TEACHING AUXILIARY VERB BY USING TRANSFORMATION DRILL AT THE ELEVENTH GRADE OF SMAN 1 WALENRANG

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training Faculty of institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for Degree of Sarjana Pendidikan (S.Pd.) in English Education

By,

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Reg. Num: 13.16.3.0086.

Beneath the Supervision of:

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ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO
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ABSTRACT

Asriyani 2017, ***Teaching Auxiliary Verb by Using Transformation Drill at the Eleventh Grade of SMAN 1 Walenrang***. Thesis Tarbiyah Department. Consultant (1). **Jufriadi, S.S.,M.Pd.** (2). **Amalia Yahya, S.E., M.Hum.**

Key Words: Teaching, Auxiliary verb (to be, to do, to have), Transformation drill method.

This research focuses on teaching auxiliary verb by using transformation drill at the eleventh grade of SMAN 1 Walenrang. And the aim of this research is to find out whether teaching auxiliary verb by using transformation drill is effective to improve students' understanding in using to be, to do, to have into sentence at the eleventh grade of SMAN 1 Walenrang.

The researcher used pre-experimental method. The population of this research was all students in IPA-U class at the eleventh of SMAN 1 Walenrang. The sample was taken from all population by using sampling technique. The number of sample 26 students. The research instruments were used in collecting data was test (pte-test and post-test). It aims to examine the students' skill in using auxiliary verb (to be, to do, to have) in sentence in pre-test and post-test. Then the researcher analysed their score by using test, and then explained clearly in the discussion.

The result of this research shows that teaching auxiliary verb by using transformation drill is effective to improve students' skill at the eleventh grade of SMAN 1 Walenrang. It can be seen by students' mean score between pre-test and post-test; on pre-test was 70,76 and on post-test was 98,65. And the rate percentage of students' score at the pre-test, there were 3 students (11,5%) get "very good" classification, 22 students (84,7%) get "good" classification, 1 students (3,8%) get "average" classification. While at the post-test, there were 26 students (100%) get "excellent" classification, and there was not one students get "very good", "good", "average", "fair", "poor", or "very poor".

CHAPTER I

INTRODUCTION

A. *Background*

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.[1] The teacher's understanding of how the learner learns will determine his philosophy of education, teaching style, approach, methods, and classroom techniques. B. F. Skinner emphasizes that the teacher should look at learning as a process of operant conditioning through a carefully paced program of reinforcement. When viewing second language learning as a deductive rather than an inductive process, the teacher should probably choose to present copious rules and paradigms to his students rather than let them "discover" those rules inductively.

An extended definition-or theory-of teaching should spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with the teacher's integrated understanding of the learner and of the subject matter to be learned, should point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning. In order words, the teacher's theory of teaching is his theory of learning "stood on its head". Teaching is a process of conveying knowledge by teacher to students.

The transformation drill method is the way of the language learners are required to change sentences from negative to positive, from positive to

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[1]H. Douglas Brown, *Principles of Language Learning and teaching*, (United States of America: Third Edition, University of Illionis, 1987), 8.

interrogative, or from simple present tense to simple past tense, depending of the instruction from the teacher.[2]The researcher used transformation drill as method in this research because transformation drill have never used in learning process as teaching method by the teacher. The researcher got information from the teacher when did interview about teaching method in learning process. In fact, transformation drill is a new method that faced to students.

Auxiliary verb is the word that used with verb to help expressing mean or give grammatical function. Other word, auxiliary verb is verb that used to help other verb in form structure sentence that complete and has function of the grammar.[3]The researcher took auxiliary verb as material in this research because most of students less understanding about the use of auxiliary verb specially to be, to do, and to have in sentence for example in negative verbal sentence on simple present tense, most of them did not use auxiliary verb (to do) correctly and the function other auxiliary verb.

Based on the explanation above, the researcher used transformation drill method as teaching method in this research for solving the students' difficulty in using auxiliary verb in sentence because transformation drill is a new method that faced by students.

B. Identification of problem

On Monday, 3rd October 2016 at 09.00 am, the researcher and her colleague (Husni) met in the campus. We went to SMAN 1 Walenrang for doing pre-survey.

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[2]Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Jakarta: Graha Ilmu, 2000), 63.

[3]Rusfiana Junaid, Rustan Santaria, Sri Damayanti, *Fundamental English*, (Jatim, Malang: Intermedia Wisma Kalimetro, Jl. Joyosuko Metro 42, Mei 2014), 31.

We arrived in school at 10.00 am, we met with the staffs there talking about our purpose came to the school. After that, we met with English teacher (Mr. Martoyo, S.Pd) and talking about our planning that would do observation in his class.

On Thursday, 6th October 2016, we went to school for doing observation in class. We entered at eleventh grade IPA and looked the situation how the teaching learning process. The researcher found some sentence that need auxiliary verb but teacher did not use it, such as when teacher said "*why you not bring it*?" suppose "*why do you not bring it*?" and "*you no water your flower.*" Suppose "*you do not water your flower*". And the researcher also found error in student, such as "*bee have four wings*" suppose "*bee has four wings*". After that, the researcher did interview about teaching method in learning process, students' error in English learning.

C. *Problem statement*

The researcher can formulate the problem statement is "is teaching auxiliary verb by using transformation drill effective to improve students' understanding in using to be, to do, to have into sentence at the eleventh grade of SMAN 1 Walenrang?".

D. *Objective of the research*

The objective of the research is to find out whether teaching auxiliary verb by using transformation drill is effective to improve students' understanding in using to be, to do, to have into sentence at the eleventh grade of SMAN 1 Walenrang.

E. *Significance of the research*

Significance that will arise after doing this research are:

1. For teacher: this research will give information how to teach auxiliary verb by using transformation drill in class and improve students' skill in using auxiliary verb in sentence.

2. For students: they can use auxiliary verb in sentence be correctly.

F. *Scope of the research*

In this research, the researcher would on the use of auxiliary verb (to be) was used in present continuous tense, past continuous tense, simple present tense (non verbal sentence), and simple past tense (non verbal sentence). Then, auxiliary verb (to do) was used in simple present tense (verbal sentence) and simple past tense (verbal sentence). And auxiliary verb (to have) was used in present perfect tense. And past perfect tense by using transformation drill for class IPA-U at the eleventh grade of SMAN 1 Walenrang.

G. *Definition of term*

To get general understanding about the aim of this research, the researcher will classify the following:

a. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

b. Transformation drill is the way of the language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending of instruction from the teacher.

c. Auxiliary verb is the word that used with verb to help expressing mean or give grammatical function.

CHATER II

REVIEW OF LITERATURE

A. *Previous studies*

In writing this thesis the research finds some researches related which make the

researcher eager to the research and there have been some researches about the

teaching grammar:

1. Sudirman "Analysis On Students' Difficulties In Learning Modal

   Muhammaddiyah 1 Ciputat.[4]

2. Danang Fitrianto "A Comprative Analysis of the Modal Auxiliary Verbs

   Translation In the Novel the Old Man and the Sea.[5]

3. Sri Handayani "The Analysis of Auxiliary Verbs and Modal Auxiliaries

   Found In Saul Bellows' Short Story Entitled "Looking for Mr. Green".[6]

B. *Theory of auxiliary verb*

   1. **Definition of auxiliary verb**

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[4] Sukirman, Analysis On Students' Difficulties In Learning Modal Auxiliaries 'Can' and 'Could' At the Second Year Students of Mts. Muhammaddiyah 1 Ciputat.

[5] Danang Fitrianto, A Comprative Analysis of the Modal Auxiliary Verbs Translation In the Novel the Old Man and the Sea.

[6] Sri Handayani, The Analysis of Auxiliary Verbs and Modal Auxiliaries Found In Saul Bellows' Short Story Entitled "Looking for Mr. Green"

Auxiliary verb, as we have seen, are "helping" verbs that add structural meaning or a semantic coloring to verbs carrying the full burden of lexical meaning.[7] All auxiliaries share the ability to be directly followed by **not** in negatives, often in contracted from (**they have not gone**, **we shouldn't wait**) and to be reversed with the subject in questions (**have they gone? Should we wait?**).

Auxiliary verb is the word that used with verb to help expressing mean or give grammatical function. Other words, auxiliary verb is verb that used to help other verb in form structure sentence that complete and has function of the grammar.[8] Auxiliary verbs is auxiliary verb is put in front of the verb principal to help shape the time (tense), various grammatical (voice), and mode (mood).[9]

2. **Types of auxiliary verb**

George E. Wishon and Julia M. Burks said that all other tenses are formed by combining the present participle (*-ing*) or the past participle with auxiliaries. So far, only three auxiliaries, *be*, *have*, and *do*, have been discussed. These words are verbs, as well as auxiliaries, and they can even be used as both verbs and auxiliaries in the same sentence:

- Ratemo is being difficult.
- Kathleen Reilly has had many interesting experiences.
- What did doctors do before they had anesthetics?

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[7] Marcella Frank, *Modern English*: printed in the United States of America, (PRENTICAL-HALL, INC., Englewood Cliffs, New Jersey, 1972), p. 94.

[8] Rusfiana Junaid, Rustan Santaria, Sri Damayanti, *Fundamental English*, (Jatim, Malang: Intermedia Wisma Kalimetro, Jl. Joyosuko Metro 42, Mei 2014), p. 31.

[9] Drs. John S. Hartanto, Drs. S. Koentjoro, Drs. Manaf Asmoro Seputro, *Accurate, Brief and Clear English Grammar*, (Surabaya: New Edition, October 2003), p. 197.

Even when these verbs are used as auxiliaries, they continue to function as

verb in that they change to the –*s* form for third person and change from

present to past tense.[10]

According to the other book, there are three kinds of auxiliary verb, they are:

1. Primary auxiliary verb is verb that used to give character for shape the

   time (tense) and not give additional meaning for main verb. That including

   in primary auxiliary verb are:

- To be : am, is, are, was, were
- To do   : does, do, did
- To have : have, has, had

2. Modal auxiliary verb is verb that using to give additional meaning to main

   verb. That including in modal auxiliary verb are:

   Present:

- Can   cannot
- Shall   shall not (shan't)
- May   may not
- Will   will not (won't)
- Must   must not
- Have to   have not to (haven't to)
- Ought to   ought not to
- Use to   use not to
- Need   need not (needn't)
- Dare   dare not (daren't)

   Past:

- Could   could not (couldn't)
- Should   should not (shouldn't)
- Might   might not
- Would   would not (wouldn't)
- Had to   had not to

3. Emphasize auxiliary verb is verb that using to give stressing or truth for

   the action or event. That including in emphasize auxiliary verb is to do.

   Example:

   You do love Marianne

   She does feel sad.[11]

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[10]George E. Wishon, *Let's Write English*, (USA: Revised Edition, Litton Educational Publishing, Inc. 1980), 229-230.

[11]Junaid, dkk, Loc. Cit.

3. **The used of auxiliary verbs**
   a. **To be (am, is, are, was, were)**

   To be is generally be used to help non-verbal sentence (nominal sentence, adjectival sentence, adverbial sentence, or prepositional sentence). The used by *to be* in sentence:

   - *Am*, used with subject *I*. It' meaning '*adalah*' or '*apakah*' or no meaning in sentence.

   - *Are,* used with subject *you, we, and they*. It' meaning '*adalah*' or '*apakah*'(yes/no question) or no meaning in sentence.

   Example:
   We are university students.
   Are you the shop owners?
   You are called by your parents.
   - *Is,* used with subject *she, he,* and *it*. It' meaning '*adalah*' or '*apakah*' or no meaning in sentence.

   Example:
   She is fashionable woman.
   Is he an English teacher?
   - *Was,* it is past form from *am* and *is* that used to subject *I, he, she,* and *it*. Its' meaning '*adalah*' or '*apakah*' or no meaning in sentence.

   Example:
   Johan was sick yesterday.
   Was she at the park this morning?
   The dog was chasing my brother.
   - *Were*, it is past form from *are* that used to subject *you, we,* and *they*. Its' meaning '*adalah*' or '*apakah*' or no meaning in sentence.

   Example:
   You were not wearing uniform yesterday.
   Were they at school this morning?
   They were waiting for the bus for two hours.

   b. **To do (do, does, did)**

   To be is generally be used in negative sentence and interrogative sentence for verbal sentence on simple present and simple past. The using by *to do* in sentence:

- **Do** be used for subject **I, you, they,** and **we**. And **Does** be used for subject **he, she**, and **it** that using to make negative sentence with add word not and interrogative positive sentence or interrogative negative sentence on verbal sentence form is the sentence that predicate be verb. This auxiliary verb is always used into simple present tense form.

  Example:

  Do you where Bradley lives?

  *I **do not (don't)** understand this lesson.*

  *She **does not (doesn't)** work at that bank.*

- **Did** is past form from *do* and *does*. This auxiliary verb is used for subject: *I, you, they, we, he, she*, and *it* that using to make negative sentence with add word not and interrogative positive sentence or interrogative negative sentence on verbal sentence form is the sentence that predicate be verb. This auxiliary verb is always used into simple past tense form.

  Example:

  *You **did not (didn't)** have much money.*

  ***Did not (didn't)** you come to my house yesterday?*

c. **To have (have, has, had)**

   To have is generally be used in verbal sentence type perfect, on present tense form, past tense or on future tense form. The using by to have in sentences:

- ***Have,*** be used for subject *I, you, they, we* and *Has* is used for subject *he, she, it* that be generally used to make sentence on present perfect tense, present perfect continuous tense.

  Example:

  *I **have** planned a surprise birthday for my boyfriend.*

  *They **have** been working at that law firm for two years.*

  *She **has** bought an expensive necklace.*

- **Had** is past form from *have* and *has.* This auxiliary verb is used for subject: *I, you, they, we, he, she*, and *it* that generally using to make the sentence on past perfect tense and past perfect continuous tense.

  Example:

  *You **had** listened to that song when I arrived.*

*We **had** been waiting for the train when you came.*[12]

C. *The concepts of grammar*

1. **Definition of grammar**

In linguistics, grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguistics do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation and English grammar consists of several parts commonly called part of speech consisting of Noun, Adjective, Pronoun, Verb, Adverb, Proposition, Conjunction, and interjection.[13]

Swam said grammar is the role that says how word are combined arranged and changed to show different meaning. In order hand, grammar is the role for forming words and making sentence. Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman dictionary of applied linguistics in practical English teaching defines it as a description of the structure of a language and the way in which units such as words and phrases the structure of a language.[14]

Grammar is formal study of the structure of a language and describes how words fir together in meaningful constructions. Grammar is an important are in

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[12]Junaid, dkk, Op. Cit., 32.

[13]Hilmi Faris Mukti, *Complete English Grammar,* (Yogyakarta: Absolut, 2006), 6.

[14]Siti Ningsi Soel, *Improving Grammar Through Recording Words at the English Year Students of SMPN 8 Palopo,* (Palopo: STAIN Palopo, 2009), 14.

linguistics, which includes not only grammar (often referred to as syntax) but also several other features of language, such as meaning (semantics), sound (phonology), dialects pragmatics and language acquisition. Hartwell organized some of different meanings in an attempt to clarify our understanding of grammar by offering five different definitions, summarized here:

    a. Asset of formal patterns in which the words of a language are arranged to convey a larger meaning.

    b. The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.

    c. Linguistic etiquette.

    d. School Grammar, or the names of the parts of speech.

    e. Grammatical terms used in the interest of teaching writing.[15]

Horby also gave the definition of grammar is the rules in a language for changing the form of words and combining them into sentence.[16] In order hand, grammar is the role for forming words and make sentence. Grammar is the rules in a language for changing the form of words and combining them into sentences.

2. Principle for teaching grammar

Before conducting a grammar class, there must be some principles have to notice by the teachers in order they can commit is successfully. According to Nunan in Siti Ningsi Soel thesis said that, there are at least three principles teaching the grammar to the students, they are:

    a. Integrate both inductive and deductive methods into your teaching.

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15 James D. Williams., *The teacher's Grammar Book,* (United States of America, Ed. 2nd 2005), 1.

16 Horby, *Oxford Advanced Learner Dictionary,* (Walton Street, Oxford Ox2 6DP, Oxford University Press, 1995), 516.

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principle example. Inductive procedures refer this process. In inductive teaching, you present the learners with samples of language and through a process of guided discovery, get them to work out principle or rule for themselves.

b. Use tasks that make clear the relationship between grammatical form and communicative.

Grammar-based courses are relatively in effective because they teach grammar and as abstract system, present the language as sentence and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of sentence in the active voice ("the boy broke the window", "the dog bit the man". etc). Along, the model of how to form the ("the window was broken"). The task for the students was o turn the active voice sentences into the passive. Such a procedure does not give students any insights into the communicate contexts in which they should use the passive rather and then active voice. However, the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is to present the grammar in a context that makes to clear the relationship between the grammatical form and the communicative function.

c. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge knows language rules. Procedural knowledge can use the knowledge for communicative. Most of us who have been teaching for any time at all know learners who can give a more

or less standard text book explanation of a grammatical rule or principle, but who violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In fact, the fast majority of native speakers fall into this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilities the development of procedural knowledge. Students need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principle is one that has come to us through the approach to education known as experientialism.[17]

D. *The Concepts of Transformation Drill*

    1. **Definition of Transformation Drill**

Drills are usually veru controlled and therefore they have limited potential. Because, they are repetitive and not very creative, they should not be used for too long or too frequently. However, they do give students the opportunity for safe practice, accuracy can be focused on as the students get a chance to rehearse language.

Transformation drill is the way of the language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending of instruction from the teacher.[18] According Dianita, Transformation drill is a strategy which involves

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    [17]David Nunan, *Practical English Language Teaching,* (New York: Cambridge University Press), 156-160.

    [18]Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Jakarta: Graha Ilmu, 2000), 63.

manipulating structure in a systematic way[19]. In this strategy, sentences are changed through the application of a grammatical rule. The teacher gives the students a certain kind of sentences pattern and asks to change a certain kind of sentences pattern to another form. They should be able to respond quickly and accurately in speech situation. Therefore, the teaching materials should be constructed structurally. The teacher also should correct the students whenever the errors are done. The correction can be done after finishing the teaching learning process in order to the students can develop their oral ability without being afraid of their mistake. In conveying a new material, dialogue is a useful way to show the learners how language is used in real language interaction and they can be good models of oral communication.

2. **The process and Procedure of Transformation Drill**

As students become more grammatically competent, transformation drills can be a lot of fun. In a transformation drill, the response is not automatic; students must think and apply grammar concept. The procedure is the same as you practiced earlier for substitution drills. Transformation drill (oral) (to be, to do, to have). Change the form of the same question and then give the answer. First, model it for the students.

"What kind of time are you having?"

"I am having a good time."

As a substitution drill changes vocabulary, a transformation drill changes grammar:

Teacher: She is a doctor

Student: She is not a doctor

Teacher: They go to campus

Student: They do not go to campus

Teacher: We have to learn now

19http://safitri.blogspot.co.id/2012/06/transformational-drill.html. access on 13th of september 2016.

Student: We have not to learn now

Procedure

The learner is expected to transform the finite verb of the first sentence to

conditional the second sentence.

Directions:

I will say (teacher) : She does not learn today

                   They are pilot

You will say (student): Does not she learn today?
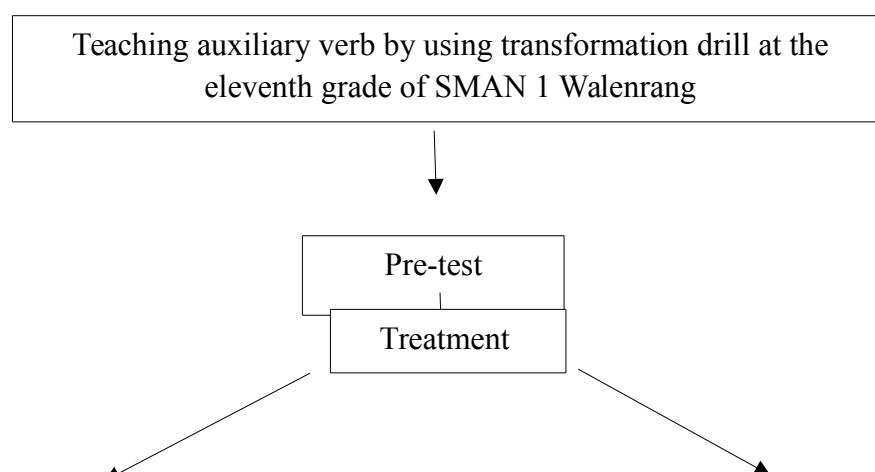
                   They are not learn

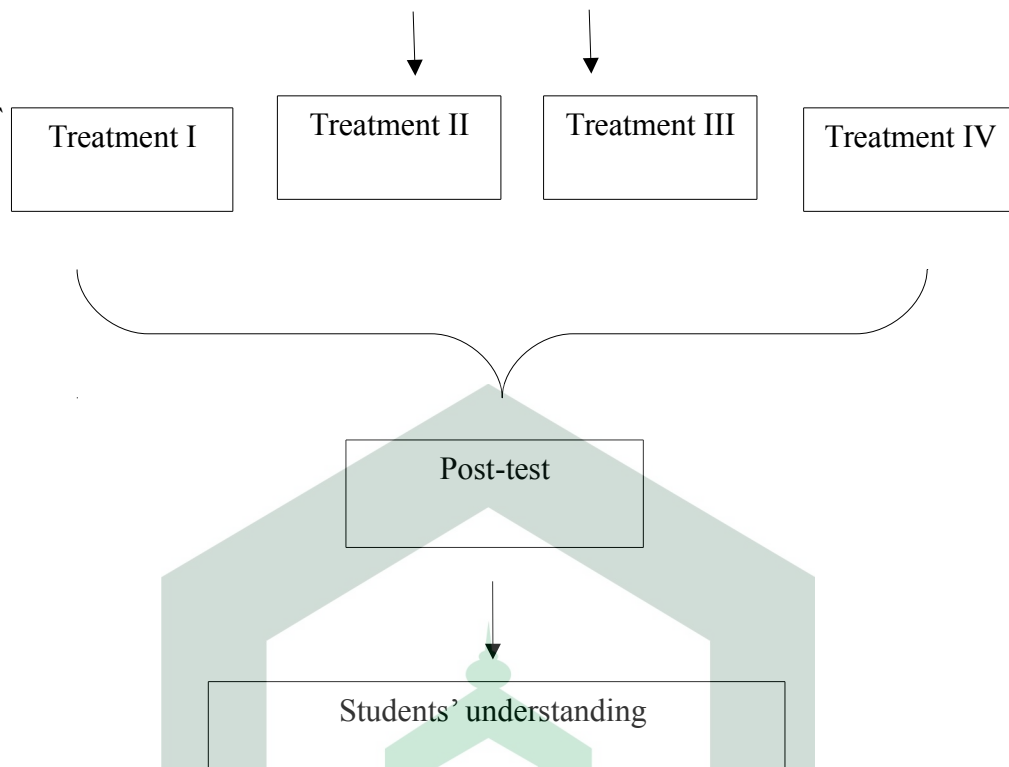3. **The aims of Transformation Drill**

The aims of transformation drill are to enable the learner to know how to

make complex and compound sentences by transforming of the given simple

sentences to the required form like reducing it to a relative clause construction,

etc. this kinds of drill enables the learner to group the location relationships

between different constituent parts and to express them with only a single

structure.

Acquiring proficiency in the use of language is lake acquiring proficiency in

any other skill, for example, driving an automobile: you must practice until the

mechanics of driving – or speaking – are reflexive. It is the aim of this course,

therefore, to bring students to a condition of 'automatically' in speaking and

understanding everyday English.

E. **Theoretical Framework**

The theoretical framework in this research is shown in diagram as follow:

Teaching auxiliary verb by using transformation drill at the eleventh grade of SMAN 1 Walenrang

Pre-test

Treatment

| Treatment I | Treatment II | Treatment III | Treatment IV |

Post-test

Students' understanding

F. Hypothesis

The hypothesis in this research is formulated as follows:

1. H_o = there is not significant improvement on students' understanding in using to be, to do, to have into sentence before teaching auxiliary verb by using transformation drill at the eleventh grade of SMAN 1 Walenrang.

2. H_a = there is significant improvement on students' understanding in using to be, to do, to have into sentence after teaching auxiliary verb by transformation drill at the eleventh grade of SMAN 1 Walenrang.

CHAPTER III
RESEARCH METHOD

A. Types of The Research

The type of this research is pre- experiment research. It aims for teaching

auxiliary verb by using transformation drill to improve students' skill at the

eleventh grade of SMAN 1 Walenrang.

B. Design of The Research

This research will involve one grup of students with one-group post-test

design. The design of this research described as follow :

$$O_1 \implies X \implies O_2$$

N
O₁   = pre-test
Treatment   = treatment by using transformation drill
O_2 = post-test

C. Population of the research

The population is all class IPA at the eleventh grade of SMAN 1 Walenrang,

there are 7 classes and will focus one class.

D. Sample of the research

The research will use purposive sampling technique. The researcher takes XI

(IPA-U) to be respondent in this research. The total of this sample is 26 students.

E. Variables of the research

There are two variables in this research, namely:
1. Independent variable is transformation drill method
2. Dependent variable is to improve students' understanding in using

    auxiliary verb in sentence.

F. Instrument of the research

The research uses pre-test and post-test. The pre test is given to examine the

students' understanding in using auxiliary verb in the previous treatment. The post

test is given after treatment of teaching auxiliary verb by using transformation

drill as the manner to examine the students' understanding. Both per test and post

test are use to find out the improvement of the students' understanding after the

treatment by using transformation drill method.

G. Procedure of Collecting Data

    1. Pre-test

Before doing the treatment, the students are giving pre test to know their

understanding in using auxiliary verb in sentence. In this pre test, the researcher

asks the students to write test for 45 minutes.

    2. Treatment

The researcher conducts treatment during four meetings. These steps are

follows:

    a. The first meeting

- Researcher gives brainstorming by the appropriate auxiliary verb will be

    explained.

- Researcher explains the scope of auxiliary verb (to be) on present

    continuous tense, past continuous tense, simple past tense (non verbal

    sentence), and simple present tense (non verbal sentence).

    - Students are divided into group by researcher.

- Researcher gives the papers to each group who contain some sentences.

- Researcher gives direction to students such as: every member in group

    must change each sentence by appropriate auxiliary verb, by referring to

    the sentence that needed, and every member in group must understand the

    sentence that has be changed. Then, every group every group is given the

    time during 5-7 minutes by researcher.

- Researcher invites one member of each group to come forward in class to

    write down on the white board.

- Student is substituted by their friend to change every sentence that said by

    researcher is orally in front of class.

- Researcher gives some sentence that different is orally by using

    transformation drill, then students change every sentence that said by

    researcher.

    b. The second meeting

- Researcher gives brainstorming by the appropriate auxiliary verb will be explained.
- Researcher explains the scope of auxiliary verb (to do) on simple present tense (verbal sentence), simple past tense (verbal sentence).
- Students are divided into group by researcher.
- Researcher gives the papers to each group who contain some sentences.
- Researcher gives direction to students such as: every member in group must change each sentence by appropriate auxiliary verb, by referring to the sentence that needed, and every member in group must understand the sentence that has be changed. Then, every group every group is given the time during 5-7 minutes by researcher.
- Researcher invites one member of each group to come forward in class to write down on the white board.
- Student is substituted by their friend to change every sentence that said by researcher is orally in front of class.
- Researcher gives some sentence that different is orally by using transformation drill, then students change every sentence that said by researcher.
c. The third meeting
- Researcher gives brainstorming by the appropriate auxiliary verb will be explained.
- Researcher explains the scope of auxiliary verb (to have) on present perfect tense (verbal sentence), past perfect tense (verbal sentence).
- Students are divided into group by researcher.
- Researcher gives the papers to each group who contain some sentences.
- Researcher gives direction to students such as: every member in group must change each sentence by appropriate auxiliary verb, by referring to the sentence that needed, and every member in group must understand the sentence that has be changed. Then, every group every group is given the time during 5-7 minutes by researcher.

- Researcher invites one member of each group to come forward in class to write down on the white board.
- Student is substituted by their friend to change every sentence that said by researcher is orally in front of class.
- Researcher gives some sentence that different is orally by using transformation drill, then students change every sentence that said by researcher.

d. The fourth meeting

- Researcher gives brainstorming by the appropriate auxiliary verb will be explained.
- Researcher explains the scope of auxiliary verb (to be, to do, to have) Students are divided into group by researcher.
- Researcher gives the papers to each group who contain some sentences.
- Researcher gives direction to students such as: every member in group must change each sentence by appropriate auxiliary verb, by referring to the sentence that needed, and every member in group must understand the sentence that has be changed. Then, every group every group is given the time during 5-7 minutes by researcher.
- Researcher invites one member of each group to come forward in class to write down on the white board.
- Student is substituted by their friend to change every sentence that said by researcher is orally in front of class.
- Researcher gives some sentence that different is orally by using transformation drill, then students change every sentence that said by researcher.

3. Post-test

After giving treatment in this research, researcher gives post test to know the result of students' understanding after teaching auxiliary verb (to be, to do, to have) by using transformation drill method.

H. Technique of Data Analysis

1. Mean score

Looking for the mean score the different between pre-test and post-test by using the following formula:

$$\acute{X} = \frac{\sum \times}{N}$$

Where:

$\acute{X}$ = Mean score

$\sum \times$ = Total score

N = Total sample[20]

No.	Score	Classification
1.		Excellent
2.		Very good
3.		Good
4.		Average
5.		Fair
6.	90-100	Poor
7	80-89	Very poor
	70-79	
	60-69	
	50-59	
	40-49	
	0-39	

20Suhasimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 1998), 306.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter showed the research to describe the result of the data that analyzed statistically. It comprised of mean score of the students' score in pre test and post test, classification percentage of the students' score.
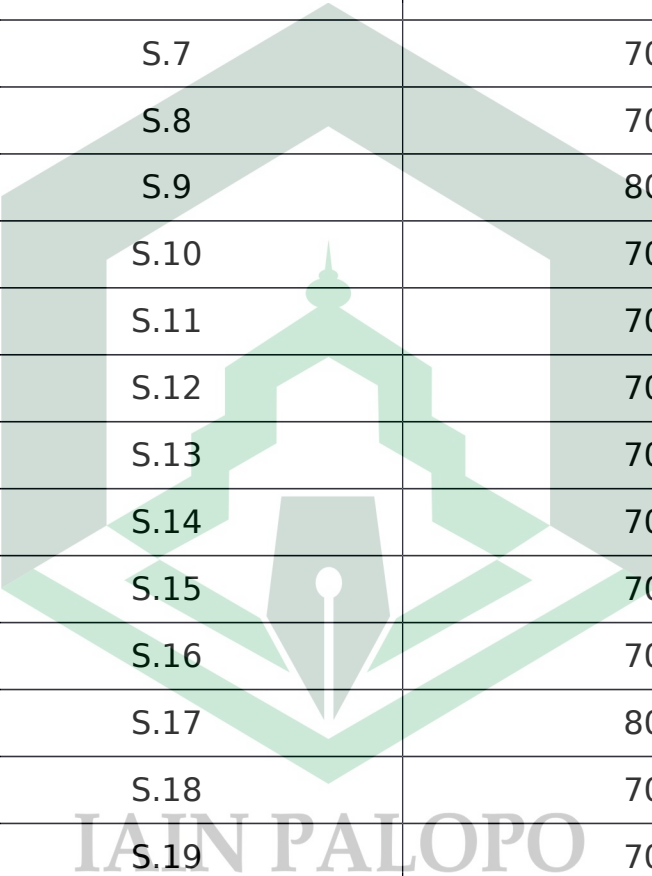
1. The Analysis Students' Understanding Score in Pre-test and Post-Test
   a. Pre-test

In this section, the researcher shows the complete score of students' understanding in using auxiliary verb in sentence. It is tabulate by following table:

Table 4.1

The result students' score in the pre-test

No.	Student	Score

1	S.1	60
2	S.2	70
3	S.3	70
4	S.4	80
5	S.5	70
6	S.6	70
7	S.7	70
8	S.8	70
9	S.9	80
10	S.10	70
11	S.11	70
12	S.12	70
13	S.13	70
14	S.14	70
15	S.15	70
16	S.16	70
17	S.17	80
18	S.18	70
19	S.19	70
20	S.20	70
21	S.21	70
22	S.22	70
23	S.23	75
24	S.24	70
25	S.25	70

26	S.26	70
Total raw score		1840
Mean score		70, 76

The table 4.1, the researcher explained the result of students' score in pre test, we saw that the highest score was 80 and the lowest score was 60. The students' score of the answer of test result was counted by used the formula as follows:

$$\text{Score} = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

Calculating the mean score of the students by using the following formula:

$$\acute{X} = \frac{\sum \times}{N}$$

$$= \frac{1840}{26}$$

$$= 70,\ 76\ (\text{Mean score})$$

Table 4.2

The percentage of students' score at the pre-test

Classification	Score	Frequency	Percentage

Excellent	90-100	-	-
Very good	80-89	3	11,50%
Good	70-79	22	84,80%
Average	60-69	1	3,80%
Fair	50-59	-	-
Poor	40-49	-	-
Very good	0-39	-	-

Based on the table 4.2 indicates that the students' score in the rate percentage of pre-test , there were 3 students (11,5%) got "very good" classification, 22 students (84,7%) got "good" classification, 1 students (3,8%) got "average" classification, and there was not one students got "fair", "poor", or "very poor".

2. Post-test

In this section, the researcher makes the complete score of students' understanding in using auxiliary verb in sentence. It is tabulate by following table:

Table 4.3

The result students' score in the post-test

No.	Student	Score
1	S.1	100
2	S.2	100
3	S.3	100

4	S.4	90
5	S.5	100
6	S.6	95
7	S.7	95
8	S.8	100
9	S.9	100
10	S.10	100
11	S.11	100
12	S.12	100
13	S.13	100
14	S.14	95
15	S.15	100
16	S.16	95
17	S.17	100
18	S.18	100
19	S.19	100
20	S.20	100
21	S.21	100
22	S.22	100
23	S.23	100
24	S.24	100
25	S.25	100
26	S.26	95
Total raw score		2565
mean score		98,65

Based on the table 4.5 indicates that the result of students' score at the post-test, we saw that the highest score was 100 and the lowest score was 90. The result showed that the activity in the classroom was effective because the student was active and good participated in teaching learning process. In post-test,

we saw that the result test students' understanding was more improved than the result test students' understanding in pre-test.

The answer of test result: students' score of the answer of test result was counted by used the formula as follows:

$$\text{Score} = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

Calculating the mean score of the students by using the following formula:

$$\acute{X} = \frac{\sum \times}{N}$$

$$= \frac{2565}{26}$$

= 98, 65 (Mean score)

Table 4.4

The rate percentage of students' score at the post-test

Classification	Score	Frequency	Percentage
Excellent	90-100	26	100%
Very good	80-89	-	-
Good	70-79	-	-

Average	60-69	-	-
Fair	50-59	-	-
Poor	40-49	-	-
Very poor	0-39	-	-

Based on the table 4.4 shows that the post-test, there were 26 students (100%) got "excellent" classification, and there was not one students got "very good", "good", "average", "fair", "poor", or "very poor".

B. DISCUSSION

There was well progress in the research of improving students' understanding in using auxiliary verb (to be, to do, to have) in sentence by using transformation drill method that used by the researcher in teaching learning process. During doing research in class, students could be discipline in the classroom and good participating.

The pre- experimental research has conducted pre-test, treatment, and post-test. The first, the researcher had given test to know students' skill by looking the result of score in pre-test, the highest is 80 and the lowest is 60 and the mean score of individual test is 70,76. The second, the researcher was doing

treatment with same steps of every treatment in teaching learning process to improve students' understanding in using auxiliary verb in sentence. The third, the researcher was doing post-test to know the development of students' understanding in using auxiliary verb (to be, to do, to have) in sentence before and after doing treatment, we could look at the result of students' score in post-test that the highest score is 100 and the lowest score is 90 and the mean score is 98,65.

And the rate percentage of students' score at the pre-test, there were 3 students (11,5%) get "very good" classification, 22 students (84,7%) get "good" classification, 1 students (3,8%) get "average" classification. While at the post-test, there were 26 students (100%) get "excellent" classification, and there was not one students get "very good", "good", "average", "fair", "poor", or "very poor". Based on the data analysis, there is significance difference between the result of pre-test and post-test. It means that by using transformation drill method is effective in teaching auxiliary verb (to be, to do, to have) at the eleventh grade of SMAN 1 Walenrang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion of the result in the previous chapter, the researcher concludes that using transformation drill method in teaching auxiliary verb is effective to improve students' understanding in using auxiliary verb (to be, to do, to have) in sentence at the eleventh grade of SMAN 1 Walenrang.

B. Suggestion

Success in learning English depends not only on lesson programs, but more importantly is how teachers present lessons and use different methods to manage more active and fun classes. This guided note taking method can assist teachers in managing large classes, and teachers can also make students more concentrated and more active in the learning process. Regarding the learning of writing narrative text using guided note taking method, the researcher gives some suggestions as follows:

1. An English teacher must choose techniques and methods in the teaching process related to the targets to be achieved or the skills he wants to develop.
2. Teachers should motivate students to improve their writing skills especially in improving their skills by using guided note taking method.
3. Teachers should be active in the classroom so that students are more concentrated in learning so that the teaching process can get good results.

Finally, the researcher realizes that so far is a perfect thesis and therefore; Constructive criticism and suggestions are desirable for the perfection of the thesis. Researchers hope the results of this study can be useful for readers. It is expected that readers have more information about the use of context guides. This research could be one of the references for further research activities to improve students' writing skills.

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