BAB II
REVIEW OF LITERATURE

In this chapter the writer will discuss about auxiliary verb, modal auxiliary, type of tenses that used by auxiliary verbs and modal auxiliaries, and previous study.

2.1 AUXILIARY VERBS

2.1.1 Definition of Auxiliary Verbs

Burch (2003:57) states that auxiliary means secondary, functioning alongside or patterning with the primary verb form. Note, though, that some words that can function as auxiliary verbs: *do (does, did), be (is, am, are, was, were, be, being, been)* and *have (have, has, had, having)*. An auxiliary verb is a verb used to add functional or grammatical meaning to the clause in which it appears – for example, to express tense, aspect, voice, emphasis, etc.

2.1.2 Function of Auxiliary Verbs

The functions of auxiliary verbs are (Martinet and Thomson, 1986:116):

1. Passive voice

   The auxiliary verb *be* is used with a past participle to form the passive voice; for example, *It’s not your check, it’s Government check and you got no business to hand it over till everything is proved* (Bellow, 1951:12).

2. Progressive aspect

   The auxiliary verb *be* is used with a present participle to form the progressive aspect; for example, *I’m looking for a man who’s supposed to be living here, Green* (Bellow, 1951:3).
3. Perfect aspect

The auxiliary verb have is used with a past participle to indicate perfect aspect: a current state experienced by the subject as a result of a past action or state; for example, *Grebe had waited a long time for this job* (Bellow, 1951:6).

4. Dummy

*Do, does, or did* plays a dummy (place-filling) role in transforming simple (one-word) verbs into questions or negatives: “I go” → “Do I go?”, “I do not go”; “He goes” → “Does he go?”, “He does not go”; “I went” → “Did I go?”, “I did not go”.

5. Emphasis

The auxiliaries *do, does* and *did* are also used for emphasis in positive declarative statements in which the verb otherwise contains only one word: “I do like this shirt!”, “He does like this shirt”, “I did like that shirt”. For example: *So what? Maybe you really did find him—what of it? But it was important that there was a real Mr. Green whom they could not keep him from reaching because he seemed to come as an emissary from hostile appearances* (Bellow, 1951:17).

2.1.3 Types of Auxiliary Verbs

According to Riyanto (2008:141), auxiliary verbs are divided into eight types, those are:

1. **BE (am, is, are, was, were, be, been, being, to be)**
   a. Be + to + Verb-1 (it means an action is hoped to do)
Example: *This was damaging, but his only other choice was to make a lying guess, and he was not up to it* (Bellow, 1951:4).

b. Be + Verb-1 + ing (it means an action is happening at that moment)

Example: *I'm delivering checks for the relief to shut-in cases* (Bellow, 1951:4).

c. Be + Going + to + Verb-1 (it means an action will happen)

Example: *How was he going to get Green’s signature tonight!* (Bellow, 1951:16)

d. Be + Past Participle/ Verb-3 (to express passive voice)

Example: *Even though he was met with smiles and goodwill, he knew, before a single word was spoken, that all the currents ran against him and that he would make no headway* (Bellow, 1951:5).

e. Be

Example: *Otherwise, you might be back of the desk and I might be going out into the field this cold day* (Bellow, 1951:2).

f. Been

Example: *Till you have been seen around the neighborhood for a few months and people know you’re only from the relief* (Bellow, 1951:3).

g. Being

Example: *He looked around, almost as though to see whether his madness was being observed, and came near to believing that someone was standing on a mountain of used tires in the auto-junking shop next door* (Bellow, 1951:17).

h. To be

Example: *When he had reported for work that morning he had expected to be shut up in the relief office at a clerk’s job* (Bellow, 1951:2).
2. HAVE (Have, has, had, have to, had better)
   a. Have + Past Participle/ Verb-3 (it means an action has already happened or to express perfect tense)
      Example: Grebe thought and then answered with the light voice of unmixed candor, I don’t know. I have never seen him (Bellow, 1951:4).
   b. Have + to + Verb-1 (it means an action must or forced to be done)
      Example: These six children of mine, I have to buy the shoes for their feet with my own blood (Bellow, 1951:9).
   c. Had + Better + Verb-1 (it means an action ought to do)
      Example: You had better stay here.

3. DO (Do, does, did)
   a. Do + not + Verb-1 (to express negative statement)
      Example: They didn’t carry bundles on their backs or look picturesque (Bellow, 1951:6).
   b. Do + S + Verb-1? (to express yes/ no question)
      Example: Does anybody here know how I can deliver a check to Mr. Tulliver Green? (Bellow, 1951:5)
   c. DO + Verb-1 (it means earnestly)
      Example: If the grocer did know, he had got rid of him easily (Bellow, 1951:3).

4. DARE (it means brave)
   a. Dare + to + Verb-1 (it is used in positive sentence)
      Example: She dares to go to the market alone.
   b. Dare + Verb-1 (it is used in negative sentence)
Example: He *dare not try* it again.

5. NEED (it means an action must to be done)
   a. Need + to + Verb-1 (it is used in positive sentence)
      Example: You *need to study* more serious.
   b. Need + Verb-1 (it is used in negative sentence and interrogative sentence)
      Example: *An hour in the files, taking a few notes, and he needn’t have been at such a disadvantage* (Bellow, 1951:6).
   c. Need + Verb-1 + ing or Need + to be + Verb-3
      Example:
      - The clothes on this chair *need washing*.
      - The car *needs to be serviced*.

6. USED TO + Verb-1 or Stem/ Infinitive (to express a past situation)
   Example: I *used to live* with my parents in a village.

7. BE USED TO + Verb-1 + ing or Noun (to express a habitual past or custom)
   Example: *He wasn’t used to walking and stair-climbing, but the physical difficulty of his new job was not what George Grebe felt most* (Bellow, 1951:1).

8. ACCUSTOMED TO + Verb-1 + ing or Noun (to express a habitual action or custom)
   Example: The students *are accustomed to speaking* English on Mondays.
2.2 MODAL AUXILIARIES

2.2.1 Definition of Modal Auxiliaries

Burch (2003:48) states that modals, which express conditions applying to main verbs, are never used as main verbs, only as auxiliaries. Modals can help the main verb express these conditions: possibility (can, could), probability (may, might), obligation (shall, should), necessity (must, have to), and anticipation (will, would).

Whereas, Werner (1986:134) states that modals are a group of words that modify the meaning of verbs, and a modal has only one form for all persons of the verb, but it can have several meanings and time frames, depending on the context in which it is used.

Characteristics of modal auxiliaries are (Firsten and Killian, 1994:265):

- Modals never take the infinitive “to” (*to can/ *to may).
- They never add the –s to the 3rd person singular in the present or general time (*he mays/ *it shoulds).
- They never take the –ed ending for the past (*we shoulded).
- They never have _ing attacked to them (*oughting to).
- They never use forms of “do” or “be” to make negatives (*you don’t can/ *he isn’t mighting); instead, they use the word “not” after them for the negative (you cannot/ you might not).
2.2.2 Function of Modal Auxiliary

The functions of modal auxiliaries are (Werner, 2007:134):

1. Expressing present and past ability (*can, could* or *be able to* + simple form)

   Certain modals express present and past ability. With *can, could*, and *be able to*, affirmative and negative statements and questions all give the meaning of ability.
   a. Present ability

   *Can*, example: *Oh, the things people think they can pull! He made his cry hilarious and tragic* (Bellow, 1951:8).
   
   b. Past ability

   *Could*, example: *For one thing, when he knew how quickly he could deliver a batch of checks, he would know also how much time he could expect to clip for himself* (Bellow, 1951:2).

2. Expressing expectation (*should, ought to* + simple form)

   *Should* is more commonly used than *ought to*. And negative questions with *should* are often used for emphasis.
   a. *Should*, example: *So he stood in his big-skirted trench coat with a large envelope in his hand and papers showing from his pocket, wondering why people should be so hard to locate who were too feeble or sick to come to the station to collect their own checks* (Bellow, 1951:2).
   
   b. *Ought to*, example: *It’s worth thinking about. Something ought to be done, I agree* (Bellow, 1951:13).
3. Requesting action (would you, could you, will you, can you + simple form)
   a. Would, is appropriate in most circumstances.
      Example: Would you tell me the meaning of this word?
   b. Could, is appropriate in most circumstances.
      Example: Could you give me some information about him?
   c. Can, is used in informal situation.
      Example: Can you explain this to me?
   d. Will, is somewhat rude in tone. It is used in urgent situations or among friends.
      Example: Will you buy tickets for the concert?

4. Requesting action (would you mind + gerund)

   Would you mind... is polite and fairly formal. It is always followed by a gerund.
   And a negative response means “I will”.
   Example: Would you mind drawing me a map to the tennis court?

5. Requesting permission (May I, could I, can I + simple form)
   a. May, example: May I borrow a black pen?
   b. Could, example: Could I sit beside you?

      Requests for permission to do something usually involved being polite and
      perhaps being formal. May and could are preferred in polite speech. May
      is more formal, and it is most often used in service situations, such as stores
      and restaurants.
   
   c. Can, example: Can I see the schedule of games?

      Can is very informal, but it is often used in conversation
6. Requesting permission (*would you mind if I* + past tense form)

*Would you mind if I* … is another polite and fairly formal way of requesting permission to do something. It is always followed by the past tense of a second verb. And negative response means “It’s alright. I don’t mind.”

Example: *Would you mind if I* paid my bill with a credit card?

7. Expressing preference

Affirmative and negative statements and questions with *would like (prefer)* may express desires, preferences, or choices.

a. *I would like (prefer)*, example: *I would like (prefer)* to learn yoga.

*Would (not) like (prefer)* is followed by either a noun or the infinitive form of a verb.

b. *Would you like*, example: *Would you like* to see the new play?

c. *I would rather (not)*, example: *I would rather* go in the afternoon.

*Would rather (not)* is followed by either a noun or the simple form of a verb.

d. *Would you rather (not)*, example: *Would you rather* go in the morning or in the afternoon?

8. Expressing Present Need or Lack of Need (*must, have to* + simple form)

*Must* and *have to* mean to need to do something.

a. Present need: *must (not)* and *have to*

In affirmative statement and questions, *must (not)* and *have to* express need.

*Must not* expresses a strong need not to do something.
Example: “All the same,” said Grebe, “there must be a way to find a person.”
(Bellow, 1951:11)

b. Present lack of need: do/does not have to

Do/does not have to refers to something that is not necessary to do. Its meaning is very different from must not.
Example: “Oh, you don’t have to go to all the trouble, said Grebe” (Bellow, 1951:12)

9. Expressing past need or lack of need (had to, didn’t have to + simple form)

Had to and didn’t have to are used to talk about past needs.

a. Past need: had to

In affirmative statements and questions, had to implies that the action was completed.
Example: If only his neighbors didn’t think they had to conceal him (Bellow, 1951:15).

b. Past lack of need: didn’t have to

In negative statements, didn’t have to refers to something that was not necessary to do.
Example: You didn’t have to worry about the cat! It already jumped out the window.

10. Expressing advice (had better, should, ought to + simple form)

In affirmative and negative statements and questions, had better, should, and ought to all express advice.

a. Had better, example: She’d better stay at home.
Had better is commonly used in contracted form. The negative form is had better not...

b. Should, example: He should turn away and go (Bellow, 1951:16).

With should, the negative is most often used in contracted form: shouldn’t.

When shouldn’t is used, it gives more emphasis to the negative.

c. Ought to, example: Because you’re white. We ought to have a Negro doing this, but we don’t at the moment, and of course you’ve got to eat, too, and this is public employment (Bellow, 1951:2).

Ought to is seldom used in questions. Likewise, the negative contraction, oughtn’t is not common.

11. Expressing advice about the past (action not taken): should have, ought to have + past participle

In affirmative and negative statements questions, should have and ought to have give advice on past actions or situations. Ought to have is seldom used in questions, however.

a. Should have, example: Raynor should have let him read files for a few hours (Bellow, 1951:3).

b. Ought to have, example: He ought to have run more often.

12. Expressing present and past possibility

In affirmative and negative statements, may (have), might (have), and could (have) express possibility. All mean “possibly” or “perhaps”.

a. Present possibility: may, might, could + simple form

May, might and could express present possibility.
Example:

- He may be the youngest competitor.
- He might be the one you lookin’ for (Bellow, 1951:2).
- And not even the agent could tell you who the renters were (Bellow, 1951:15).

b. Past possibility: may have, might have and could have + past participle

Example:

- Jim may have fallen over something.
- And afterward, in the streets, he was still reviewing how far he might have gone, and how much he might have been led to tell if they had not been interrupted by Mrs. Staika’s great noise (Bellow, 1951:9).
- Objects once so new, so concrete that it could never have occurred to anyone they stood for other things, had crumbled (Bellow, 1951:14).

13. Expressing probability

a. Present probability: must, will + simple form

Example:

- “All the same,” said Grebe, “there must be a way to find a person.” (Bellow, 1951:11)
- But you’ll find the closer you come to your man the less people will tell you (Bellow, 1951:2).

b. Past probability: must have, would have + past participle

Example:

- 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).

But how much it would have simplified the job to be able to say that Green if I was old, or blind, or consumptive (Bellow, 1951:6).

2.2.3 Types of Modal Auxiliary

Werner and Spaventa (2007:134) state that there are ten types of modal auxiliaries:

1. Must

Examples:

➢ 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).

2. Have to

Examples:

➢ What’s my law degree got to do with it? But you have to pass out these checks, Mr. Grebe, and it’ll help if you’re stubborn, so I hope you are (Bellow, 1951:2).

➢ A fine thing had to depend on the relief (Bellow, 1951:10).

3. May

Example: You may borrow more than five books in this library.
4. Might

Example: *Otherwise, you might be back of the desk and I might be going out into the field this cold day* (Bellow, 1951:2).

5. Can

Example: *Does anybody here know how I can deliver a check to Mr. Tulliver Green?* (Bellow, 1951:5)

6. Could

Example: *The chief supervisor, Mr. Ewing, couldn’t silence her and he stood with folded arms at the head of his staff, bald-bald-headed, saying to his subordinates like the ex-school principal he was, “Pretty soon she’ll be tired and go.”* (Bellow, 1951:10)

7. Should

Example: *But since most of his trade was with relievers, why should he prevent the delivery of a check?* (Bellow, 1951:3)

8. Ought to

Example: *It’s worth thinking about. Something ought to be done. I agree* (Bellow, 1951:13).

9. Will

Example: *I’m younger than you; I hope you won’t find it hard taking orders from me* (Bellow, 1951:7).
10. Would

Example: *For one thing, when he knew how quickly he could deliver a batch of checks, he would know also how much time he could expect to clip for himself.*

*And then, too, the clients would be waiting for their money* (Bellow, 1951:2).
2.3 TYPE OF TENSES

Gumpol (1995:11) states that there are sixteen tenses:

1. Simple Present Tense

Sentences by using to be:

(+ ) S + is/ am/ are + adj/ adv/ n, example: I am happy.

(-) S + is/ am/ are + not + adj/ adv/ n, example: I am not happy.

(?) Is/ am/ are + S + adj/ adv/ n, example: Are you happy?

(-?) Is/ am/ are + not + S + adj/ adv/ n, example: Aren’t you happy?

Sentences by using infinitive:

(+ ) S + base form (s/ es/ ies), example: He studies Mathematics three times in a week.

(-) S + do/ does/ + not + base form, example: He doesn’t study Mathematics three times in a week.

(?) Do/ does + S + base form, example: Does he study Mathematics three times in a week?

(-?) Do/ does + not + S + base form (s/ es/ ies), example: Doesn’t he study Mathematics three times in a week?

2. Present Continuous Tense

(+ ) S + is/ am/ are + v-ing, example: She is reading a short story.

(-) S + is/ am/ are + not + v-ing, example: She is not reading a short story.

(?) Is/ am/ are + S + v-ing, example: Is she reading a short story?

(-?) Is/ am/ are + not + v-ing, example: Is not she reading a short story?
3. Present Perfect Tense

Sentences by using *been*:

(+) S + has/ have + been + adj/ adv/ n, example: You have been sick.
(-) S + has/ have + not + been + adj/ adv/ n, example: You have not been sick.
(?) Has/ have + S + been + adj/ adv/ n, example: Have you been sick?
(-?) Has/ have + not + S + been + adj/ adv/ n, example: Haven’t you been sick?

Sentences by using *past participle*:

(+) S + has/ have + past participle, example: They have told you about the accident.
(-) S + has/ have + not + past participle, example: They haven’t told you about the accident.
(?) Has/ have + S + past participle, example: Have they told you about the accident?
(-?) Has/ have + not + S + past participle, example: Haven’t they told you about the accident?

4. Present Perfect Continuous Tense

(+) S + has/ have + been + v-ing, example: I have been walking for an hour.
(-) S + has/ have + not + been + v-ing, example: I haven’t been walking for an hour.
(?) Has/ have + S + been + v-ing, example: Have you been walking for an hour?
(-?) Has/ have + not + S + been + v-ing, example: Haven’t you been walking for an hour?

5. Simple Past Tense

Sentences by using *was/ were*:

(+) S + was/ were + adj/ adv/ n, example: He was at home yesterday.
(-) S + was/ were + not + adj/ adv/ n, example: He wasn’t at home yesterday.
(?) Was/ were + S + adj/ adv/ n, example: Was he at home yesterday?

(-?) Was/ were + not + S + adj/ adv/ n, example: Wasn’t he at home yesterday?

Sentences by using past tense:

(+) S + past tense/ V2, example: He built a big house.

(-) S + did + not + base form, example: He didn’t build a big house.

(?) Did + S + base form, example: Did he build a big house?

(-?) Did + not + S + base form, example: Didn’t he build a big house?

6. Past Continuous Tense

(+) S + was/ were + v-ing, example: He was waiting outside.

(+) S + was/ were + not + v-ing, example: He wasn’t waiting outside.

(?) Was/ were + S + v-ing, example: Was he waiting outside?

(-?) Was/ were + not + S + v-ing, example: Wasn’t he waiting outside?

7. Past Perfect Tense

Sentences by using been:

(+) S + had + been + adj/ adv/ n, example: She had been sleepy.

(-) S + had + not + been + adj/ adv/ n, example: She hadn’t been sleepy.

(?) Had + S + been + adj/ adv/ n, example: Had she been sleepy?

(-?) Had + not + S + been + adj/ adv/ n, example: Hadn’t she been sleepy?

Sentences by using past participle:

(+) S + had + past participle, example: He had lost his wallet.

(-) S + had + not + past participle, example: He hadn’t lost his wallet.

(?) Had + S + past participle, example: Had he lost his wallet?

(-?) Had + not + S + past participle, example: Hadn’t he lost his wallet?
8. Past Perfect Continuous Tense

(+): S + had + been + v-ing, example: I had been driving for an hour when he called me.

(-): S + had + not + been + v-ing, example: I hadn’t been driving for an hour when he called me.

(?): Had + S + been + v-ing, example: Had you been driving for an hour when he called you?

(-?): Had + not + S + been + v-ing, example: Hadn’t you been driving for an hour when he called you?

9. Present Future Tense

Sentences by using be:

(+): S + shall/ will + be + adj/ adv/ n, example: The floor will be dirty.

(+): S + shall/ will + not + be + adj/ adv/ n, example: The floor won’t be dirty.

(?): Shall/ will + S + be + adj/ adv/ n, example: Will the floor be dirty?

(-?): Shall/ will + not + S + be + adj/ adv/ n, example: Won’t the floor be dirty?

Sentences by using base form:

(+): S + shall/ will + base form, example: They will enter university next year.

(-): S + shall/ will + not + base form, example: They won’t enter university next year.

(?): Shall/ will + S + base form, example: Will they enter university next year?

(-?): Shall/ will + not + S + base form, example: Won’t they enter university next year?
10. Present Future Continuous Tense

(+) S + shall/ will + be + v-ing, example: I shall be posting my letter.

(-) S + shall/ will + not + be + v-ing, example: I shall not be posting my letter.

(?) Shall/ will + S + be + v-ing, example: Will you be posting your letter?

(-?) Shall/ will + not + S + be + v-ing, example: Won’t you be posting your letter?

11. Present Future Perfect Tense

Sentences by using *been*:

(+) S + shall/ will + have been + adj/ adv/ n, example: The house will have been empty.

(-) S + shall/ will + have + not + been + adj/ adv/ n, example: The house won’t have been empty.

(?) Shall/ will + S + have been + adj/ adv/ n, example: Will the house have been empty?

(-?) Shall/ will + not + S + have been + adj/ adv/ n, example: Won’t the house have been empty?

Sentences by using past participle:

(+) S + shall/ will + have + past participle, example: The teacher will have explained the lesson.

(-) S + shall/ will + have + not + past participle, example: The teacher won’t have explained the lesson.

(?) Shall/ will + have + past participle, example: Will the teacher have explained the lesson?

(-?) Shall/ will + have + past participle, example: Won’t the teacher have explained the lesson?
12. Present Future Perfect Continuous Tense

(+): S + shall/ will + have been + v-ing, example: Jane will have been joining in the group.

(-): S + shall/ will + have been + v-ing, example: Jane won’t have been joining in the group.

(?): Shall/ will + S + have been + v-ing, example: Will Jane have been joining in the group?

(-?): Shall/ will + not + S + have been + v-ing, example: Won’t Jane have been joining in the group?

13. Past Future Tense

Sentences by using be:

(+): S + should/ would + be + adj/ adv/ n, example: She should be a teacher.

(-): S + should/ would + be + adj/ adv/ n, example: She should not be a teacher.

(?): Should/ would + S + be + adj/ adv/ n, example: Should she be a teacher?

(-?): Should/ would + not + S + be + adj/ adv/ n, example: Should not she be a teacher?

Sentences by using base form:

(+): S + should/ would + base form, example: He would apply for the job.

(-): S + should/ would + not + base form, example: He would not apply for the job.

(?): Should/ would + S + base form, example: Would he apply for the job?

(-?): Should/ would + not + S + base form, example: Would not he apply for the job?
14. Past Future Continuous Tense

(+) S + should/ would + be + v-ing, example: We should be listening to the morning news.

(-) S + should/ would + not + be + v-ing, example: We should not be listening to the morning news.

(?) Should/ would + S + be + v-ing, example: Should we be listening to the morning news?

(-?) Should/ would + not + S + be + v-ing, example: Shouldn’t we be listening to the morning news?

15. Past Future Perfect Tense

Sentences by using been:

(+) S + should/ would + have been + adj/ adv/ n, example: He would have been late.

(-) S + should/ would + not + have been + adj/ adv/ n, example: He wouldn’t have been late.

(?) Should/ would + S + have been + adj/ adv/ n, example: Would he have been late?

(-?) Should/ would + not + S + have been + adj/ adv/ n, example: Wouldn’t he have been late?

Sentences by using past participle:

(+) S + should/ would + have + past participle, example: The man would have been gone for hunting.

(-) S + should/ would + not + have + past participle, example: The man wouldn’t have been gone for hunting.

(?) Should/ would + S + have + past participle, example: Would the man have been gone for hunting?
(-?) Should/ would + not + S + have + past participle, example: Wouldn’t the man have been gone for hunting?

16. Past Future Perfect Continuous Tense

(+ S + should/ would + have been + v-ing, example: They would have been eating at the restaurant.

(- S + should/ would + not + have been + v-ing, example: They wouldn’t have been eating at the restaurant.

(?) Should/ would + S + have been + v-ing, example: Would they have been eating at the restaurant?

(-?) Should/ would + not + S + have been + v-ing, example: Wouldn’t they have been eating at the restaurant?
2.4 PREVIOUS STUDY

The writer chose auxiliary verbs and modal auxiliaries as the topic of this thesis because the writer is inspired from two people who have analyzed it, they are:

1. Melati Veronika Pakpahan’s thesis entitled *An Analysis of the Auxiliary Verbs found in John Millington Synge’s Play Riders to the Sea*

   This thesis discussed the description, the types, the functions, and the percentage of most dominant use. In writing this thesis, the writer used library research as research method, sentences that contain auxiliary verbs as data, John Millington Synge’s Play “Riders to the Sea” as data source, written technique as data collection method, and the writer applied Nawawi’s formula to get the percentage of most dominant use in data analysis. The types of auxiliary verbs that found in “Riders to the Sea” are *is, did, was, have, are, has, am,* and *were* and the result of the percentage is auxiliary *is* 36.9 %, auxiliary *did* 7.69 %, auxiliary *was* 6.92 %, auxiliary *have* 6.15 %, auxiliary *are* 5.38 %, auxiliary *has* 3.84 %, auxiliary *am* 3.07 %, and auxiliary *were* 3.20 %. So the most dominant use of auxiliary verb in “Riders to the Sea is auxiliary *is.*

   The purpose in writing this thesis is so that the writer and the reader can get to know more about the auxiliary verbs in detail so it can be applied correctly to communicate by using English language both orally and written.

2. Tira Syahrina Harahap’s thesis entitled *The Analysis of Modals in the Articles of Time Magazine*

   This thesis is about the modals used in the sentences of Time Magazine. The scopes of the study are function, form and dominant use. In writing this thesis, the writer uses library research as research method, sentences contain modals as data and
Time Magazine as data source. This study took nine articles as the source of data from the analysis, there are 113 modals found in the nine articles. In conclusion, modals which often used are can, could, may, might, shall, should, will, would, must, and ought to. The most dominant modals found in that articles are modals will by 37.16 %.

In conclusion, there are some similarities and differences between my thesis and theirs. The similarities are we analyzed function, type and most dominant use of auxiliary verbs and modal auxiliaries as our scope of study. In writing thesis, we use same method; library research as research method and written technique as data collecting method.

Whereas, our research object is different. Melati analyzed in John Millington Synge’s Play “Riders to the Sea”, Tira analyzed in Time Magazine and the writer analyzed it in Saul Bellow’s short story “Looking for Mr. Green”.

And the result of percentage of the most dominant use that we got are different also. The most dominant use in John Millington Synge’s Play “Riders to the Sea” which is analyzed by Melati is auxiliary is with percentage 36.9 %, in Time Magazine which is analyzed by Tira is modals will with percentage 37.16 %, and in Saul Bellow’s short story “Looking for Mr. Green” which is analyzed by the writer is auxiliary verb was with the percentage 20.82 % and modal auxiliary could with percentage 18.26 %.