxiliary can+verb 1(make). The question "Have you seen it in the slide?" also accurate because have + Verb 3 (seen).

Discussion

This research finding revealed that there were 17 or 81% of auxiliary verbs used by students in asking questions accurate and rest of them

(19%) were inaccurate. It means that the students' accuracy of using auxiliary verbs in asking questions during teaching and learning in classroom at the Second Semester English Study Program of UMB were good at percentage 81%. Moreover, it was found that there were two forms of auxiliary verb in this research, namely primary and modal auxiliary verb. There were 7 or 33% of primary auxiliary verb found in this research. The kinds of primary auxiliary verb founds; Are, is, do, have. Moreover, there were 14 or 67% of modal auxiliary verb found. The modal auxiliary verb were Can, could, will, would, may.

The findings of this research confirmed some theories from experts. According to (Asriyani, 2017), an auxiliary verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. Basically, auxiliary verb is a verb that appeared before the main verb in a sentence that to modification the meaning from the main verb. Not like the main verb, auxiliary verb did not have a meaning. Auxiliary verbs are also called helping verbs. English auxiliary verbs are divided into primary auxiliary verbs and modal auxiliary verbs.

Moreover, According to Alagbe in (Mahanani, 2019), English auxiliary verbs are two kinds: Primary and Modal auxiliary verbs, the English primary auxiliary verbs, which are the focus of this paper, are different from those of the modal auxiliary verbs in that the former is used as lexical verbs in our sentence. The modal auxiliary verbs cannot function as lexical verbs. They only serve as helping verbs. The primary auxiliary betakes part in the formation of progressive verb phrases, as well as the formation of passive verb phrases. The progressive forms consist of the auxiliary to be followed by the present participle (the ing-form). A second use of the primary auxiliary to be is found in the formation of passive verb phrases. The passive consists of the auxiliary be followed by the past participle (the second ed-form).

The finding also confirmed theory from Biber et al in (Parinduri, 2017)who stated that there are nine modal auxiliary verbs. As their name suggests, they are largely concerned with expressing modality, such as possibility, necessity, prediction, and volition. In addition, Azar (1993 :44) explain that modal auxiliary are helping verb that express a wide range of meaning (ability, permission, possibility, necessity, ect).

Furthermore, the research findings were also in line with some previous studies. First, a study by Luvuno & Ajani (2022) entitled "The Use of Modal Auxiliary Verbs among Selected Pre-Service Students at A South African Rural University". The purpose of the study was to determine if the explicit instruction of selected grammar aspect, modal auxiliary verbs, improved students' ability to write English. The study was qualitative in nature and a case study design was adopted. The focus was in relation to a sample of 80 student teachers who were randomly selected in 2016 in the Faculty of Education. The study's findings revealed that the experimental group performed better than those in the control group in the use of modal auxiliary verbs.

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Third, a study by Rahayu (2018) entitled "The Use of Song as Medium To Improve the Students Auxiliary Verb Mastery Among the Eight Grade of The SMP Ma'arif 1 Metro. This research is classroom action research. This research was done two cycles. Each cycle is consisting of planning, action, observation, and reflection. In collecting data, the writer uses technique to collecting the data. There were observation, test, and documentation. The research can be concluded that the use of songs as medium can improve the students Auxiliary Verb mastery. They are able to make sentences in auxiliary verb. Auxiliary verb can be divided into two, that is: primary auxiliaries and modal auxiliaries.

Conclusion

Regarding to the research findings, it can be concluded that the students' accuracy of using auxiliary verbs in asking questions during teaching and learning in classroom at the fourth Semester English Study Program of UMB were good with percentage 81%. Based on the conclusion, there were some students who used auxiliary verbs inaccurately. Therefore, it was suggested for the students to enrich their knowledge about how to use auxiliary verb correctly while asking the questions in teaching and learning process. And also it will be better if the lecturers can teach about the use of auxiliary verb to minimize the use of auxiliary verb inaccurately in the classroom. Further research is suggested to explore more related to the accuracy of the using auxiliary verb in teaching and learning process.

Suggestion

Based on the conclusion, there were some students who used auxiliary verbs inaccurately. Therefore, it was suggested for the students to enrich their knowledge about how to use auxiliary verb correctly while asking the questions in teaching and learning process. It will be better if the lecturers can teach about the use of auxiliary verb to minimize the use of auxiliary verb inaccurately in the classroom. Further research is suggested to explore more related to the accuracy of the using auxiliary verb in teaching and learning process.

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