

An Analisis of Students' Ability in Using 'Have' as Verb and Auxiliary by Students at Faculty of Languages and Culture of UNTAG Semarang

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***Abstract:** Tujuan penelitian ini untuk mengetahui kesulitan mahasiswa dalam penggunaan *have* sebagai kata kerja dan kata kerja bantu dalam tugas writing mahasiswa, di Fakultas Bahasa dan Budaya Universitas 17 Agustus 1945 Semarang. Berbagai macam kesulitan yang dibuat mahasiswa selama proses penulisan. Mereka masih kebingungan untuk membedakan penggunaan *have* sebagai kata kerja dan kata kerja bantu dalam kalimat. Penelitian ini menggunakan deskriptif kualitatif riset. Data diperoleh dari (12) duabelas teks tertulis oleh mahasiswa sebagai bagian tugas mata kuliah writing. Penulis ingin menganalisa beberapa kesalahan dari tugas mahasiswa. Berdasarkan hasil penelitian, penulis telah menemukan ada beberapa kesalahan yang telah mahasiswa buat dalam penggunaan *have/has* sebagai kata kerja. Mahasiswa juga membuat kesalahan dalam penggunaan *have/has* sebagai kata kerja bantu (*have, has, had*). Hasil penelitian menunjukkan mahasiswa masih kebingungan dalam penggunaannya didalam kalimat.*

***Kata kunci:** kata kerja bantu, kesalahan, kata kerja, proses penulisan*

Abstract. The propose of this research is to know students' difficulties in using **have** as main verb and auxiliary in students' writing at Faculty of Languages and Culture of Universitas 17 Agustus 1945 Semarang. There are various difficulties faced by students during their writing process. They are still confused to distinguish the use of **have** as verb and auxiliary in their sentences. This study applied qualitative research using the descriptive approach. The data were obtained from twelve English texts written by students as a part of their task in writing course. The researcher wants to analyze the students' work. Based on the result the researcher have found that there were some mistakes which have been made by the students in using **have or has** as main verb . The students also make mistakes in using **have** as auxiliary (**have, has, had**). The results of the study, the students are still confused in using them in sentences.

Keywords:auxiliary, errors, verb, writing process

BACKGROUND OF THE STUDY

A language is arranged from system or certain pattern. Every language has its own grammar. Grammar is the rules in using language for changing the form of word and joining them in order to deliver meaning of a message. Frank Palmer, (1986, 13) said that grammar is a device that specifies and infinites set number of well-formed sentences and assigns to each of them one or more structural description. It means that Grammar is important part which needs to be managed by students who learn English language. While Huddleston and Pullum (2007) stated that grammar deals with the

form of sentences and smaller units: clauses, phrases and words. According Greenbaum and Gerald (2002:6) that grammar is thing that needs to be learned by the students to use language more effectively in producing words. It means that grammar is the expression ideas to produce writing in a good composition in order to avoid some mistakes in writing.

English auxiliary verb, as the name implies, are simply called helping or supporting verb (Oxford Advanced Learned Dictionary of Current English, 1995). Auxiliary is important components in grammar, modal auxiliary verbs has to be practice by the students because they should make a good sentence and understand the meaning, functions, and the form of auxiliaries verb. In using modal auxiliaries verbs especially in writing practice, the students are still confused how to write sentences. Raimes (2004) stated that there are some students difficulties relate to the applying modal auxiliaries. It means that if the students use modal auxiliary for third person singular, they still add -s or -es after verb. Although verbs in all subject do not change form if we use modal auxiliary.

There are three functions of have. They are Have as Full Verb, Have as auxiliary and Have which is followed by Noun.

1. Have functions as Full Verb or Main Verb

The verbs have which means to own or possess can follow by Past Participle got, which does not change the meaning.

Examples:

I have a new house	I own a new house
I have got a new house	
He has a lot of money	He possesses a lot of money
He has got a lot money	

In question and negative sentences, the rules differ from English and American English British dialect

Negative	: You have not (haven't) money	
	You have not (haven't) got money	
Interrogative	: Have you money?	Yes, I have
	Have you got money?	No, I haven't

English American dialect

The word "have" which means is to own as FV (full verb), so it needs do or does in negative and interrogative.

Negative	: You do not (don't) have money	
	She does not (doesn't) have money	
Interrogative	: Do you have money?	Yes, I have
	Does she have money?	No, she does not

2. Have as auxiliary

Have, has and had are used to create tenses known as the Present Perfect Tense, Present perfect Continuous, Past Perfect Tense and Past Perfect Continuous. The perfect tenses indicate that something has happened in the past, the present perfect indicating that something happened and might be continuing to happen, the past perfect indicating that something happened prior to something else happening.

a). The present perfect simple is have/has + past participle

For a complete action at an indefinite time in the past. The time markers usually used are: just, already, yet, not yet, etc.

For an activity or a state that has continued for a period of time, from a point in the past until the present. The past-to-present period is indicated by since, for years, so far, up to now, in all her life, until now, etc.

When we say that “something has happened, this is usually new information

Example The road is closed. There has been an accident
 Police have arrested two men in connection with the robbery

When we use the present perfect, there is connection with now. The action in the past has a result now:

Example ‘Where’s your key?’ I lost it
 He told me his name, but I’ve forgotten it
 ‘Is Sue here? No, she’s gone out
 I can’t find my bag. Have you seen it?’

a. We can use the present perfect with just, already, and yet

Example Are you hungry? ‘No, I’ve just had lunch
 Hello. Have you just arrived?’

We use already to say that something happened sooner than expected

Example ‘Don’t forget to send the letter’ I’ve already sent it.’
 ‘What time is Mark leaving?’ He’s already gone

b. Yet shows that the speaker is expecting something to happen. Use yet only in question and negative sentences.

Example Has it stopped yet?
 I’ve written the letter, but I haven’t sent it yet.

c. The difference between gone(to) and been (to)

Example John is on holiday. He has gone to Paris (he is there now or on his way there)

Jane is back home now. She has been to (she has now come back)

d. When we talk about a period of time that continues from the past until now, we use present perfect (have been/have travelled, etc) Here, Tom and Sue are talking about the places Sue has visited in her life (which is a period that continues until now)

Example Tom : Have you travelled a lot, Sue?
 Sue : Yes, I’ve been to lots of places
 Tom : Really? Have you ever been to Bali?
 Sue : Yes, I’ve been to Bali twice
 Tom : What about Japan?
 Sue : No, I haven’t been to Japan.

b). Present Perfect Continuous (I have been doing)

The present perfect simple is used when the action is complete and the final achievement is important

The present perfect continuous is used when the activity is important. We are interested in how someone has been spending time, and the achievement is not important.

a. We use the present perfect continuous for an activity that has recently stopped or just stopped. There is a connection with now:

Example You’re out of breath. Have you been running (you’re out of breath now)
 Paul is very tired. He’s been working very hard (He is tired now)

Why are your clothes so dirty? What have you been doing?
I've been talking to Anne about the problem and she agrees with me
Where have you been? I've been looking for you everywhere

- b. We use the present perfect continuous in this way with how long, for.... and since...The activity is still happening.

Example How long have you been learning English?
Tom is still watching television. He's been watching television all day
Where have you been? I've been looking for you for the last half hour
Chris hasn't been feeling well recently.

- c. We use the present perfect to talk about something that begun in the past and still continues now.

Example He has been in hospital since Monday
Have you known each other for a long time?
She's been waiting all morning
How long have they had their car?

- c). Past Perfect (I had done)

The past perfect tense is used to show an action which was completed before a certain event also in the past. In sentence, the past perfect tense is generally combined with a past tense, since both refer to two events in the past.

When the past perfect tense is used in the same sentence with the past tense, the order of events is clear from the tenses themselves. The past perfect action happened first. Generally words such as 'before' and 'after' are used to show which event comes first; however, 'when' can be also employed to joint the two events in the sentences.

- a. Sometimes we talk about something that happened in the past: Sarah arrived at the party

This is the starting point of the story. Then, if we want to talk about things that happened before this time, we use the past perfect

Example When Sarah arrived at the party, Paul had already gone home
When we got home last night, we found that somebody had broken into the flat.
Karen didn't want to go the cinema with us because she'd already seen the film

- b. Compare the present perfect (have seen) and the past perfect (had seen)

Example Present perfect Past perfect
We were hungry. We've just had lunch We weren't hungry. We'd just had lunch

- c. Compare Past simple Past perfect

Example Kate wasn't at home when I phoned Kate had just got home when I phoned

- d). Past Perfect Continuous: had + been + verb+ ing

As present perfect continuous, but changed because it occurs in a past narrative:

Example: She's been working all night When I got there, he had been working all night.

They've been living there for years They didn't like the house, even though they had been living there for years.

- e). Have got and have

Have got and have (possession, relationship, illnesses, act)

a. You can use have got or have (without got). There is not difference in meaning

Example They've got a new car or they have a new car
Lisa's got two brothers or Lisa has two brothers

b. Have breakfast/ have a bath/ have a good time

Example Have dinner = take dinner
Have a cigarette = take a cigarette
I have a letter from him = receive
I have a good time = experience

c. We have something done to say that we arrange for somebody else to do something for us.

Compare: Lisa repaired the roof she repaired it herself
Lisa had the roof repaired she arranged for somebody else to repair it
Did you make those curtains yourself? Yes, I enjoy making things
Did you have those curtains made? No, I made them myself

e) To have is also in combination with other modal verbs to express probability and possibility in the past.

a. An affirmative statement, to have can express how certain you are that something happened :

An appropriate modal + have + a past participle

Example: Tom must have left already
Sue might have known about the gifts
They may have voted

b. A negative statement, a modal is combined with not + have + a past participle to express how certain you are that something did not happen:

Example: John has not opened the door
I may not have been there at the time
You have not explained what happened

d. To ask about possibility or probability in the past, a modal is combined with the subject + have + past participle.

Example Could John have known about it?

e. For short answers, a modal is combined with have

Example Did John know about it? I don't know. He may have.

f. To have sometimes combined with to get is used to express a logical inference:

It's been raining all week; the road has to be flooded by now

g. Have is often combined with an infinitive to form an auxiliary whose meaning is similar to "must"

Example I have to wear glasses for reading
Tom can't come out with us this evening. He has to work late

RESEARCH METHOD

In this research, the researcher used qualitative descriptive research to collect the data. According to Gay and Airasian (2000) descriptive study determines and describes the way things are. It means that descriptive research was used to analyses and describes the real situation which happen in the field. The researcher wants to describe and give

information the ability in using have as verb and auxiliary by students at first and second semester at Faculty of Languages and Culture of Untag Semarang.

The data were obtained from fourteen texts written by students as a part of their task in writing subject. The purpose of the task is to measure the students' writing. In this research, the researcher collecting the data, reading, analyzing, classifying and interpreting based on the students' task.

FINDING AND DISCUSSION

To find out the students' ability in using have as main verb and auxiliary, the researcher had analyzed both of them. Based on students' task, it could be proved based on the result showed many mistakes determined in ability.

Table 1 Have as main verb

Item	Sentence	Incorrect Forms	Correct Forms
1	Indonesia is tropical country. It just <u>have</u> two seasons	It just <u>have</u> two seasons	It just <i>has</i> two seasons
2	Semarang <u>have</u> an old city. It is a beautiful city	Semarang <u>have</u> an old city	Semarang <i>has</i> an old city
3	When he <u>is not works</u> overtime on Sundays, he is gardening	.... he <u>is not works</u> ....	.... he <i>doesn't work</i>
4	When I <u>had to</u> coffee	When I <u>had to</u> coffee	.... <i>have</i> coffee
5	But I <u>don't had</u> any skills in service industry	.... I <u>don't had</u> .....	.... I <i>don't have</i> ...
6	I feel so good. In the new campus <u>that</u> a lot of rooms	....<u>new campus that</u> a lot of rooms	.... new campus <i>has</i> a lot of rooms
7	I <u>have take</u> a breakfast	.... <u>have take</u> a breakfast	.... <i>have</i> breakfast

At table 1 it could be showed many mistakes determining in ability in have as main verb. Even some students made mistake in making have as main verb. From 14 students, 4 students had made mistake to decide between has or have in using their sentences. The students didn't use have for I, you, they and we and has for he, she, and it as auxiliary. When the students made a negative sentence they have to use doesn't for the subject he, she, it and they have to use don't for subject I/you/we/they.

There are seven sentences which the students have made mistakes. Most of them they didn't use have/has as main verb in correct form. Also when they make negative sentences, they don't use the right auxiliary.

Table 2 Have as auxiliary

Item	Sentence	Incorrect Forms	Correct Forms
1	She <u>has been work</u> in that office for 20 years	.... <u>has been work</u>....	... <i>has been working/has worked</i>
2	After <u>its all done</u> I and mother clean the kitchen	After <u>its all done</u>	After all <i>it has done</i> ...
3	After a difficult fight <u>have passed</u> , the hunter was able to beat the leopard.	.... a difficult fight <u>have passed</u>, .....	.... a difficult fight <i>has passed</i> <i>was able to beat</i>
4	After we <u>finished</u> our food, I	.... we <u>finished</u> our food, I	.... we <i>finished</i> ..., I

	<u>do</u> dishes	do dishes	<i>did</i>
5	And I had the enter of my dreamt career in service industry	..... I had the enter of my dreamt .....	... I had entered of my dreamt
6	Therefore we <u>have to more</u> carefully	.... we <u>have to more</u> ....	.... we <i>have to be</i> more careful
7	You may also <u>have to been</u> there what I felt at that moment	..... <u>have to been</u> there what .....	..... <i>have to be</i> there what
8	I was still in secondary vocational school, when I <u>had to make formed</u> a band	..... when I <u>had to make formed</u> a band	..... when I <i>formed</i> a band
9	I've <u>keep doing</u> it even until now	I've <u>keep doing it</u>	<i>I've been doing</i> it ...
10	He is old enough and has been retired from his old job	.... and has been retired .....	.... <i>and has retired</i>
11	The man didn't know that the ground where he <u>has made</u> his tent....	..... the ground where <u>he has made</u> his tent	..... <i>where he had made</i>

At table 2 informed that the students made mistake when they used have/has as auxiliary in present perfect, past perfect, present perfect continuous and past perfect continuous. The students are still confused in using has/have so they have to know when the activities happened.

Data 1

She *has been work* it must be she *has been working* because the activity is still continued or working has not been finished. It was proved the student used for 20 years.

Data 2

After *its all done* I and mother clean the kitchen it should be *after all it has done*. We used present perfect when we say that something has happened, this is usually new information.

Data 3

After a difficult fight *have passed*, the hunter *was able to beat* the leopard. The correct sentence should be a difficult fight *has passed* *was able to beat* the leopard. It means that we use the present perfect to give new information and the auxiliary is not have but has, because the subject is singular.

Data 4

After we *finished* our food, I *do* dishes. The correct sentence should be we *finished* ... I *did*, because the activity happen at the past time.

Data 5

And I *had the enter* of my dreamt career in service industry. It should be *I had entered* of my dreamt. We *omitted the* because it is participle verb

Data 6

Therefore we *have to more carefully*. The correct sentence is *we have to be more careful* because *careful* is adjective so we use *be* before adjective.

Data 7

You may also *have to been* there what I felt at the moment. The correct sentence is you may also *have to be* there what I felt at that moment. After *have to* we use infinitive

Data 8

I was still in secondary vocational school, when *I had to make formed* a band. The correct sentence iswhen *I formed* a band. It means that the activity happened at the past time so we use *past simple*.

Data 9

I've keep doing it even until now. The correct sentence is *I've been doing* it even until now. The activity is important. We are interested in how someone has been spending time, and the achievement is not important.

Data 10

He is old enough and *has been retired* from his old job. The correct sentence is He is old enough and *has retired* from his job. We omitted *been* because the sentence is *active not passive*

Data 11

The man didn't know that the ground where he has made his tent. The correct sentence is where he had made. Past simple + Past perfect it means that the man didn't know before the ground made.

CONCLUSION

Based on the data analysis and the discussion, the researcher would like to conclude that the first semester students are still confused in determining the meaning and the function of *have/has* is as main verb and modal auxiliary in using a sentence. Here the causes of student's difficulties in making a sentence.

1. Only a few students were still confused to differentiate the function of verb *have/has* and as modal auxiliary.
2. Especially to determine *have/has* is as modal auxiliary in present perfect and past perfect sentences because they have to know when the activity happened.

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