

## AUXILIARY VERB AND ACTION VERB IN EDUCATIONAL NEWS ARTICLES OF BBC.COM IN 2024

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### Abstract

An online newspaper is a digital version of a traditional print newspaper, accessible through the internet. It offers news, features, editorials, and various articles covering current events, politics, sports, entertainment, and other topics. Online newspaper, especially daily newspaper, has a big contribution to the people. People can get information about local or international events every day because the news and information are up-to-date and accurate. This research aims to find out the use and the classification of auxiliary verbs and action verbs found in educational news article of BBC.com in 2024 and students perspective in auxiliary verbs and action verbs found in educational news article of BBC.com in 2024. The researcher will use the descriptive design, a research design that aims to describe and interpret things in line with reality. The data in this research will be analyzed in the form of word description and identification or analysis of the types of auxiliary verbs and action verbs in educational news article of BBC.com in October 2024. Twenty questionnaires will be given to all the students and ten questions to ten students in interview section to answer the students perspective in auxiliary verbs and action verbs found in educational news article of BBC.com on 2024. Also, the researchers suggest for teacher to use online media such as online newspaper in the learning process and for students always to increase their motivation to read the online newspaper to learn English grammar especially auxiliary verb and action verbs. This research will be published in Sinta 4 journal.

**Keywords:** *Auxiliary Verb; Action Verb; News Article; Online Newspaper; Educational News Article*

### INTRODUCTION

Language is a system of symbols that can be spoken, written, or both. Communication, identity expression, imaginative expression, and emotional expression are all purposes of the use of language. No one can form a social relationship or communicate with others without the use of language. Brown defines language as "a system of arbitrarily conventional local, written, or gestural symbols that allow members of a given community to communicate intelligibly with one another." Ary, (2010) It means that language is inseparably linked to humans because they use it to communicate. The English language is extremely essential and is an international language, allowing people to converse with people from all over the world. As a result, to communicate with others, we must have a good command and comprehension of the English language. They can communicate through various media such as newspapers, online news, magazines, etc.

An online newspaper is a digital version of a traditional print newspaper, accessible through the internet. It offers news, features, editorials, and various articles covering current events, politics, sports, entertainment, and other topics. Unlike printed newspapers, online newspapers provide real-time updates and are often available for free or through subscription models. There are many daily online newspapers published in worldwide and one of the most famous daily English newspapers is BBC.com.

BBC.com is the online platform of the British Broadcasting Corporation (BBC), one of the world's most trusted and respected news organizations. It offers a wide range of content, including breaking news, in-depth analysis, feature stories, and multimedia from across the

globe. BBC.com provides coverage on diverse topics such as politics, economics, technology, sports, entertainment, science, culture and education. One of the key strengths of BBC.com is its commitment to impartiality and factual reporting, which has helped it maintain a reputation for delivering reliable and unbiased news. If we are looking for a source that balances detailed analysis with easy access to the latest developments, especially education, BBC.com is an excellent choice. Its multimedia content, such as videos and interactive elements, enhances the news experience and helps readers engage with complex issues. Whether you're interested in global affairs or just want to stay updated on the latest headlines, BBC.com is a highly credible and valuable resource. BBC.com is material that the teacher can use as a tool to enhance the students' reading abilities. BBC.com also improve readers' English skills by displaying recent broadcast. Readers will improve their English comprehension by reading this newspaper. Reading this newspaper can help readers improve their English comprehension because it contains a lot of information and various English grammar knowledge such as parts of speech, tenses, affixes, etc.

It is critical to be able to communicate in English. Not only must comprehend the context, but students must also comprehend each word individually to enhance our comprehension of the language. From the smallest to the largest word, understanding word by word, and eventually becoming one as English. It is difficult to know this without understanding the foundation of the word.

Regarding the previous discussion, to understand the foundation of the word students must understand the features underlined it. From several parts of speech available to be mastered, there is an auxiliary verb and action verbs in English grammar. It is important to master it since there have been a lot of misuses of auxiliary verbs in a language that will result in a deformation tendency. A sentence is a complete prediction that includes a subject as well as a predicate with a finite verb. At the very least, there is a subject and a verb to construct a sentence. There are moments when the subject appears to be losing its meaning and need the assistance of another verb.

Based on the phenomenon, problems in learning English usually come from students who are not familiar learn grammar using online newspapers. This raises the question of what if the learner learns grammar through reading an online newspaper. Especially, the grammar problem that is often encountered is that learners usually are about the auxiliary verb and action verbs, therefore the researcher proposes to conduct this research entitled "Auxiliary Verbs and Action Verbs in Educational News Auxiliary Verb and Action Verb in Educational News Article of BBC.com in 2024".

## **METHOD**

Research design will required to conduct research. The term "research design" refers to a method for integrating the many elements of research initiatives logically and coherently. Varied specialists have different definitions of what study design means. As stated by Creswell "research design includes everything from comprehensive methods of data collecting and analysis to strategies and procedures for the research". Bloomfield, (1933)

A research design's purposed is to make sure that the data researcher obtain enables us to answer the original question as clearly as possible. This study focuses on the analysis or interpretation of the written content in context, so the researcher used a qualitative approach in this research. The researcher used material from online newspapers. The research's content

will centered on BBC.com. According to Ary, “the qualitative inquirer works with data that was presented in the form of words or images rather than statistics”. Corporation, (2024)

In this research, the researcher will use the descriptive design, a research design that aims to describe and interpret things in line with reality. The descriptive method will implemented because the data analysis was presented descriptively. The BBC.com will used by the researcher as a tool for analysis.

The data in this research will analyzed in the form of word description and identification or analysis of the kinds of auxiliary verbs and action verbs in BBC.com. This research will used a descriptive design in which the researcher tries to describe.

To answer question number two, researchers used a questionnaire that will be distributed to students. Researchers also interviewed 10 students with 10 questions. Population and research samples used in this study. The population of this research was third semester students of English Education Department of UHKBPNP and the research sample was Group PIA1.

## RESULT AND DISCUSSION

### 1. Data Analysis

#### 1.1 Auxiliary Verbs and Action Verbs Type

No	Title of Articles	Auxiliary Verbs		Action Verbs
		Primary Auxiliary	Modal Auxiliary	
1	City school set for ‘first class’ redevelopment	4	1	19
2	Education minister criticised for meeting loyalist group	4	3	23
3	Prison education failing young offenders-Ofsted	5	3	38
4	GSE students to continue receiving Covid exam help	7	5	20
5	Why are schools closing over unsafe ceilings?	3	4	37
6	University job cuts ‘demoralising’ academic says	5	3	20
7	University to close creche to save money	7	3	18
8	University’s new chief sets out vision for future	8	2	14
9	Teachers begin strikes over school closure threat	9	3	13
10	I’m Traveller and too anxious to go to school	20	2	32
11	Town in ‘dire need’ of secondary school places	13	2	21
12	SEND parent calls for VAT delay on school fees	16	3	6
13	Oxford University keeps top sot	12	2	18
14	Councils told to pay compensation for Send failures	9	1	14
15	Our autistic son hasn’t been to school in 20 months	12	3	17
16	Council HQ set to become a special school	10	2	17
17	Rural pre-school needs more children to stay open	5	4	17
18	Music tech Investment for children with SEND	10	1	20

19	Black History Month should spark conversation	5	3	18
20	Child safety fears as 'repaired' ceiling falls at neglected school	10	5	19
21	The light goes out when it rains -hundreds of schools waiting on builders	10	4	23
22	College research festival returns for sixth year	5	4	13
23	College recognised for T-level health training	3	1	10
24	Children face 'lifetime cost' of council crisis	7	4	16
25	City school to launch challenge over VAT increase	7	4	9
26	Fight begins to make mobile-free school law	7	5	11
27	College recruits staff as student number expand	4	1	15
28	Call for action to tackle 'unfair' SEND funding	6	6	10
29	Decision to fence off fields for school overtuned	6	7	14
30	Scholl's no heating day begin cold shoulder	7	2	11
31	University finances hit by a further 3% cuts	7	6	16
32	Education has failed LGBT pupils, politician told	5	7	19
33	Universities cut jobs to close funding black hole	7	7	25
34	New £700m research investment for university	5	2	15
35	University faces £50m shortfall in finances	5	4	26
36	IT fault at libraries gave school pupils access to porn	6	3	27
37	Schoolchildren doing more daily exercise-survey	6	5	24
38	Teacher 'honoured' to receive national award	4	1	18
39	Minister says Education Authority 'failing' controlled schools	3	5	17
40	School scheme is 'punishing poverty' says principal	4	5	27
41	Benn meets Free Presbyterian Church on school fee taxes	4	4	20
42	MP calls for review of school building inspections	6	4	21
43	Work starts on £4.5m school improvement project	4	2	11
44	Special needs provision expanded across schools	4	3	17
45	School's bid to expand blocked over traffic issues	5	3	20
46	Sixty-year-old school to be demolished and rebuilt	5	3	16
47	Teacher recognised for empowering students	6	4	22
48	Teacher who sent indecent images to 'boy' banned	6	2	18
49	Book returned to school after more than 100 years	5	1	13

50	Primary schools urged to teach kids about misogyny	5	5	26
51	Council to pay £7,200 after education failures	4	5	17
52	Farm to open education centre for children	4	4	12
53	Parent felt 'blamed' in flight for son's education	7	3	16
54	Special needs school opens £550k extension	10	2	15
55	SEND parent awarded £10k for education 'failures'	5	4	11
56	Councils 'sleepwalking into crisis' over schools	6	5	22
57	Education transport fight left me 'angry'	5	5	39
58	Children to stay in education or training until 18	7	7	41
59	Awards win for historic castle's education team	3	0	9
60	University hit by fall in international students	5	3	27
61	Free school meals trial feeds 20,000 more children	4	4	2
62	'Dreadful abuse' of pupils found at military boarding school	6	4	24
63	Council in talks with union over school strike	4	4	20
64	Striking college staff accept pay offer	6	2	24
65	School science and technology event rescheduled	5	3	22
66	School social workers make 'huge difference' for pupils	8	4	29
67	New Liverpool school has not yet received funding	8	5	18
68	States rejects plans for bilingual schools	7	3	20
69	Teacher who sexually abused student spared prison	6	4	19
70	Students to develop video games for Nintendo Switch	8	4	13
71	Sex Education star cast in Potter-inspired play	7	4	12
72	Future of new secondary school uncertain-trust	7	4	9
73	Bid to run new school is open to academy trusts	6	4	9
74	Queens's University to cut jobs as it faces £11m deficit	6	4	14
75	Send pupil strangled while at school, says mum	9	4	14
76	University opens international campus in Kazakhstan	5	2	6
77	School on course to take 300 more pupils	6	2	8
78	Company collapse prolongs school move uncertainty	6	5	22
79	School receives award for domestic abuse education	4	2	23
80	Concerns over living costs for Jersey students	6	5	28
81	Artist call for greater focus on black British music in schools	6	7	57

82	Ex F1 paramedic takes on ambulance education role	5	1	12
83	Renowned artist back to school with giant mantis	4	4	25
84	VAT chane is existential threat to private school-head teacher	5	4	55
85	School backtracks on 'humiliating' lanyard rule	3	3	23
86	Fou-and-a-half day school week plan to be dropped	3	2	28
87	Consultation for expansion of SEND school places	5	2	19
88	Students 'could keep their flats' after graduation	5	3	26
89	Special school celebrates 17 new classroom	3	1	11
90	Cash boost of £1.7m to improve education in county	6	5	22
91	Council approves plans for 'activity-based' school	8	2	19
92	University AI experts help teachers in Vietnam	13	3	20
93	School had worst pupil attendance rate in England	4	4	16
94	Deaf pupil, 9, angry at lack of school interpreter	6	2	18
95	Special school safety work worth £900k approved	5	2	11
96.	Students taught about spiking dangers in new campaign	6	3	29
<b>TOTAL</b>		<b>591</b>	<b>328</b>	<b>1845</b>

## 1.2 Students' Perception

The interview data demonstrate that the participants generally possessed a good understanding of auxiliary verbs and action verbs in English grammar. Most students explained that auxiliary verbs function as helping verbs used to form tenses, questions, negatives, and modality, while action verbs describe actions or activities performed by the subject. The responses indicate that the participants were able to differentiate the grammatical functions of both verb categories and recognize their importance in sentence construction. Noam, (2002)

The participants' responses also reveal that understanding auxiliary and action verbs contributes significantly to their English learning process. The students consistently associated auxiliary verbs with grammatical accuracy, particularly in constructing tenses, questions, and negative forms. Meanwhile, action verbs were perceived as essential elements for expressing ideas clearly and specifically. The findings suggest that the participants viewed mastery of these verbs as a foundation for improving fluency, writing skills, speaking skills, and reading comprehension.

In relation to educational news articles from BBC.com, the participants reported that they frequently encountered and identified auxiliary and action verbs while reading. The analysis shows that the respondents recognized the role of auxiliary verbs in indicating tense, mood, and sentence structure, whereas action verbs helped them identify the main events and actions discussed in the articles. Several participants stated that recognizing these verbs improved their comprehension of the texts because they could follow the flow of information more

effectively.

The interview data further indicate that the participants experienced several challenges in understanding and using auxiliary and action verbs within educational news contexts. One major difficulty involved interpreting auxiliary verbs in complex sentence structures, especially when they appeared in passive voice constructions or in combination with multiple clauses. Modal auxiliaries such as *might*, *could*, and *would* were also considered difficult because they express nuances of possibility and uncertainty.

Regarding action verbs, the participants reported difficulties related to unfamiliar vocabulary, technical terminology, and figurative meanings commonly found in educational articles. Some respondents explained that action verbs in academic or journalistic contexts often carried specialized meanings, making interpretation more demanding. The findings indicate that comprehension difficulties were not only caused by grammatical structure but also by lexical complexity and contextual variation.

The participants also explained that identifying auxiliary and action verbs supported their comprehension of educational news articles. Auxiliary verbs helped them determine tense, voice, and modality, enabling them to identify whether events occurred in the past, present, or future. At the same time, action verbs highlighted the main activities and events presented in the articles. This suggests that the participants used verb identification as a strategy to interpret meaning, organize information, and follow the progression of ideas within the text.

In terms of learning strategies, the participants employed various techniques to recognize and learn auxiliary and action verbs. Common strategies included highlighting verbs while reading, analyzing sentence structures, breaking down complex sentences, rereading difficult passages, and creating vocabulary lists. Some respondents also reported using dictionaries, grammar applications, online platforms, and educational videos to reinforce their understanding. These findings indicate that the participants combined contextual reading practices with explicit grammar-focused learning strategies.

The interview responses further demonstrate that the participants actively applied their understanding of auxiliary and action verbs in both writing and speaking activities. Auxiliary verbs were mainly used to construct grammatically accurate sentences, express tense relationships, form questions, and produce negative statements. Meanwhile, action verbs were used to convey actions more clearly and precisely. The findings suggest that the participants associated correct verb usage with improved clarity, fluency, and confidence in communication.

Regarding improvement strategies, the participants recommended continuous exposure to grammar exercises, educational articles, online learning applications, grammar books, and multimedia resources such as videos and podcasts. BBC Learning English, grammar-focused applications, and educational news articles were frequently mentioned as useful resources for strengthening verb comprehension. These responses indicate that the participants viewed repetitive practice and authentic language exposure as important factors in developing grammatical competence.

The findings also reveal that BBC.com educational news articles were perceived as effective learning resources for understanding auxiliary and action verbs. The respondents stated that the articles provided authentic examples of verb usage in formal and professional contexts. Through repeated exposure to various sentence structures, tenses, and academic vocabulary, the participants felt that their grammatical awareness and comprehension skills improved.

Overall, the interview data indicate that the participants considered auxiliary and action verbs highly significant for achieving English fluency. The respondents consistently emphasized that these verbs form the foundation of sentence construction, support grammatical accuracy, and facilitate effective communication in both spoken and written English. The findings demonstrate that mastery of auxiliary and action verbs was perceived not only as a grammatical requirement but also as an essential component of language comprehension and communicative competence.

## 2. Data Findings

### 2.1 Auxiliary and Action Verb Types in Educational News Articles

The data findings reveal that the news articles predominantly employed action verbs compared to auxiliary verbs. Across the 96 educational news articles, a total of 1,845 action verbs were identified, while auxiliary verbs appeared less frequently, consisting of 591 primary auxiliary verbs and 328 modal auxiliary verbs. The dominance of action verbs indicates that the news texts mainly focused on reporting actions, events, processes, and activities related to educational issues. Verbs such as *begin*, *continue*, *close*, *expand*, *launch*, *improve*, and *develop* contributed to presenting the news dynamically and descriptively. The frequent use of action verbs also reflects the informative nature of news discourse, where journalists emphasize ongoing actions and factual developments occurring within educational institutions and policies.

Among the three categories, action verbs constituted the highest frequency with 1,845 occurrences. This was followed by primary auxiliary verbs with 591 occurrences, while modal auxiliary verbs appeared least frequently with 328 occurrences. The findings demonstrate that educational news articles relied more heavily on lexical verbs than grammatical supporting verbs in constructing information. Several articles showed particularly high frequencies of action verbs. For example, the article entitled *"Artist call for greater focus on black British music in schools"* contained 57 action verbs, which was the highest number among all articles. Similarly, *"VAT change is existential threat to private school-head teacher"* contained 55 action verbs, while *"Children to stay in education or training until 18"* contained 41 action verbs. These findings suggest that longer and more issue-oriented news articles tended to employ more action verbs to elaborate events, arguments, and reported activities.

In terms of primary auxiliary verbs, the article *"I'm Traveller and too anxious to go to school"* showed the highest frequency with 20 occurrences. Other articles with relatively high frequencies included *"SEND parent calls for VAT delay on school fees"* with 16 occurrences and *"Town in 'dire need' of secondary school places"* with 13 occurrences. The findings indicate that primary auxiliary verbs were commonly used to construct tense, aspect, and passive forms within the news reports. Regarding modal auxiliary verbs, several articles displayed relatively high frequencies. The articles *"Decision to fence off fields for school overturned"*, *"Education has failed LGBT pupils, politician told"*, *"Universities cut jobs to close funding black hole"*, *"Children to stay in education or training until 18"*, and *"Artist call for greater focus on black British music in schools"* each contained seven modal auxiliary verbs. This finding suggests that modal auxiliaries were employed to express possibility, obligation, prediction, recommendation, and institutional stance within educational reporting.

The findings also show variation in verb distribution among articles. Some articles contained relatively balanced frequencies between auxiliary and action verbs, while others demonstrated a strong dominance of action verbs. For instance, *"Free school meals trial feeds*

*20,000 more children*” only contained two action verbs, representing the lowest frequency in the dataset. In contrast, articles discussing policy debates, institutional crises, or educational reforms tended to contain higher frequencies of both auxiliary and action verbs. Overall, the data findings demonstrate that action verbs were the most dominant verb type used in the educational news articles, followed by primary auxiliary verbs and modal auxiliary verbs. The variation in frequency reflects differences in article length, complexity of issues, and communicative purposes in presenting educational news discourse.

## **2.2 Students' Perception**

The interview findings show that the participants generally demonstrated a good level of familiarity with auxiliary verbs and action verbs in English grammar. Most respondents explained that auxiliary verbs function as helping verbs that support the main verb in expressing tense, mood, questions, negatives, and modality. Meanwhile, action verbs were identified as verbs that describe actions, activities, or events performed by the subject. Several participants stated that they had learned these grammatical elements since elementary school and continued developing their understanding at the university level.

The findings also indicate that the participants perceived auxiliary and action verbs as important components in the English learning process. The respondents mentioned that understanding these verbs helped them construct grammatically correct sentences, improve writing and speaking skills, and communicate ideas more clearly. Auxiliary verbs were frequently associated with tense formation and sentence structure, while action verbs were linked to expressing activities and events more specifically.

Regarding the application of auxiliary and action verbs in educational news articles from BBC.com, most participants reported that they often identified these verbs while reading. The respondents stated that auxiliary verbs helped them recognize tense and sentence patterns, whereas action verbs assisted them in understanding the main ideas and actions discussed in the articles. Several participants explained that noticing these verbs improved their reading comprehension and helped them follow the flow of information in the text more easily.

The findings further reveal that the participants encountered several challenges in understanding and using auxiliary and action verbs in educational news contexts. For auxiliary verbs, the respondents mentioned difficulties related to complex sentence structures, passive voice constructions, modal verbs, and tense interpretation. Some participants explained that auxiliary verbs became difficult to identify when combined with multiple clauses or unfamiliar grammatical patterns.

In terms of action verbs, the participants reported difficulties related to unfamiliar vocabulary, scientific terminology, figurative meanings, and context-dependent interpretations. Several respondents stated that some action verbs used in educational articles were difficult to understand because they carried specialized or abstract meanings.

The interview findings also show that identifying auxiliary and action verbs helped the participants better understand educational news articles. Auxiliary verbs assisted them in recognizing tense, mood, and sentence structure, while action verbs highlighted the central activities and events discussed in the text. The respondents explained that identifying these verbs enabled them to follow the meaning and organization of the articles more effectively.

In relation to learning strategies, the participants employed various methods to recognize and learn auxiliary and action verbs. Common strategies included highlighting verbs while reading, analyzing sentence structures, taking notes, creating vocabulary lists, rereading difficult

sentences, and using contextual clues. Some respondents also mentioned using dictionaries, grammar applications, online platforms, grammar books, and educational videos to strengthen their understanding of verb usage.

The findings additionally reveal that the participants applied their understanding of auxiliary and action verbs in both writing and speaking activities. Auxiliary verbs were commonly used to form questions, negatives, passive voice constructions, and tense patterns, while action verbs were used to describe actions more clearly and specifically. Several participants stated that correct verb usage improved their fluency, confidence, and effectiveness in communication.

Concerning improvement suggestions, the respondents recommended grammar exercises, educational articles, grammar books, online learning applications, videos, podcasts, and grammar-focused websites as useful resources for improving understanding of auxiliary and action verbs. BBC Learning English, online quizzes, grammar applications, and educational news articles were frequently mentioned as helpful learning tools.

The findings also demonstrate that the participants considered BBC.com educational news articles effective for learning and practicing auxiliary and action verbs. The respondents explained that the articles provided authentic examples of verb usage in professional and formal contexts. They also stated that exposure to various sentence structures, tenses, and vocabulary through BBC.com articles improved their grammar awareness and comprehension skills.

Overall, the interview findings indicate that the participants regarded auxiliary and action verbs as highly significant for achieving English fluency. The respondents consistently emphasized that mastery of these verbs supported grammatical accuracy, sentence construction, reading comprehension, speaking fluency, and effective communication in English.

### **3. Discussion**

The findings of this study demonstrate that action verbs were the most dominant verb type employed in educational news articles from BBC.com, followed by primary auxiliary verbs and modal auxiliary verbs. The dominance of action verbs indicates that educational news discourse primarily focuses on presenting actions, events, developments, and processes related to educational issues. This finding aligns with the communicative purpose of news discourse, which emphasizes the delivery of factual information and dynamic events to readers. Action verbs such as *develop*, *launch*, *improve*, *expand*, and *continue* functioned to construct a sense of movement and progression within the news texts. Creswel & Creswel, (2018)

From a grammatical perspective, the frequent use of action verbs reflects the role of lexical verbs as the central element of clause construction. According to Halliday's functional grammar, experiential meanings in discourse are commonly realized through processes represented by verbs. In this study, action verbs predominantly represented material processes because the educational news articles mainly reported institutional actions, educational reforms, policy implementation, and social activities. Therefore, the high frequency of action verbs suggests that the news texts emphasized concrete actions and observable events as the primary means of constructing information.

The findings also reveal that primary auxiliary verbs appeared frequently in the educational news articles. Primary auxiliaries such as *be*, *have*, and *do* were mainly used to construct tense, aspect, passive voice, and interrogative structures. Their occurrence demonstrates the grammatical complexity of educational news discourse, particularly in presenting temporality and factuality. The use of passive constructions, for instance, enabled journalists to foreground events, policies, or institutional actions rather than individual actors. This finding supports the

view that news discourse often prioritizes objectivity and informational focus through passive grammatical structures. Brown, (2000)

Modal auxiliary verbs were found less frequently than primary auxiliaries and action verbs; however, they still played an important role in constructing meanings within the educational news texts. Modal auxiliaries such as *might*, *could*, *should*, and *would* were used to express possibility, obligation, recommendation, prediction, and uncertainty. Richard & Rodgers, (2014) Their presence indicates that educational news discourse does not merely report facts but also presents evaluations, projections, and institutional stances regarding educational issues. The use of modality reflects how journalists position information carefully, especially when discussing educational policies, social problems, and future developments. This finding is consistent with functional linguistic perspectives which argue that modality serves as an interpersonal resource for expressing attitudes and degrees of certainty in discourse.

The variation in verb frequencies among articles further demonstrates that linguistic choices were influenced by the topic and communicative purpose of the articles. News articles discussing educational crises, policy debates, institutional reforms, or social concerns tended to contain higher frequencies of both action verbs and auxiliary verbs because they required more detailed explanations of actions, processes, and evaluations. In contrast, shorter informational articles tended to employ fewer verbs overall. This variation suggests that verb distribution was closely related to the complexity and informational density of the news texts.

The interview findings support the quantitative findings by showing that students recognized the importance of auxiliary and action verbs in understanding educational news discourse. Most participants demonstrated a good understanding of the grammatical functions of auxiliary and action verbs and perceived them as essential elements for constructing meaning in English. The students explained that auxiliary verbs helped them identify tense, modality, and sentence structure, while action verbs enabled them to understand the main events and actions discussed in the articles.

These findings indicate that verb identification contributed significantly to reading comprehension. Nation, (2013) By recognizing auxiliary verbs, students were able to interpret the temporal and modal meanings embedded in the texts, while action verbs helped them identify the central information and progression of ideas. This supports discourse-based theories of reading comprehension which argue that grammatical awareness facilitates textual interpretation and meaning construction. The findings suggest that understanding verb functions assists readers in processing information more effectively, especially in formal and academic texts.

The participants also reported several challenges in understanding auxiliary and action verbs within educational news contexts. Difficulties related to auxiliary verbs mainly involved passive voice constructions, complex sentence patterns, and modal meanings, whereas difficulties related to action verbs were associated with unfamiliar vocabulary, technical terminology, and figurative language. These findings demonstrate that comprehension difficulties in educational news discourse involve both grammatical and lexical dimensions. Hoey, (2005)

The challenges identified by the participants further indicate that educational news articles contain relatively complex linguistic structures that may require higher levels of grammatical and lexical competence. Educational journalism frequently employs formal language, abstract terminology, and complex clause structures to discuss policy issues and institutional

developments. Consequently, readers who possess stronger grammatical awareness are more likely to comprehend such texts effectively.

The findings additionally reveal that the participants employed various strategies to improve their understanding of auxiliary and action verbs, including highlighting verbs, analyzing sentence structures, rereading texts, and using grammar-focused learning resources. These strategies indicate that students actively engaged in both contextual and explicit grammar learning. The use of authentic materials such as BBC.com articles also suggests that exposure to real-world discourse can support grammatical development and reading comprehension simultaneously. Zeid, (2004)

Furthermore, the participants perceived BBC.com educational news articles as effective resources for learning grammar in authentic contexts. The articles exposed students to various sentence structures, tenses, and vocabulary items, enabling them to observe how auxiliary and action verbs function naturally in professional discourse. This finding supports communicative and discourse-based approaches to language learning, which emphasize the importance of authentic texts in developing grammatical competence and language fluency.

Overall, the findings of this study demonstrate that auxiliary verbs and action verbs play significant roles in constructing educational news discourse and supporting reading comprehension. Action verbs functioned predominantly as representations of actions and processes, while auxiliary verbs contributed to grammatical organization, modality, and textual clarity. At the same time, students perceived mastery of these verbs as essential for improving comprehension, fluency, and communicative competence in English.

## **CONCLUSION**

Based on the research, online newspapers, especially BBC.com, provide updated and accurate information that can also be used as a learning medium in English language studies. This study focuses on identifying and classifying auxiliary verbs and action verbs found in educational news articles on BBC.com in 2024 and exploring students' perspectives regarding their use. Using a descriptive research design, the findings are expected to show that educational news articles contain various forms of auxiliary and action verbs that can support students in understanding English grammar in authentic contexts. In addition, students' responses through questionnaires and interviews indicate that online newspapers can help improve grammar learning and reading motivation. Therefore, online media such as online newspapers can be effectively integrated into the teaching and learning process, especially for learning English grammar. Teachers are encouraged to use online newspaper articles as learning materials, while students are encouraged to increase their interest in reading online news to strengthen their understanding of auxiliary and action verbs.

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