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

Widiarsih Mahanani
Universitas 17 Agustus 1945 Semarang
(widimahanani@yahoo)

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. Bermacam-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 kwalitatif 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 massage. 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 have got a new house
He has 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 nor, 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?
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
Yet shows that the speaker is expecting something to happen. Use yet only in question and negative sentences.
Example Has is stopped yet?
I’ve written the letter, but I haven’t sent it yet.

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.
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)

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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>
<thead>
<tr>
<th>Table 1</th>
<th>Have as main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Sentence</td>
</tr>
<tr>
<td>1</td>
<td>Indonesia is tropical country. It just have two seasons</td>
</tr>
<tr>
<td>2</td>
<td>Semarang have an old city. It is a beautiful city</td>
</tr>
<tr>
<td>3</td>
<td>When he is not works overtime on Sundays, he is gardening</td>
</tr>
<tr>
<td>4</td>
<td>When I had to coffee</td>
</tr>
<tr>
<td>5</td>
<td>But I don’t had any skills in service industry</td>
</tr>
<tr>
<td>6</td>
<td>I feel so good. In the new campus that a lot of rooms</td>
</tr>
<tr>
<td>7</td>
<td>I have take a breakfast</td>
</tr>
</tbody>
</table>

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 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>
<thead>
<tr>
<th>Table 2</th>
<th>Have as auxiliary</th>
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</thead>
<tbody>
<tr>
<td>Item</td>
<td>Sentence</td>
</tr>
<tr>
<td>1</td>
<td>She has been work in that office for 20 years</td>
</tr>
<tr>
<td>2</td>
<td>After its all done I and mother clean the kitchen</td>
</tr>
<tr>
<td>3</td>
<td>After a difficult fight have passed, the hunter was able to beat the leopard.</td>
</tr>
<tr>
<td>4</td>
<td>After we finished our food, I</td>
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<td></td>
<td>dodishes</td>
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</tr>
<tr>
<td>5</td>
<td>And I had the enter of my dreamt career in service industry</td>
</tr>
<tr>
<td>6</td>
<td>Therefore we have to more carefully</td>
</tr>
<tr>
<td>7</td>
<td>You may also have to been there what I felt at that moment</td>
</tr>
<tr>
<td>8</td>
<td>I was still in secondary vocational school, when I had to make formed a band</td>
</tr>
<tr>
<td>9</td>
<td>I’ve keep doing it even until now</td>
</tr>
<tr>
<td>10</td>
<td>He is old enough and has been retired from his old job</td>
</tr>
<tr>
<td>11</td>
<td>The man didn’t know that the ground where he has made his tent....</td>
</tr>
</tbody>
</table>

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 is …..when 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.

REFERENCES

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