

An Analysis of Students' Ability and Difficulties to Use Auxiliary Verbs in Writing Descriptive Text at First Grade Vocational High School Parulian 3 Medan

Analisis Kemampuan dan Kesulitan Siswa Menggunakan Kata Kerja Bantu dalam Menulis Teks Deskriptif di Kelas Satu SMK Parulian 3 Medan

Ayu Lestari Simatupang¹, Febrika Dwi Lestari², Rina Octavia Simarmata³

^{1,2,3}English Education Study Program, Faculty of Teacher Training and Education, Nommensen HKBP University, Indonesia

Email : ¹ayu.simatupang@student.uhn.ac.id, ²febrikadwilestari@uhn.ac.id, ³rinasimarmata@uhn.ac.id

*Corresponding Author

Received : 11 October 2024, Revised : 22 November 2024, Accepted : 24 November 2024

ABSTRACT

This study seeks to characterize the proficiency and identify the challenges encountered by tenth-grade students at SMK 3 Parulian Medan in employing auxiliary verbs within the context of descriptive text writing. Employing a qualitative descriptive research design, this study aimed to describe the competence and pinpoint the obstacles faced by tenth-grade students at SMK 3 Parulian Medan in applying auxiliary verbs within descriptive text writing. Data were gathered through an analysis of the written works produced by 20 students following a task to compose descriptive texts. The data collection technique involved providing clarification regarding the nature of descriptive texts and offering illustrative examples of descriptive texts centered on the topic of describing a place. The findings indicated that, in general, tenth-grade students at SMK 3 Parulian Medan exhibited a satisfactory proficiency in writing descriptive texts, achieving an average score of 81.65. An analysis of their auxiliary verb usage revealed a total of 122 words, comprising 42 instances of "to have," 2 instances of "to do," and 15 instances of modal auxiliary verbs. However, a more in-depth analysis unveiled persistent difficulties in students' application of auxiliary verbs. This is attributed to a perceived lack of attention to the relevant learning materials during classroom instruction.

Keywords: Ability, Difficulty, Auxiliary Verbs, Descriptive Text Writing.

1. Introduction

Many Indonesian language learners in junior and senior high school have difficulty understanding and using grammatical structures properly, both in speaking and writing. This happens because in the teaching and learning process in Indonesia, grammar is often emphasized as a basic rule to improve students' ability to master English. According to Cook and Sutter (1980:1) in (Cahyaningrum, 2014), grammar is a set of rules that people use to speak and write. That is, grammar is a guide to how words and their components are combined to form good sentences, both in speech and writing. Grammar is an important tool in language, but for many Indonesian learners, it can be a difficult hurdle to clear. Considered one of the most important aspects of learning English, grammar is often a bugbear for learners. This difficulty is exacerbated when they have to apply their grammar knowledge to writing. Many find grammar theory easy to understand, but when applied, it becomes much more complicated.

It is very important to create good paragraphs, especially in writing, to understand grammatical structures, which include sentence patterns, sentence structures, and sentence functions. especially because the way Indonesian and English are spoken is very different. This sometimes makes it one of the problems of writing. To be honest, writing is one of the most difficult language skills for English students to learn, especially for vocational high school

students. The meaning of sentences becomes accurate, easy to understand, and acceptable if they are used correctly with the right grammatical structure. Students must also fulfill several writing requirements, including logical thinking, paragraph development, diction, spelling, punctuation, and proper word order.

Based on the results of the researcher's observations at SMK Parulian 3 Medan, the author found several problems where some students had difficulty with their writing skills. From the initial data of class X at SMK, Parulian 3 Medan. During the observation, 27 students participated in writing a sentence. After that, the writer checked the ability of auxiliary verbs in their writing on the sentence. And the author got some examples of students' writing that were still wrong, such as:

- 1) Sentence: She has studied English for 5 years. (PS)

Error: The use of the auxiliary verb "has" is incorrect in this sentence. This sentence wants to express an action that has been completed within a certain period of time, and to express this, the correct auxiliary verb is "had." Correction: She had studied English for 5 years.

- 2) Sentence: He no have money. (JS)

The sentence "he no have money" needs to be changed to "he doesn't have money" because to form a negative sentence, we need to use the auxiliary verb "do" together with the main verb. The auxiliary verb "do" is changed to "does" for third-person singular subjects (he, she, it) and "don't" for plural or first-person subjects (I, we, you, they). So most students are still confused about using the right auxiliary verb in a sentence.

From the data above the author purpose of this study is to analyze and describe students' ability to use auxiliary verbs in writing descriptive texts. Students who learn a foreign language face a number of problems. When students learn English, they try to avoid grammar because it is confusing and difficult to understand. For some students who have less knowledge of grammar, of course they will be confused. How many different meanings of verbs "in spoken or written language," why verbs in sentences should change, etc. Therefore, in order for them not to be confused again, they must master grammar. By mastering it, they will understand the rules and how sentences are structured

2. Method

In this study, the researcher chose a qualitative method because it focused on analyzing students' abilities and difficulties in using auxiliary verbs. This problem could be solved with this method.

According to Noprianto (2017), qualitative descriptive methods often involved data collection through interviews, observation, or document analysis. According to Moleong (2007), a qualitative descriptive approach was a research approach whose data was collected in the form of words, pictures, and numbers. Qualitative research was used to describe data that could not be calculated and measured objectively, so the data was subjective, according to Wallace (1998: 38).

Based on the definition and statement above, the researcher concluded that the research design of her study was a qualitative approach because this approach facilitated a deeper understanding of students' abilities and difficulties in using auxiliary verbs in descriptive writing in the tenth grade of SMK 3 Parulian Medan by considering the subjective and contextual aspects of their learning experiences. Students' ability was shown by their ability to answer questions in interviews and tests related to auxiliary verbs

3. Results And Discussion

A. The Data

This research employed a qualitative descriptive research design. The data for this study consisted of the proficiency and challenges encountered by tenth-grade students at SMK Parulian 3 Medan in employing auxiliary verbs within the context of descriptive text writing. A sample of 20 students was selected for this research. Data regarding the students' writing abilities was gathered by evaluating their capacity to compose descriptive texts about places and subsequently analyzing their usage of auxiliary verbs within those texts. This research employed a qualitative descriptive research design.

The data for this study consisted of the proficiency and challenges encountered by tenth-grade students at SMK Parulian 3 Medan in employing auxiliary verbs within the context of descriptive text writing. A sample of 20 students was selected for this research. Data regarding the students' writing abilities was gathered by evaluating their capacity to compose descriptive texts about places and subsequently analyzing their usage of auxiliary verbs within those texts.

B. Data analysis

After the data is collected, the students' ability to write descriptive text can be clarified in five areas: content, organization, vocabulary, grammar, and mechanics. After getting the analysis data in writing, then the researcher analyzes the data on the use of auxiliary verbs in writing descriptive texts classified into four types of deixis, namely: to be, to have, to do, and modal auxiliary verbs. The analysis of writing and the use of auxiliary verbs in descriptive text can be seen below.

1. The Ability and Difficulties of students to Use Auxiliary Verbs in Writing Descriptive Text

Before analyzing students' ability to use auxiliary verbs, we should first analyze students' descriptive text-writing ability. Thus, researchers can see directly how students apply auxiliary verbs in student writing.

Based on the data analysis presented in the aforementioned table regarding descriptive text writing skills and auxiliary verb usage, it was ascertained that, overall, the 20 students demonstrated a satisfactory level of proficiency in employing auxiliary verbs. Despite this general competence, several areas of concern were identified, such as: Vocabulary: Students exhibited a tendency to reiterate the same words or utilize a limited vocabulary. Mechanics: Common errors included spelling mistakes, incorrect punctuation usage, and non-adherence to the prescribed writing format. While the overall assessment encompassed various aspects like content, organization, vocabulary, grammar, and mechanics, the average student score for descriptive text writing was 81.65 out of 100. This indicates that, in general, the students possessed a sound understanding of auxiliary verb usage within the context of descriptive writing.

Based on the results of the analysis of students' writing skills, the researcher further analyzed the use of auxiliary verbs in student writing. The data on the use of auxiliary verbs is then organized in the following table to facilitate understanding.

Table 1. Students Use of Auxiliary Verbs in Writing Auxiliary Verbs

No	Name	Auxiliary Verb in Descriptive Text Writing
1.	AF	This is froven by the various awards
		This dealer has won
		Has friendly and professional service
		Here are some of the advantages of Car Sardana Indah Berlian.
2.	AV	Abel Auto Service is a car repair shop.
		Abel Auto Service is known as reliable.
		Abel Auto Service is the right choice.
3.	AY	Auto 2000 Amplas is located in SM. Raja.
		Auto 2000 Amplas is a car repair shop that repairs vehicles.
		Auto 2000 Amplas has many car lifts that are useful for lifting vehicles.

		Auto 2000 Amplas has a fairly large parking area and a tall and modern building.
		Visitors who want to repair their vehicles will also be welcomed by the staff.
		The equipment there is complete and neat; the 2000 Sandpaper auto has original spare parts.
		Auto 2000 Amplas is the right choice for those of you who buy a car at Auto 2000 Amplas Medan.
4	DA	Chery Showroom Jalan Sisingamangaraja Medan is located in a strategic location and easy to reach.
		The showroom is spacious and clean. Visitors can easily see the various chery car models available.
		The staff at the showroom in Medan are friendly and professional.
		They are ready to help visitors with the best information and service. Visitors can ask various things about chery cars.
5	DS	This Offcrats dealer is easily accessible by both private vehicles and trucks.
		Hino Meden has a spacious and modern bunding with an attractive and easy recegritable design of the front. There is a large and comfortable parking area for customers.
		Entering the showroom, visitors will be guided by friendly and professional staff.
		The Hyundai showroom is neat and clean.
		Hino Medan is committed to providing the best service for its customers. Hino Medan is the right choice for those of you who want to buy a Hino truck in Medan.
6	EP	Hosana Service Is Located on Jalan Garu VII No. 63, Medan, North Sumatra
		This public workshop is easily accessible. For both private vehicle and public bus work
		Hosanna service is surrounded by high walls and also has water apple trees in the area.
		Where work is called out and also provides one toilet for customers who come.
		Hosana service has an inadequate key space and an incomplete Sperpate room, and Hosana service has one mechanic who has experience.
		Hosona Service has several dogs and cats, and Hosona Service also provides a waiting room for all service customers.
7	FE	Chairul Auto Service is one of the workshops common in the field.
		This workshop is located on Jalan Kedondong.
		His workshop is occupied by four-wheeled vehicles such as minibuses and pickups.
		The vehicles that enter this workshop are of various brands.
		Chairul Auto Service has a friendly workshop head; apart from being friendly, he also intervenes in repairing vehicles.
		His workshop has young mechanics to solve vehicle problems.

		The atmosphere of the Chairul Auto Service workshop is very peaceful, even though it is a little busy because this workshop is located in a residential area.
8	HS	PT Hino is located in Sisingamangaraja Medan. Hino is the official dealer for car trucks and trucks.
		Hino has a large and spacious building.
		The Hino Showroom has a neat design, and the staff are very customer-friendly.
		The mechanics also chose Still, who was good, and as they gained experience
		They did it too work very well, and they also always wear personal protective equipment.
		Showroom Hino also has lots of room, like a dirty oil room, equipment room, room rest, and spare parts room.
		The atmosphere in Hino is quite cool, not too hot. But in terms of equipment such as SST (Special Service Tools),
		It is not very useful because it can take a long time to do the work.
		That is all Senya's opinion about the Hino Showroom.
9	MF	Daya Daihatsu Medan is located on Jalan Gatot Subroto Medan.
		This official dealer is easy to access, either by private vehicle or public transport.
		Daya Daihatsu Medan has a spacious and modern building with an attractive and easily recognizable design.
		At the front there is a parking area for customers.
		Entering the showroom, visitors will be greeted by friendly and professional staff.
		The Daihatsu Daya Medan showroom is neat and clean with various kinds of the latest Daihatsu models on display.
		The staff can help customers choose a car that suits their needs and budget.
		Daya Daihatsu Medan is committed to providing the best service for its customers.
		Daya Daihatsu Medan can also help customers solve all car problems.
10	MK	Auto 2000 Medan Amplas is located on Jalan Sisingamangaraja.
		Auto 2000 Medan Amplas, this official dealer is easy to access for private cars.
		Auto 2000 Medan Amplas has a spacious workshop with attractive and easy design.
		Near the gate there is a greeting to direct drivers so that cashiers don't get confused.
		Entering the workshop area, we can find many things related to cars, such as tools, a dirty oil room, a spare and dining room, a clean bathroom, and a spacious test room that has air conditioning and has special lockers for mechanics and children street vendors.
		Auto 2000 Medan Amplas also has facilities for people who want to have their car serviced, such as a rest room for customers, clean toilets, and a snack for customers.
		So they do not go hungry while waiting for the car to be ready to be serviced.

11	ML	Mitsubishi Divo Medan is a large company and is recognized throughout Medan.
		Mitsubishi Divo is very thorough and practical.
		Mitsubishi has 5 groups or service place leaders, namely 3 leaders in the small car section such as the Pajero Sport, X Pandar, and Triton, and 2 more leaders at the big cars such as the L300, Colt Diesel, and Fighter X.
		At Mitsubishi Divo, there is aymnastics every morning for the mechanic leaders and others to stretch their body muscles.
		The atmosphere at Mistubishi is very hot, especially From 11.00 to 03.00
		There are special places in Mitsubishi, such as the engine room and tool room, where you can eat, rest, etc.
		Apart from the special place, there is also a place for cars that want to change the oil, change the oil filter, and car potty.
		There is also a body shop for cars that want to look cooler or a car that has been in a collision.
		Mitsubishi is open from 07.45 to 04.00 WIB.
		The only special day is Saturday because work hours are half a day from 07.45 to 12.00.
12	MT	Toyota Auto 2000 Amplas is a dealer
		It is located at Jalan Sisingamangaraja, medan Amplas.
		Auto 2000 Amplas is a big workshop in Medan.
		This workshop is Toyota car specialists.
		Auto 2000 Amplas has a big, modern building and attractive design.
		There is a large parking area there.
		There is a service registration room equipped with tables and chairs and also has an entrance.
		The customer room is on the second floor, equipped with chairs, tables, a television, and an air conditioner.
		In the workshop area, there are eighteen stalls equipped with car lights in each stall.
		There are two rest rooms there, namely on the first floor and on the second floor.
		Beside the rest room on the second floor, there is a mechanic's dressing room and a mechanic's close
		And then there is a dining room, which contains a canteen with two sinks.
		In the workshop area, there are two bathrooms that are always cleared. On the first floor, there is a spare parts room and a tools room.
		All of the room is always clean because all the workers there always maintain cleanliness.
13	RV	All the equipment there is so complete and advanced, but much equipment has broken.
		Mechanic in Auto 2000 Amplas is pretty much there; there are twenty-four mechanics there.
		All the mechanics there have high skill.
		Auto 2000 Amplas is a recommendations workshop for Toyota car owners.
13	RV	workshop is an important place to improve otomotif skill.
		astra Toyota Auto 2000 medan amplas This dealer is located at Jalan sisimangaraja

		this dealer is easy to find cuzit has a big building.
		And there is some of those room that only can be enter by workers
		Dealer astra Toyota Auto 2000 medan has a large parking place, has customer waiting room,waste room and toilet at first floor in the workshop.
		There is 24 of mechanics in that workshop .
		In the workshop there is a car lift in every stall to help mechanics todo their work.
		In that workshop there is a tolls romm that can provides special services tolls.
		That can help workers oe mechanic to do a difficult work or services.
		Astra Toyota auto 2000 medan amplas is the best place to get a great service experience
14	RG	Black DD workshop located on Jalan tanjung merawa Deli Serdang which is the largest workshop in tanjung merawa.
		Sells sperpats vahicles that are available and sells ben cars.
		The mechanic in the workshop is good and likes to provide explanations for demeged parts and has every realble yard
		He has 5 mechanics and the equipment in the workshop is very complete the workman
		Joan mechanic is always satisfied with his work and the black workshop.DD, can dismantlaniesin and repair it
		And has a meeting room and has waiting room for service and reception for custumer to come to the romm wait and be given drinks and snacks.
		And the oil romm is neat and clean and has a very good shop owner and is friendly to wards employees and costumers they are serious about it.
15	RH	Pt Tomaz Trans Medan is located on jaln garu 02 north Sumatra
		this workshop is easily accessible both by private vehicle and public transportation.
		pt.Tomaz trans has a spaciousand modern building
		Travel drivers will be greeted by friendly and profession mechanics
		The mechanic is ready in repairing and servicing. the travel car and part of the car is genuine Toyota spare parts koplo
		The mechanic will try to provide good accurate travel car
		Pt.thomaz tans is neat and comfortable so that travel calmly while the car is being repair
		Pt. Thomaz trans is the right and best choice for travel drivers on jalan garu
16	RS	Sardana Berlian is one of the best Mitsubishi Workshop In Medan City
		Sardana Berlian is located on Jalan Tanjung Morawa
		Sardana Berlian has a large and modern building
		Sardana Berlian have a clean and working environment and have several rooms such as the overhaul room, Waiting room, break room, dining room
		Sardana Berlian has several mechanics and helpers who have excellent automotive skills and are also equiped with complete workshop equipment.
17	RI	Toyota Deltamas Surya Indah Mulia is located on Jalan S.M. Raja Medan, North Sumatra.
		Toyota Deltamas Indah Mulia has a fairly spacious and modern building.

		This dealer has many employees and many staff, such as mechanics and technicians who are smart, kind, and polite.
		Likewise, there are many rooms, such as a rest room for employees and also a dining room, and also a prayer room, spare parts room, tool room, compressor room, and processing room.
		This dealer has a ceramic stall and is very clean.
		This dealer also has good and polite cleaning service.
		The equipment at this dealer is also complete, and this dealer has two sections, namely the service section and also the body paint section.
17	SN	Toyota Auto 2000 Amplas is located on Jalan Sisingamangaraja, Medan, North Sumatra.
		This official area has a very spacious building with a very active and easy-to-conceal design. At the front, there is a large parking area and a security room.
		Entering the showroom, there are various rooms, namely the waste room, dirty oil, spare parts, tools, customer wetting room, and dining room.
		Rest room The field is tired and clean; there is a futsal field.
		Auto 2000 Amplas is committed to providing the best service for customer service mechanics who have proposal skills.
		This Toyota is suitable for those of you who want to buy a car if you have money.
18	YH	Mitsubishi Dipo Medan is located on Jalan Sisingamangaraja, km. 7 no. 34, Harjosari II, district Medan Amplas, Medan City, North Sumatra.
		This official dealer is very easy to access, both from private vehicles to public transportation.
		This dealer has a spacious and nice building with an attractive and easily recognizable design.
		At the front, there is a large and comfortable yard for parking for customers.
		Customers will be greeted by friendly and professional staff.
		In the showroom, there are various car models on display, ranging from private vehicles to large vehicles, which are arranged neatly and cleanly.
		In the defon section there is a service area for to reboot kandaion
		In the midk of the workshop there is a car vas area for the Vencione bessor, and the back off the workshop there is a body and paint printer for the personal kandaion who has chop
		For those who want ndoken repair, here is the endoncon
		Mitsubhisi dealers are the right choice for those of you who want to buy and repair mitsubhisi cars in Medan
19	YH	Dipo Internasional Pahala otomotif Harjosari II Medan is an official Mitshubishi dealer located on Jalan Harjosari 11 No. 58, Meda Amplas, Medan City, North Sumatra.
		This dealer is part of the Dipo group, one of the largest mitshubishi dealer networks in Indonesia.
		The staff at Dipo International Pahala Automotive Harjosari II Medan are also professional and friendly.
		So they can provide the best service for customers.
		Dipo Internasional Pahala otomotif Harjosari II Medan is committed to providing customer satisfaction.

20	YS	If you are looking for a Mitshubishi car in Medan, Dipo Internasional Pahala Outomotif Harjosari II Medan is the right choice.
		You can trade-in your old car for a new Mitsubishi car at Dipo Pahala Otomotif
		Dipo Pahala Otomotif has an authorized workshop that provides complete service for your mitsubishi car
		You can tent drive the Mitsubishi car you are interested in at Dipo Pahala Otomotif
		Dipo pahala otomotif is an authorized Mitsubishi dealer, So you can be sure that you are getting quality and reliable service
		Dipo Pahala Automotif is Friendly and Professional Staff are ready to assist you in choosing the right car that suits your needs
		This dealer has complete facilities, such as a comfortable waiting room, a modern workshop and a large parking area is the right choice for those of you who want to buy a Mitsubishi car in Medan
		This dealer offers a variety of services and benefits that will make you feel satisfied

The table above presents the aggregate usage of all auxiliary verbs employed by students in their descriptive text writing, expressed in terms of word count. The breakdown of auxiliary verb usage is as follows:

Table 2.

No	Types of Auxiliary of Verb	Number Auxiliary
1	To BE	122
2	To HAVE	45
3	To DO	2
4	Modal auxiliary	15

from the data above there are several student mistakes in using auxiliary verbs, namely: Students' Difficulties in Using Auxiliary Verbs in Class X at SMK Parulian 3 Medan

1. Data 5

Incorrect: Entering the showroom, visitors **will be** greeted by friendly and Professional Staff

Explanation : because the change from “will be welcomed” (future tense) to “welcomed” (simple present tense) shows that every time visitors enter the showroom, they consistently receive a warm and professional welcome. So the correct sentence is Entering the showroom, visitors **are greeted** by friendly and professional staff.

2. Data 2

Incorrect: visitors who want to repair their vehicles **will also be** welcome by the staff

Explanation: The use of will indicates a future action. However, this sentence wants to express a habit or situation that occurs generally in the present, so the use of **are** is more appropriate.

3. Data 12

a. Incorrect: In Workshop area, **there is** eighteen stalls were equipped with car lif in each stall

Explanation : “There is” should be ‘there is’ because the subject is ‘eighteen stalls’ (plural), so the correct sentence is that in the workshop area, **there are** eighteen stalls equipped with car lifts in each stall.

b. Incorrect: Mechanic in Auto 2000 Amplas **is** pretty much, there is twenty four mechanics there

Explanation: The use of simple present tense is incorrect. "is" should be 'are'. There is a simple present tense form of the verb 'be' for the plural subject 'twenty-four mechanics' so the correct sentence is Mechanics in Auto 2000 Amplas **are** pretty much, there are twenty-four mechanics there.

- c. incorrect: All the equipments **there is** so complete and advanced, but many equipment has broken

Explanation :The use of simple present tense is incorrect. "is" should be 'are' and 'has' should be 'have'. Because this sentence should state the general condition of the equipment being so complete and advanced, as well as the fact that some equipment has broken, so the correct sentence is All the equipments **there are** so complete and advanced, but many equipments have broken.

4. Data 13

- a. incorrect: And there **is** some of those room that only can be enter by workers

- b. incorrect: There **is** 24 of mechanics in that workshop

Explanation : The first and second sentences should use "are" because the subjects "some rooms" and "24 mechanics" are plural . So the correct sentence is And there **are** some rooms that only workers can enter and There **are** 24 mechanics in that workshop.

5. Data 15

incorrect: Travel drivers **will be** greeted by friendly and profession mechanics

Explanation: The auxiliary verb "will" in the first sentence was incorrect because it suggests future action. "Are" has taken its place to signify a current action. So the correct sentence is travel driver **are** greeted by friendly and professional mechanics.

6. Data 16

Incorrect: Sardana Berlian **have** a clean and working environment and have several rooms such as the overhaul room, Waiting room, break room, dining room.

Explanation : The subject "Sardana Berlian" is singular, so the verb should be "has" instead of "have." So the correct sentence is Sardana Berlian **has** a clean working environment and has several rooms such as the overhaul room, waiting room, break room, and dining room.

7. Data 17

Incorrect : This official area **have** a very spacions building, with a very attractive and easy to be cognize design at the front there is a large parking area a security room

Explanation : The sentence is an incorrect use of the auxiliary verb. This is indicated by the use of the verb "has" instead of "have." in the use of simple present tenses so the correct sentence is this official area **has** a very spacious building with a very attractive and easily recognizable design. At the front, there is a large parking area and a security room.

8. Data 18

Incorrect : customers **will be** greeted by Friendly and Professional Staff

Explanation: In this sentence, we are describing a common truth or common action: customers are always greeted by friendly and professional staff. Therefore, the simple present tense "are greeted" is appropriate. So the Correct sentences is Customers **are** greeted by friendly and professional staff.

9. Data 19

Incorrect: So they can **provided** the best service for costomers

Explanation: "can provided" is in the past tense or future tense form. To change it to simple present tense, we replace it with "can provide.".

10. From data 20

incorrect :This dealer **had** complete facilities, such as a comfortable waiting room, a modern workshop and a large parking area is the right choice for those of you who want to buy a Mitsubishi car in Medan

Explanation: because the verb "had" is the past tense form of "have." To change it to simple present tense, we use the base form of the verb "have," which is "has." So the correct sentence is This dealer **has** complete facilities.

Based on the data of students' writing errors above, it can be concluded that the main errors in the use of auxiliary verbs are mismatches between subjects and predicates, namely singular subjects with plural predicates, errors in the use of will, and errors in the use of there is/are.

2. The Factor that Causes the Students Difficulties in Using Auxiliary Verbs in Writing Descriptive Texts

Based on the results of data analysis and interviews with students, several difficulties faced by students in using auxiliary verbs were identified. The results of the data analysis showed that a number of students had difficulty selecting the right auxiliary verbs. Therefore, interviews were conducted as a follow-up step to dig deeper into the factors that cause these difficulties.

In the interviews, students were asked to explain the difficulties they experienced in using auxiliary verbs, especially in the context of descriptive text writing. The following is a summary of students' answers:

1. What are the difficulties you experience in learning English, especially in using auxiliary verbs?

AF: In my opinion, the most difficult thing is when deciding which pronoun to use, "I," "you," or "he/she." Then, I'm also often confused about which pronoun to use.

2. What about the form of the helping verb itself? Do you have trouble determining the correct form?

FE's answer: I often get confused when making descriptive sentences. Sometimes I forget whether to use verb 1 or other verbs.

3. What makes it difficult for you to choose the right auxiliary verb?

MF: I feel that learning English is like finding the meaning of each word. So, I often don't understand the meaning of the sentence as a whole. Then, when I want to make my own sentence, I'm confused about which auxiliary verb to use.

4. Do you feel that you lack the vocabulary of auxiliary verbs?

RH: Yes, I think so. Sometimes I want to express an idea, but I don't know what the auxiliary verb is. So, my sentences are just the same because of my lack of vocabulary, and if I do know, I am sometimes confused about what the translation is and what the auxiliary verb is.

Based on the results above, the researcher analyzes that students' difficulties come from various reasons, and these reasons are supported by the factors that cause why these students have difficulty using auxiliary verbs, namely:

1. Lack of Concept Understanding: This shows that the teaching of auxiliary verbs needs to be more emphasized on understanding basic concepts, not just memorizing rules.
2. Learning Methods: Learning methods that are less varied and interesting can make students feel bored and less motivated to learn, so they don't listen to the teacher when explaining.
3. Psychological Factors: Students' lack of interest and motivation in learning English also affects their ability to master auxiliary verbs.

C. Research Findings

The results of this study show that the level of expertise of 20 students in using auxiliary verbs in their descriptive text writing skills is classified as "good," as can be seen from their abilities in various aspects of writing such as content, organization, vocabulary, grammar, and mechanics, so that the overall average score for the use of auxiliary verbs is 81.65 (good). and

the results of students' ability in using auxiliary verbs of 20 students, only 10 students can write descriptive texts appropriately according to the use of auxiliary verbs, and 10 students are not appropriate in writing descriptive texts in English. Based on the results of students' writings and interviews given by the researcher about investigating students' knowledge in writing descriptive texts, 10 students were imprecise in writing descriptive texts in English due to several factors. First, they could not create ideas when they wrote descriptive texts; they were poor in vocabulary, and they had difficulties in forming ideas when they wrote descriptive texts, so their use of auxiliary verbs was lacking. The students used auxiliary verbs in writing descriptive texts. Writing is a complex and challenging activity for many students. In this study, the researcher should focus on the use of auxiliary verbs in their writing, which is very important to communicate clear meaning. There are 4 types of auxiliary verbs found in students' writing, namely to be, to have, to do, and modal auxiliary verbs. The most dominant type of auxiliary from other types of auxiliary is auxiliary to be with 122 words, to have with 42 words, to do with 2 words, and modal auxiliary verb with 15 words, so the use of auxiliary to is the most dominant type in recount text writing. The dominance of "to be" in descriptive texts is due to its function, which is very much in line with the purpose of the descriptive text itself, which is to provide a clear and detailed description of something. This verb allows the writer to connect the subject with the predicate, provide specific details, and help the reader imagine the object being described.

4. Closing

This research aimed to investigate the proficiency and challenges of first-grade students at Parulian 3 Medan Vocational High School in utilizing auxiliary verbs in writing descriptive texts. Among 20 students, it was determined that their ability to employ auxiliary verbs in descriptive writing was classified as 'good,' with an overall average score of 81.65. When analyzing the types of auxiliary verbs used, the auxiliary verb 'to be' was the most prevalent, appearing 122 times, followed by 'to have' with 42, 'to do' with 2, and modal auxiliary verbs with 15. The predominance of 'to be' aligns with the nature of descriptive writing, as it effectively connects subjects with predicates, provides specific details, and helps readers visualize the described object.

Based on the data analysis, it was concluded that out of 20 students who became the research subjects, 10 students experienced difficulties in writing descriptive texts. These difficulties were identified in several aspects, namely: 1) language use and grammar: students often make mistakes in the use of tenses (time); 2) vocabulary mastery: limited vocabulary hinders the development of student writing; and 3) writing mechanics: students often make mistakes in the use of punctuation.

The factors underlying students' difficulties in using auxiliary verbs in descriptive texts are lack of attention to the material presented in class, limited vocabulary, and lack of writing practice, especially descriptive texts. This results in students' low ability to apply auxiliary verbs appropriately in the context of descriptive text writing

References

- Al-Horais, N. (2012). On the Universality of Auxiliary Verbs. *Journal of Universal Language*, 13(1), 7–30. <https://doi.org/10.22425/jul.2012.13.1.7>
- Alagbe, A. (2009). The English Primary Auxiliary Verbs: A Linguistic Theoretical Exercise. *African Research Review*, 3(2), 56–65. <https://doi.org/10.4314/afrrev.v3i2.43606>
- Annisa, R. (2014). *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*.
- Cahyaningrum, D. (2014). Error analysis on the use of to be as auxiliary and linking verb in the students' recount text (A case of the 8th grade students of SMP N 19 Semarang in the

- academic year of 2013/2014). *Journal of English Language Teaching*, 3(1), 68–74. <http://journal.unnes.ac.id/sju/index.php/elt>
- Darmawati, D. (2019). *the Influence of Applying Acrostic Technique on the Students' Achievement in Learning English*. <https://doi.org/10.4108/eai.19-7-2019.2289486>
- Dewi, E., Sari, L., & Murtadlo, A. (2018). Pengembangan Teknik Pembelajaran Menulis dan Membaca Melalui Gerakan Literasi Sekolah. *Jurnal Ilmu Budaya*, 1(4), 12.
- Djulaikah, S. (2016). Error Analysis on the Auxiliary Verbs Made By the Tenth Graders of Man 2 Samarinda. *LINGUA: Journal of Language, Literature and Teaching*, 13(1), 103. <https://doi.org/10.30957/lingua.v13i1.16>
- Elmaida, E. (2020). an Analysis of Students' Ability in Using Auxiliary Verb of Passive Voice Sentences At Third Semester of Stkip Ypm. *ELP (Journal of English Language Pedagogy)*, 5(2), 28–34. <https://doi.org/10.36665/elp.v5i2.322>
- Endah ratna. (2016). *197163-EN-improving-students-writing-ability-throu*. 12(September), 1–14.
- Faisal, T. M. A. (2022). *An Analysis of Students' ability in Using Auxiliary Verb at MTsN 1 bengkalis*.
- Fitri, A. I., Masrul, M., & Asilestari, P. (2022). An Analysis on Students' Ability in Writing Descriptive Text. *Journal of English Language and Education*, 7(2), 105–112. <https://doi.org/10.31004/jele.v7i2.290>
- Hidayah, R. (2020). *An Analysis of Spelling Error Made by Students in Writing Decriptive Text on the Sevent Grade of MTs . N 2 Tanggamus in Academic Year 2019 / 2020* (Vol. 2020).
- Husna, L. (2017). An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of Man 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1), 16–28. <https://doi.org/10.36057/jips.v1i1.281>
- Hyland, K. (2013). *ESP and writing*. 95–114.
- Janarko, D. (2018). Improving the Students' Interest in Writing Descriptive Text Using Bubble Map of the Seventh Grade Students of Smp It Hidayatul Mubtadiin Demak. *ETERNAL (English Teaching Journal)*, 5(2). <https://doi.org/10.26877/eternal.v5i2.2143>
- Jusat Pangaribuan, J., & Pakpahan, C. (2020). the Students' Mastery of Writing a Descriptive Text Through Roundtable Technique Text of Eighth Grade Students At Smp Swasta Gkpi Pamen. *Jurnal Littera: Fakultas Sastra Darma Agung*, 1(1), 59–64.
- Mila Aulia, D., & Nugrahini, Y. (2019). a Study on Students' Difficulties in Using Vocabulary in Writing Skill At Second Semester of English Department Stkip Pgri Tulungagung. *Lingua-LiterA Journal of English Language Teaching Learning and Literature*, 2(2), 42–50.
- Nihayah, I. (2011). *Error Analysis On Using Modal Auxiliaries "MUST" and "HAVE TO" Of the Second Grade Students Of Junior High School At MTsN 1 Pandeglang*.
- Noprianto, E. (2017). *Student ' s Descriptive Text Writing in SFL Perspectives*. 2(1), 65–81.
- Nurjanah, S. (2017). an Analysis of Subject-Verb Agreement Errors on Students' Writing. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 2(1), 13. <https://doi.org/10.24235/eltecho.v2i1.1590>
- Puspitasari, M., Wintarsih, & Sabrina, R. (2021). an Error Analysis of Using Auxiliary Verbs in Students' Writing Analytical Exposition Text. *Elang An English Language Education Journal*, 5(2).
- Sembiring, R. A., Sibarani, A. S. M., & Mangaraja, J. E. (2021). Error Analysis of Using Auxiliary Verbs in Writing Descriptive Text. *Journal of English Education and Teaching*, 5(4), 556–566. <https://doi.org/10.33369/jeet.5.4.556-566>
- Stobbe, G. (2013). Just Enough English Grammar. In *Government Information Quarterly* (Vol. 4, Issue 1). http://www.oecd-ilibrary.org/docserver/download/5k46bj4f03s7.pdf?expires=1400038714&id=id&accname=guest&checksum=0A581F24362C40FF67A6EF59C2B31BBB%0Ahttps://doi.org/10.1016/j.tele.2020.101539%0Ahttp://www.ab.gov.ag/pdf/AB_Open_Data_Readiness_Assessment_201

Students ' Ability In Using Auxiliary Verb by Second Year Students At Smp It Ar-Royyan Pekanbaru
By Novriadi Faculty Of Education And Teacher Training State Islamic University Of Sultan
Syarif Kasim Pekanbaru 1430 H / 2009 M. (2009).

Trager, G. L. (1941). Auxiliary Verbs in Russian. *Language*, 17(2), 151.
<https://doi.org/10.2307/409623>

van Gelderen, E. (2010). Review of Anderson (2006): Auxiliary Verb Constructions. *Studies in Language*, 34(1), 234–238. <https://doi.org/10.1075/sl.34.1.14van>

Zetira, R. G. G. (2015). *Using lustering technique to explore ideas in the writing descriptive text (The case of the tenth grades of State Senior High School 1 Pegandon in the academic year of 2014/2015)*. Under Graduates thesis, Univwersitas Negeri Semarang., 168.
<http://lib.unnes.ac.id/id/eprint/20357>