BAB I
INTRODUCTION

1.1 Background of the Study

Language, as a means of communication plays an important role in human’s life. We use language in order to communicate one another, express our personal reaction to situation, to stimulate a response in something else, and for the sake of thinking something out (Montgomery and Sutherland, 1962:15). And in order to communicate perfectly, grammar is essential.

Grammar (Woods, 2010:10) is the study of language, especially how words are put together. There are two types of grammar, descriptive grammar and functional grammar. Descriptive grammar gives names to the things, the part of speech and parts of a sentence. When you learn descriptive grammar, you understand what every word is (part of speech) and what every word does (its function in the sentence). And functional grammar tells you how words behave and when they are doing their jobs properly. Functional grammar guides you to the right expression-the one that lifts what you’re trying to say-by ensuring that the sentence is put together correctly.

Sentence is a set of words expressing a statement, a question or an order, usually containing a subject and a verb (Hornby, 2000:1212). While, Werner (2007:6) states that every sentence in English is made up of basic building blocks, the part of speech. They are adjective, adverb, article, conjunction, noun, preposition, pronoun, and verb. And every sentence has a subject, a verb/ predicate and an object/ a complement. On the other hand, Dutwin (2010:30) states that sentences are complete only if they contain both a subject and a verb. The verb is the backbone of
any sentence, joining as one of two absolutely necessary elements of a complete sentence. The verb lives in what grammarians called the *predicate*, which contains the verb. The verb gives the subject its action or expresses its state of being.

According to Bibers et.al. (2002:104), verbs can be grouped into three major classes according to their ability to function as main verbs or auxiliary verbs:

1. Lexical verbs (e.g. *run, eat, think*) function only as main verb.
2. Primary verbs (*be, have, do*) can function as both auxiliary verbs and main verbs.
3. Modal verbs (*can, could, should, will, would, may, might, must*) function only as auxiliary verbs.

Based on the explanation above, the writer is interested in analyzing auxiliary verbs and modal auxiliaries found in Saul Bellow’s short story entitled “Looking for Mr. Green”.

There are some reasons why the writer chose the short story as the source of data. First, after reading the short story the writer found that Bellow used auxiliary verbs and modal auxiliaries, for example:

1. *You should have been preparing yourself for trouble* (Bellow, 1951:8).
   - Explanation: *Should* in that sentence functions as modal auxiliary to express advice about the past (Werner, 2007:158), *have* and *been* are auxiliary verbs that function to form present perfect continuous tense (Martinet and Thomson, 1986:116), and *preparing* as main verb. The type of the tense is past future perfect continuous tense (Gumpol, 1995:157).

2. *They must have realized* that *he was not a college boy employed afternoons by a bill collector, trying foxily to pass for a relief clerk, recognized that he was an older man who knew himself what need was, who had had more than an average seasoning in hardship* (Bellow, 1951:5).
Explanation: *Must* in that sentence functions as modal auxiliary to express past probability (Werner, 2007:164), *have* as auxiliary verb which functions to form perfect aspect (Martinet and Thomson, 1986:116), and *realized* as main verb. The type of tense is present perfect tense by using modal auxiliary *must* (Gumpol, 1995:35).

Second, the writer is not only found auxiliary verbs and modal auxiliaries are put together but also found that Bellow used more than one of auxiliary verbs in his short story, for example:

1. *He didn’t mind being assigned the lowest clerical grade, nor even being a messenger, though Raynor thought he did* (Bellow, 1951:7).

   Explanation: *Didn’t* as auxiliary verb to form negative statement in simple past tense (Riyanto, 2008:143), and *mind* is the main verb. Whereas, *being* as auxiliary verbs too but to form past participle (Riyanto, 2008:142), and *assigned* is the main verb. The type of tense is simple past tense (Gumpol, 1995:56).

2. The other is *Next he wondered about the pressure of her feet on the treads; she did not seem to be wearing shoes* (Bellow, 1951:16).

   Explanation: *Did not* as auxiliary verb to form negative statement in simple past tense (Riyanto, 2008:143), and *seem* is the main verb. Whereas, *to be* as auxiliary verb too but to form verb-ing (Riyanto, 2008:142), and *wearing* is the main verb. The type of tense is simple past tense (Gumpol, 1995:56).

Besides, “Looking for Mr. Green” is a short story that has interesting theme, that is social problems about poverty, jobless and race prejudice, and the language used is very easy to be understood by either adolescents or old people.
1.2 Problem of the Study

The problems of this study are:

1. What types of auxiliary verbs and modal auxiliaries are used in Saul Bellow’s short story entitled “Looking for Mr. Green”?
2. What are the functions of auxiliary verbs and modal auxiliaries used in Saul Bellow’s short story entitled “Looking for Mr. Green”?
3. What types of tenses are used by auxiliary verbs and modals auxiliaries in Saul Bellow’s short story entitled “Looking for Mr. Green”? 
4. What types of auxiliary verbs and modal auxiliaries are dominantly used in Saul Bellow’s short story entitled “Looking for Mr. Green”? 

1.3 Objective of the Study

The objectives of this study are:

1. To describe the types of auxiliary verbs and modal auxiliaries used in Saul Bellow’s short story entitled “Looking for Mr. Green”.
2. To describe the functions of auxiliary verbs and modal auxiliaries used in Saul Bellow’s short story entitled “Looking for Mr. Green”.
3. To describe the types of tenses that used auxiliary verbs and modal auxiliaries in Saul Bellow’s short story entitled “Looking for Mr. Green”.
4. To find out the most dominant use of auxiliary verbs and modal auxiliaries used in Saul Bellow’s short story entitled “Looking for Mr. Green”.
1.4 Scope of the Study

This study is focused on auxiliary verbs and modal auxiliaries especially the types, the functions, the types of tenses, and the most dominant use in Saul Bellow’s short story entitled Looking for Mr. Green.

1.5 Significance of the Study

The significances of this study are divided into two parts: theoretically is to enrich knowledge in analyzing grammar, especially the auxiliary verbs and modal auxiliaries. And practically, it could be the reference for the other researcher or reader who is interested in analyzing the auxiliary verbs and modal auxiliaries and also to add teaching or lecturing material in school or university.