AN ERROR ANALYSIS IN USING MODAL AUXILIARY VERBS OF THE EIGHT GRADE STUDENTS AT SMP MUHAMMADIYAH 05 MEDAN

SKRIPSI

Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

LELI LESTARI PARINDURI
NPM 1302050203

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017

ABSTRACT

Leli Lestari Parinduri, 1302050203: "An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan" English Education Program of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan 2017

This research was carried out to investigate An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan. The Objectives of the research were 1) to find out the types of errors is made by students in using modal auxiliary verbs, 2) to find out the dominant types of errors is made by students in the uses of modal auxiliary verbs. The population of this research were 8th grade students at SMP MUHAMMADIYAH 05 MEDAN, which consist of 35 students and distributed one class (VIII-A), and by using total sampling technique, 35 students were taken as sample. This was a class which applied the descriptive quantitative method. The instrument used to collect the data was a test consist of 20 multiple choice. The findings showed the occurences of error addition was 336 or 74.17%, the occurences of error omission was 40 or 8.83%, the occurences of error substituion was 2 or 0.44%, and the occurences of error reordering was 75 or 16.55%, occurences which totaled 453 occurences. The most dominant error made by the students were 336 addition error or about 74.17%.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

In the name of Allah, The Most Gracious And The Most Merciful. Firstly, the researcher would like to thank Allah swt who has blessed and has given her chances in finishing her study. Secondly, blesing and peace be upon to our prophet Muhammad SAW, who has brought us from the darkness into the lightness era.

Thirdly, the researcher would like to thank her beloved parents, **Awaluddin Parinduri** and **Nur Hayati Purba** for their love, prayer, and great support both material and moral before, during and after her study. And Her beloved older sister, **Irma Sri Mulyati Parinduri S.Kom, Siti Magdalena Parinduri S.E and her beloved younger brother M. Imam Rizky Ayanda Parinduri** and big family who have given support and pray.

The researcher antitled "An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan", Therefore the researcher would like to thanks :

1. Dr. Agussani M.AP, the rector of University of North Sumatera .
2. Dr. Elfrianto Nasution, S.Pd, M.Pd the dean of Faculty Of Teacher Training And Education who has given recommendation to carry out this research

3. Mandra Saragih, S.Pd, M.Hum the head of English Education program and Pirman Ginting S.Pd, M.Hum the secretary of English Education program for their suggestion and administrative help in the process of completing the necessary requirement.

4. Khairil, S.Pd, M.Hum her supervisor who has given suggestions, ideas, criticims, and guidance in writing this research.

5. All of lectures especially those of English Education Program who have given their valuable knowledge during academic year in UMSU

6. Her dearest best friends, Sriyanda Resta, Ria Zainatun Manik, Lusiana Sembiring, Ayu Safitri, Malinda, Vera, Indah, Juwanti, Lulu. And all of my younger sister in Rumazah, Helia, Yuni, Mia, Icha, Kojhung, Bona, Amal, Uli, Mar, Karina, Sari.

7. All of friends in class D-Morning 2013-2017 who have given help, support and motivation.

8. People who can not be mentioned in this very limited space.

Finally, the researcher hopes that her research will be useful for the readers, especially the students of English Education Program and also for the researcher. May Allah bless all of us. Amiin yaa rabbal 'alamin.

Medan,   April 2017

The researcher

<u>LELI LESTARI PARINDURI</u>

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of The Study

Grammar is the set of structural rules governing the composition of sentence, clause, phrases, and words in any give natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology. It is necessary to learn about grammar, because it can be help foster precision, detect ambiguity, exploit the richness of expression available in English. By knowing the grammar itself, we can gain greater control over the way in shaping the words into sentences then sentences into the paragraphs. Ultimately, learning grammar is the way an effective.

However, grammar is important for the students. Based on the researcher experience in practice teaching learning (PPL), researcher found many errors in the used modal auxiliary verbs. Especially, students' of SMP Muhammadiyah 05 Medan. Because in English, grammar is important. Most modal have more than one functions. Therefore, most students said that modal auxiliary verbs are difficult. The students who study modal auxiliary verbs in the first time, they will be confuse to answer questions about modal auxiliary verbs based on the grammar forms and social function on their meanings. They need more time to think what the appropriate answer. No wonder that the students receive failing grades in grammar. If we want to try ask them, so many student will say that they need more time to do it. Especially, as we know that there are some types of error.

Sometimes, many students will be confuse when their teacher gave some questions or sentences about types of error itself. It will be one factor the students make a mistake when they will try to answer the question about it.

Based on the researcher set out to choose the title "An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan" in as much as the topic is interesting in the most of the students make error in answering the question of modal auxiliary verbs. Moreover, this topic is important because this topic will prevail or uncover the heart of the problems concerning the uses of modal auxiliaries as well as provide possible solution of them.

The researcher hopes can help the student especially of SMP Muhammadiyah 05 Medan, researcher interest in this field in junior high school or whoever have access to this researchers to be aware that there is a great demand in practicing for the uses of modal auxiliary verbs in the real life communication either in oral on written as a sole way of matering them.

B. The Identification of the Problem

The problem of this research were identified as follows

1. The types of the errors made by students in the using modal auxiliary verbs.

2. The dominant types of the errors is made by students in the uses of modal auxiliary verbs.

3. The difficult students in using modal auxiliary verbs.

C. The Scope and Limitation

Based on the problems above, the scope of this research is focused on grammar and it were limited to the use of can, could, will and would.

D. The Formulation of the Problem

The formulation of the problems were stated as follows :

1. What is the types of errors are by students in using modal auxiliary verbs?

2. What is the dominant type of errors made by students in using modal auxiliary verbs?

E. The Objectives of the Study

The objectives of this study were focused on :

1. to find out the types of errors made by students in using modal auxiliary verbs.

2. to find out the dominant types of errors made by students in the using modal auxiliary verbs.

F. The Significance of the Study

Theoretical

1. Theoretically the finding of the research will be relevant for enriching theories of the use of modal auxiliaries

Practically

Especially :

1. For teacher, they will pay attention to the errors that student make in using modal auxiliary verbs.

2. For students, they will avoid the errors when using modal auxiliary verbs. So, they will not make the same mistake in the future.

3. For readers, they will get knowledge about modal auxiliary verbs.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoritical Framework

1. Error

According to Brown, H.D. (2007) that "An error reflects the competence of the learners". While mistake can be self-corrected and error cannot be- self-corrected". It means that mistake refers to the student error based on the allegation that one or the failure to use a particular system are already known. The student is already recognized, know, and understand certain pattern in the use of language to be used. But because of the 'Slip of tongue', irregular grammar, errors in recall or even physical factors such as fatigue and unbridled emotion. While the error refers to the students' mistakes in terms of understanding. So, an error which appears here is not because students are experiencing techniqal factors such as the 'slip of tongue' but the error is an error that appears here shows that students' do not recognized, know, and understand the patterns of language use.

To distinguish between error and mistakje is to check the error back to the students concerned. If he is able to recognize and correct the made, the indicates that the error made is "Error In Performance" which means the mistake is a mistake. Whereas if the student is not able to recognize and correct a mistake made significant mistakes is an "Error In Competence" which means error.

1.1 The Causes of Error

The cause of errors can be devide into three categories namely Brown (2002: 224)

There are causes of error, they are :

1. Error that causes by the interface of the learners native language called intralingual interference

2. Errors that are caused by the learners difficulties to understand the target language itself. They are called interlingual interference.

3. Errors that are caused by the learners carelesness.

    The causes of error above will be explain below :

a. **Intralingual interference**

    The interferences of native language (first language interference) are a cause of the error when the learners transfer the native language system into the target language system. In this case, the learner are not aware of the differences between the system of the two languages.

    For instance, in using modal auxiliary verbs. In Indonesia to tell the ability in the present and past uses the some modal auxiliary verbs that is can : Saya dapat bermain sulap ketika saya muda. But in English student make I (saya) can (dapat) play (bermain) juggle (sulap) when (ketika) I (saya) was young (muda). This is incorrect because their translate the statement with Indonesia system. It happens because the student do not understand the difference between Indonesia and English system. That is in English system to tell the ability in the past is not

use can but could. And some student who understand about the modal auxiliary verbs system will make correct answer : I could juggle when I was young.

b. Interlingual Interference

Interlingual interference is a cause of errors where the learners transfer their native speaker system into the language system. Interlingual interference is called as interlingual, which is defined by Brown (2002: 225) as the systematic linguistic bahaviour of the learners of second or other language

c. Careleness

It also often closely relate to lack of motivation. Many teachers will admit that is not always the students' fault if they loses interest, perhaps the materials and style presentation do not suit him.

1.2 Types of Error

According to Corder (2000: 12) error can be classify into four types base on superficial basis as follows :

a. Addition

It is phenomenon in which a certain aspect of language rules is add into correct word order (correct sentences). In other word, some elements are present which should not be there.

Example   : Perwita a good student

Should be   : perwita is a good student

b. Omission

It is sentence which one of its aspects (words) substituation by another.

Example   : I went to movie

Should be   : I went to watch movie

c. Subtituation

It is sentence which one of its aspects (words) substituation by another.

Example   : My body is not delicious

Should be   : My body is not good

d. Reordering

It is a sentence, which its order is incorrect (the words are not in right order). The sentence can be right in present elements, but wrongly sequence.

Example   : What a good girl is she

Should be   : What a good girl she is

2. Error Analysis

Error can occur in grammatical, phonological, and semantic level. Foreign language teacher should realize that errors made by the students ned to be analyzed, that is by conducting error analysis. Error analysis may be carried out in order to find out how well someone knows the language and how someone learns a language to obtain information on common difficulties in language learning as an aid in teaching on in the preparation of teaching materials. Therefore, by analyzing the learners error, we can predict the errors and the difficulties in

learning foreign language. So, error analysis describes and explains systematically the learner's error in using the language.

Error analysis is a way to study the difficulties encountered by a second language learner, examines the actual error produce by the learner in the target language. Error analysis distinguish between errors, which are systematic, and mistake which are not. They often seek to develop a typology of errors. Error analysis is best with methodological prblems. Brown (2003: 206) identifies the fact jthat learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners called error analysis. Whereas, according to Richard (2004: 29) error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in sample, describing jthese errors, classifying them according to their hyphothesize causes, and evaluating their seriousness. Error analysis can deal effectively only with learner production (speaking and writing) and not with learner reception (listening and reading). Furthermore, it cannot account for learner use communicative strategies such as avoidance, in which learner simply do not use a form with which they are uncomfortable.

2.1 Procedure of Error Analysis

In eror analysis research, there are some analysis procedures that are suggested by tjhe experts. Corder in Richard book's (2004: 48) proposes five

steps, they are : collection of sample of learner's language, identification of errors, description of errors, explanation of errors, and evaluation of errors. While Brown (2003: 167-169)j devides the procedure of error analysis into two steps only. The first step is identifying the error, and the second step is describing the error.

2.2 The Use of Error Analysis

Errors provide information for the teacher about how much the learner has learn, provide the researcher with evidence of how language is learn, and served as devides by which the learner discover the rules of the target language. The same opinion is proposed by Norish (2005: 80). He states that an error analysis can give a picture of the type of difficulty learners are experiencing. He further explains that by using error analysis as a monitoring device, the teacher can asses more objectively how teaching is helping his students.

3. Grammar

According to Framkin et al (2003: 14) the vocabulary of words is studied by lexiocology and the regulating rules of word and sentence formation are studied by grammar. What is grammar? The word grammar derives from Greek and means "art of letters" (grammar, letter). The term "grammar is used in two meanings. On the one hand, in its wide sense, the term refers to the explicit theory constructed by the linguist to describe the speaker's linguistic competence**.**

According Fromkin et al (2003: 11), when you know a language, you can speak and understood by others who know the same language. Knowledge of a language enables you to combine words to form phrases, and phrases to form sentences. But not every string of words constitutes a weel-formed sentence in a language. Therefore, in addition to knowing the words of the language, linguistic knowledge includes rules for their combination to form sentences and make your own judgements. These rules must be limited (finite) in length and number so that they can be store in our brains.

4. Modal Auxiliary Verbs

In accordance with the random House Unabridged Dictionary (S.V"modal auxiliary"), "modal auxiliary verbs or helping verbs that can modify the grammatical mood (or mode) of a verb". Further, Longman's Dictionary (S.V"modal"), "Modal is defined as any of the auxiliary vebs which indicated attitude of thenspeaker or writer towards the state or event expressed by another verb, i.e. which different types of modality. In addition, Azar (1993 :44) explain that modal auxiliary are helping verb that express a wide range of meaning (ability, permission, possibility, necessity, ect)

Thus, modal auxiliary verbs are helping verbs are that use to express the same kinds of semantic coloring as verbs in the subjunctive mood

4.1 Characteristics of Modal Auxiliary Verbs

Below are some Characteristics of Modal Auxiliary Verbs :

1. Modal Auxiliary verbs is finite. It means that in a sentence the modal auxiliary verb is not preceded by another verb.

2. Modal auxiliary verb not only functions as grammatical function, but also has cetain meaning if it is use as main verb.

3. Modal auxiliary verb does not distinguist the subject, like third person singular with other subject, such as first person singular, second person singular, and first person plural and third person plural. Therefore, the main verb or the modal auxiliary verb in the third person singular has no inflection.

4. Modal auxiliary verb is followed by infinitive without to.

5. Modal auxiliary verb is usually use in present tense.

6. Modal auxiliary verb more than one meaning.

4.2 Types of Modal Auxiliary Verbs

The types of modal auxiliary verbs are :

1. Can and Could

2. Will and Would

3. Shall and Should

4. May and Might

5. Must and Have to

6. Ought to and had better

7. Used to

4.3 The Use of Modal Auxiliary Verbs

a. **Can and Could**

Can mean be able to. Can refer to the present and future. Can also express possibility and in informal speech is use to request and grant permission. Therefore, can indicate ability, either physical or mental. Also used to indicate permission. The compound or perfect form (can + have + a past participle) reers to a possibility in the past.

For example :

1. It can snow in April (possibility)
2. The party can not have been planned for 02:00 a.m (passive form)

Could refers to present, past and future. Also, could is used as a past form can in all its meaning. Could is also used in a noun clause (to replace can) when the verb in the main clause in the past tense. Could expresses ability in the past, subject to certain condition which probably do not exist.

Also could is used to request permission. It is somewhat more formal and polite than can. And could express the possibility. So, could have at least three distinct functions. First, it is often replace can. Second could functions as a kind of past tense for can, though could does not function grammatically like any

regular past simple verb. Third, could carries the same meanings a might or may in the present. That is, coould suggest that something is possibility.

For example :

1. When I was sixteen, I could dance all right (ability in the past)
2. Jhon is not the office today, he could be sick (possibility)

b. Will and Would

Will is used in the simple future construction. Formely, shall used with I and we and will used with I, you, we, they, he, she, and it. In certain situations, this order is reversed. Consider the shall usage strictly formal, it is always safe and correct to make a polite a request. Also, will is used to express strong determination and negative of will may express refusal.

For example :

1. I will may or whatever you thing well. (mild promise)
2. I will pass this course (strong determination)

Would express the result of condition in a contrary-to-fact situaliton.the clause in which it occurs is preceded or followed by an if clause. In the introgative, would may inquire as to someone's willingness to do something, ask jabout someone's preferences or invite someone to do something. Also, would express an idea of willingness and determination in reported or indirect discourse. It replaces will in indirect speech after past tense main verbs. In addition, would express a habitual or castumary action in the past.

For example :

1. If I was rich, I would buy that house for you. (contrary to fact)

2. When I was young, my grandfather would tell me stories. (habitual in the past).

4.4 The Form of Modal Auxiliary Verbs

Modals have only one basic form. They are formed by modal + simple present verb. An important fact to note about modal is that there is no third person singular form, therefore, formation rules are relatively easy to learn.

Table 2.1

Positive

Rule	Example
Modal + simple present verb	The trapeze artist can perform many stunts
Modal + simple present verb + time indicator	The trapeze artist performed at 03.00, and they will perform again at 08.00

Modals change that way verbs are form within the verb phrase. As mention above, modals are not marked for tense, so they take the place of tense within the whole verb phrase. VP – (modal) / (tense) + (perfect) + (progressive) + (verb).

Using this verb phrase rule, we can see how modal expressons are formed using different verb patterns.

Table 2.2

Rule	Example
Modal + simple present verb	The seals must eat a lot of fish during a performance
Modal + perfect + verb	The seals must have eaten all fish while I was gone
Modal + progressive + verb	I must be losing my mind, I just found a full bucket of fish
Modal + perfect + progressive + verb	I must have been day dreaming, I just found two more bucket of fish.

Negative

Modals form the negative by inserting not (or another negative word) between the modal and the nain verb + (modal) / (tense) + not + (perfect) + (progressive) + verb.

Using this verb phrase rule, we can see how negative modal expressions are formed using different verb patterns.

Table 2.3

Rule	Example
Modal + not + simple present verb	The seals must not eat a lot of fish during a performance
Modal + not + perfect + verb	The seals must not have eaten all the fish while I was gone
Modal + not + progressive + verb	I must not be losing my mind maybe my eyesight, I just found a full bucket of fish.
Modal + not + perfect + progressive + verb	I must not have been daydreaming because two bucket full of fish are missing

Interrogative

Modal verb phrase form questions by inversion. Below is an example of the structure of a sentence with a modal and the structure of a question with a modal.

S + [(modal)+(not)+(perfect)+(progressive)+verb]

S + [(modal)+(not)] + S + [(not)

+(perfect)+(progressive)+Verb]+(O/C)+A ?

When forming a question, it is important to remember that is not always necessary. When it is used, it remains next to the main verb, however, question

where modals are used, they are natural question, negative question and word question. See below for examples of the question structure.

(Q)+[(modal)+(not)] + S [(not)+verb]+(O/C) + (A) ?

Table 2.4

Question type	Example
Neutral	Should you give the elephants those peanuts?
Not	Should you not give the elephants those peanuts
Question – word	What should you give the elephants as a treat ?

(Q) + [(modal)+(not)]+S+[(not)+(progressive)+verb]+(O/C)+(A)?

Table 2.5

Question Type	Example
Neutral	Would you have given the monkeys those bananas?
Not	Whould you not have given the monkeys those bananas?
Queation-word	What whould you given the monkeys

	after the performance?

(Q) + [(modal)+(not)]+S+[(not)+(progressive)+verb]+(O/C)+(A)?

Table 2.6

Question Type	Example
Neutral	While I am performing, could you be preparing my next costume?
Not	While I am performing, could you not be getting ready for our act?
Question-word	What could you be doing while I am performing?

(Q)+[(modal)+(not)]+S[(not)+(perfect)+(progressive)+verb]+(O/C)+(A)?

Table 2.7

Question Type	Example
Neutral	Will you have been training for the performance when I arrive tomorrow?
Not	Will you not have been training for the performance when I arrive tomorrow?
Question – word	What will you have been training for

	when I arrive tomorrow?

Note :

S : Subject

Q : Question

O/C : Object

A : adverb

B. Conceptual Framework

Conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. The conceptual framework in this reaserch are:
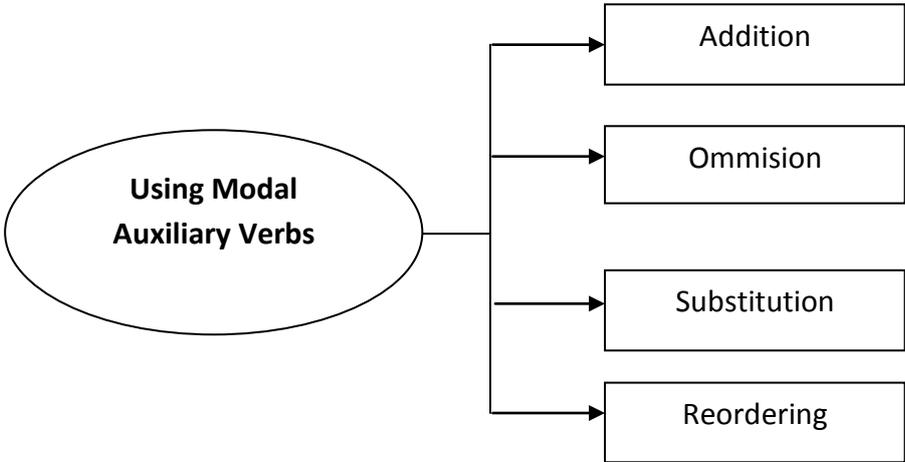
(picture 2.1)

C. Hypothesis

Hypothesis is temporary answers to problems that are still prejudice as they still have to be verified. Hypothesis in this research are

1. Addition has a positive effect on the use of auxiliary verbs.

2. Ommision has a positive effect on the use of auxiliary verbs.

3. Substitution has a positive effect on the use of auxiliary verbs.

4. Reordering has a positive effect on the use of auxiliary verbs.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of Research

This research was conducted at SMP Muhammadiyah 05 Medan, Jl. Bromo Medan. The reason for chosen this location bacause the researcher found the problems about the students error in using modal auxiliary verbs. The research on 20 february 2017.

B. Population and Sample

1. Population

The population of this research was taken from the students of the second grade at SMP Muhammadiyah 05 Medan, Jl. Bromo Medan, who consist of one class, the number of the students are 35 students.

2. Sample

In this research the researcher was taken all of the population as the sample it is consist of 35 students.

C. Research Design

This research was based on descriptive quantitative method which aimed at gathering data of the students in order to know the students' problem. It was concerened with conditions a relationship that exist, opinion that were developing. It was primaly concerened with the present, though it often considers past events and influences as they related to current condition. Descriptive quantitative method was applied in this study. It was used to analyze the students' error in using modal auxiliary verbs.

D. The Technique of Collecting the Data

The questionnaire was one of important sources for data collection. The questionnaire devide into multiple choice, 20 question was given, they were answer with the correct modal auxiliary verbs.

After the researcher explain the instruction to the students. They was given 60 minutes to the test and the students sit was arrange in such away to provent the student from cheating.

E. The Technique of Analyzing the Data

The data was gathered and analyzed by performing descriptive quantitative technique. In analyzing the data, steps were :

1. Giving the written test to the students

2. Checking their answer

3. Identifying the errors

4. Classifying the errors

5. Finding the types of the errors

To get the percentage of the student' right or wrong answer was calculated by using formula (Sugiono, 2008:321)

$$Q = \frac{x}{y} x\ 100\%$$

Where :

Q : the students percentage of correct modal auxiliary verbs

X : the number of correct auxiliary verbs

Y : the data of items test

6. Deciding the dominant types of errors

CHAPTER IV

DATA AND DATA ANALYSIS

A. Description of the Data

The data of the research were the score of the students based on the number of the items that they had answered correctly. Each correct answer was score 20 if the students get the wrong answer scored 0. The following table showed the number of the students get the right and wrong answer.

Table 4.1

The Students' Right and Wrong Answer

No.	Students' Initial	Correct	Incorrect
1	FR	5	15
2	FA	5	15
3	YS	5	15
4	FAR	7	13
5	MRF	4	16
6	AAA	11	19
7	DAA	5	15
8	AS	7	13
9	BA	4	16
10	WAR	5	15

11	SDT	7	13
12	SI	9	11
13	OH	9	11
14	MP	9	11
15	WAW	9	11
16	AA	9	11
17	HH	5	15
18	E	9	11
19	RS	6	14
20	SNA	7	13
21	M	12	18
22	NA	11	9
23	MRA	6	14
24	JF	6	14
25	AR	6	14
26	DD	6	14
27	MMS	6	14
28	MQI	5	15
29	RF	8	12
30	RA	7	13
31	MHAH	7	13
32	HMS	10	10

33	AR	6	14
34	CAF	6	14
35	EH	8	12
Total		247	473

Based on the table above, the total score from the correct answer were 247 and incorrect were 473. Then, the average score from the correct answer were 7.05. To get the score for every right answer, the researcher used the following formula :

$$Q = \frac{x}{y} \, x \, 100\%$$

Students' score $= \frac{11}{20} x \, 100$

Students' score $= 55$

By applying the above formula to all the students, the score of the students were shown in the following table.

Table 4.2

The Students' Score

No.	Students' Initial	Correct	Score
1	FR	5	25
2	FA	5	25
3	YS	5	25
4	FAR	7	35
5	MRF	4	20
6	AAA	11	55
7	DAA	5	25
8	AS	7	35
9	BA	4	20
10	WAR	5	25
11	SDT	7	35
12	SI	9	45
13	OH	9	45
14	MP	9	45
15	WAW	9	45
16	AA	9	45
17	HH	5	25
18	E	9	45
19	RS	6	30

20	**SNA**	7	35
21	**M**	12	60
22	**NA**	11	55
23	**MRA**	6	30
24	**JF**	6	30
25	**AR**	6	30
26	**DD**	6	30
27	**MMS**	6	30
28	**MQI**	5	25
29	**RF**	8	40
30	**RA**	7	35
31	**MHAH**	7	35
32	**HMS**	10	40
33	**AR**	6	30
34	**CAF**	6	30
35	**EH**	8	40
Total		**247**	**1225**

From the table above, showed that the students who got the highest score in the test was 12 correct and 8 incorrect, and the lowest score in the test was 4 correct and 16 incorrect.

B. Data Analysis

In analyzing the data above, this analysis used to main point calculation as the following.

1. The Error Made By The Students In Using Modal Auxiliary Verbs

To make the research easier to understand, the researcher has made the table about the students error in using modal auxiliary verbs. The error can be shown in the table :

Table 4.3

The Students' Error In Using Modal Auxiliary Verbs

No.	Students' Initial									
	FR	FA	YS	FAR	MRF	AAA	DAA	AS	BA	WAR
1	✓	✓	✓			✓	✓	✓	✓	
2	✓	✓	✓		✓	✓	✓		✓	✓
3	✓				✓	✓	✓	✓	✓	✓
4					✓			✓	✓	
5	✓	✓	✓		✓		✓	✓	✓	
6			✓					✓	✓	✓
7	✓	✓	✓			✓	✓		✓	✓
8	✓	✓	✓		✓	✓		✓	✓	✓
9	✓			✓	✓		✓			
10	✓	✓	✓		✓		✓		✓	✓

No.	SDT	SA	OH	MP	WAW	AA	HH	E	RS	SNA
11	✓	✓	✓		✓	✓	✓	✓	✓	✓
12	✓	✓		✓	✓				✓	✓
13	✓		✓		✓		✓	✓		✓
14			✓		✓		✓	✓	✓	✓
15	✓	✓			✓		✓			✓
16	✓	✓			✓	✓	✓	✓	✓	✓
17		✓	✓	✓	✓	✓	✓	✓		
18			✓		✓		✓		✓	✓
19	✓	✓	✓		✓	✓			✓	✓
20	✓	✓	✓		✓		✓	✓	✓	✓

The Students' Error In Using Modal Auxiliary Verbs

No.	Students' Initial									
	SDT	SA	OH	MP	WAW	AA	HH	E	RS	SNA
1	✓	✓	✓			✓	✓		✓	
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓		✓		✓	✓		
4	✓				✓	✓	✓	✓		
5	✓			✓			✓		✓	✓
6	✓	✓	✓				✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓		✓	✓

No.	M	NA	MRA	JF	AR	DD	MMS	MQI	RF	RA
8				✓					✓	
9	✓	✓	✓	✓	✓	✓	✓		✓	✓
10	✓	✓	✓	✓	✓	✓		✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓		✓	✓
12								✓		✓
13	✓						✓			
14								✓	✓	
15		✓	✓	✓		✓	✓		✓	✓
16	✓	✓	✓	✓	✓	✓	✓	✓		✓
17	✓	✓	✓	✓		✓	✓		✓	✓
18								✓		✓
19	✓			✓	✓	✓	✓		✓	✓
20					✓			✓		

The Students' Error In Using Modal Auxiliary Verbs

No.	Students' Initial									
	M	NA	MRA	JF	AR	DD	MMS	MQI	RF	RA
1	✓	✓	✓	✓	✓	✓	✓	✓		✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3			✓				✓		✓	✓
4			✓	✓	✓	✓	✓	✓		

5		✓							✓	✓
6	✓									
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8			✓	✓	✓	✓		✓	✓	
9			✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓		✓	✓	✓	✓	✓		✓
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12		✓							✓	
13									✓	
14			✓	✓	✓	✓		✓	✓	
15			✓	✓	✓	✓	✓			✓
16	✓	✓	✓	✓	✓	✓	✓	✓		✓
17			✓	✓	✓	✓	✓			✓
18	✓	✓					✓	✓	✓	
19			✓	✓	✓	✓	✓	✓	✓	✓
20			✓	✓	✓	✓	✓			✓

The Students' Error In Using Modal Auxiliary Verbs

No.	Students' Initial				
	MHAH	HMS	AR	CAF	EH
1	✓				
2	✓	✓	✓	✓	✓
3	✓				
4		✓	✓		
5		✓		✓	✓
6				✓	
7	✓	✓	✓	✓	✓
8	✓		✓	✓	✓
9	✓	✓	✓	✓	
10	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓
12			✓		✓
13				✓	✓
15			✓		
16	✓		✓		
17	✓		✓	✓	✓
18	✓	✓	✓	✓	
19	✓			✓	✓
20	✓	✓	✓	✓	✓

Table 4.4

The Analysis on The Item Text

Item Number	Correct	%	Incorrect	%
1	12	34.29%	23	65.71%
2	2	5.71%	33	94.29%
3	17	48.57%	18	51.43%
4	19	54.29%	16	45.71%
5	17	48.57%	18	51.43%
6	22	62.86%	13	37.14%
7	4	11.43%	31	88.57%
8	15	42.86%	20	57.14%
9	10	28.57%	25	71.43%
10	6	17.14%	29	82.86%
11	2	5.71%	33	94.29%
12	23	65.71%	12	34.29%
13	24	68.57%	11	31.43%
14	20	57.14%	15	42.86%
15	15	42.86%	20	57.14%
16	5	14.29%	30	85.71%
17	10	28.57%	25	71.43%
18	20	57.14%	15	42.86%
19	8	22.86%	27	77.14%

20	15	42.86%	20	57.14%

The table showed that :

1. In answering item no 1, there were 12 students (34.29%) answered correctly and around 23 students (65.71%) answered incorrect.

2. In answering item no 2, there were 2 students (5.71%) answered correctly and around 33 students (94.29%) answered incorrect.

3. In answering item no 3, there were 17 students (48.57%) answered correctly and around 18 students (51.43%) answered incorrect.

4. In answering item no 4, there were 19 students (54.29%) answered correctly and around 16 students (45.71%) answered incorrect.

5. In answering item no 5, there were 17 students (48.57%) answered correctly and around 18 students (51.43%) answered incorrect.

6. In answering item no 6, there were 22 students (62.86%) answered correctly and around 13 students (37.14%) answered incorrect.

7. In answering item no 7, there were 4 students (11.43%) answered correctly and around 31 students (88.57%) answered incorrect.

8. In answering item no 8, there were 15 students (42.86%) answered correctly and around 20 students (57.14%) answered incorrect.

9. In answering item no 9, there were 10 students (28.57%) answered correctly and around 25 students (71.43%) answered incorrect.

10. In answering item no 10, there were 6 students (17.14%) answered correctly and around 29 students (82.86%) answered incorrect.

11. In answering item no 11, there were 2 students (5.71%) answered correctly and around 33 students (94.29%) answered incorrect.

12. In answering item no 12, there were 23 students (65.71%) answered correctly and around 12 students (34.29%) answered incorrect.

13. In answering item no 13, there were 24 students (68.57%) answered correctly and around 11 students (31.43%) answered incorrect.

14. In answering item no 14, there were 20 students (57.14%) answered correctly and around 15 students (42.86%) answered incorrect.

15. In answering item no 15, there were 15 students (42.86%) answered correctly and around 20 students (57.14%) answered incorrect.

16. In answering item no 16, there were 5 students (14.29%) answered correctly and around 30 students (84.71%) answered incorrect.

17. In answering item no 17, there were 10 students (28.57%) answered correctly and around 25 students (71.43%) answered incorrect.

18. In answering item no 18, there were 20 students (57.14%) answered correctly and around 15 students (42.86%) answered incorrect.

19. In answering item no 19, there were 8 students (22.86%) answered correctly and around 27 students (77.14%) answered incorrect.

20. In answering item no 20, there were 15 students (42.86%) answered correctly and around 30 students (57.14%) answered incorrect.

2. **The error of students made were classified into four types of error.**

The table below showed the occurences of error. It was found that the table below showed the occurance of error by students.

Table 4.5
The Students' Types of Error

No	Students' Initial	Types of Errors				Total Error
		Add	Om	Sub	Re	
1	FR	10	2	1	3	16
2	FA	11	1	-	2	14
3	YS	10	3	-	2	15
4	FAR	10	2	-	1	13
5	MRF	10	-	-	6	16
6	AAA	8	-	-	1	9
7	DAA	11	2	-	2	15
8	AS	7	-	-	6	13
9	BA	11	-	-	5	16
10	WAR	11	1	-	4	16
11	SDT	10	-	-	3	13
12	SI	11	-	-	-	11
13	OH	11	-	-	-	11
14	MP	9	1	-	1	11
15	WAW	9	1	-	1	11

16	AA	9	1	-	1	11
17	HH	11	2	-	2	15
18	E	5	-	-	6	11
19	RS	11	1	1	1	14
20	SNA	9	-	-	3	12
21	M	7	-	-	1	8
22	NA	7	1	-	1	9
23	MRA	11	1	-	2	14
24	JF	12	1	-	1	14
25	AR	10	1	-	3	14
26	DD	12	1	-	1	14
27	MMS	10	-	-	4	14
28	MQI	12	2	-	1	15
29	RF	7	4	-	1	12
30	RA	10	1	-	2	13
31	MHAH	11	2	-	-	13
32	HMS	7	2	-	1	10
33	AR	12	1	-	1	14
34	CAF	8	2	-	4	14
35	EH	6	4	-	2	12
Total		336	40	2	75	439

Note :

Add   : Addition

Om   : Omission

Sub   : Substitution

Re   : Reordering

From the table above, the researcher found that the total errors made by students were 439 by each type of error as the following table, it shows that the occurences of addition error was 335, the occurances of omission error was 40, the occurance of substitution was 2, the occurance of reordering was 75, occurances which total was 439.

Table 4.6

The Students' Percentage Error

No.	Students' Initial	The Students' Error	Percentage
1	**FR**	15	75
2	**FA**	15	75
3	**YS**	15	75
4	**FAR**	13	65
5	**MRF**	16	80
6	**AAA**	19	95

7	DAA	15	75
8	AS	13	65
9	BA	16	80
10	WAR	15	75
11	SDT	13	65
12	SI	11	55
13	OH	11	55
14	MP	11	55
15	WAW	11	55
16	AA	11	55
17	HH	15	75
18	E	11	55
19	RS	14	70
20	SNA	13	65
21	M	18	90
22	NA	9	45
23	MRA	14	70
24	JF	14	70
25	AR	14	70
26	DD	14	70
27	MMS	14	70
28	MQI	15	75

29	**RF**	12	60
30	**RA**	13	65
31	**MHAH**	13	65
32	**HMS**	10	50
33	**AR**	14	70
34	**CAF**	14	70
35	**EH**	12	60
	Total	**473**	**2.365**

The total above showed the percentage of error made by students. Based on the table above, it showed that the students error 473 with percentage 2.365%

3. **The Dominant Error Made by The Students in Using Modal Auxiliary Verbs.**

The dominant error was analyzing by concluting the kinds of error that were often occurred . the percentage occurences of the error made by the students, the error of the students were specified in the following table.

Table 4.6
The Types of Error Made by Students

No	Types of Error	Number	Percentage
1	Addition	336	74.17%
2	Omission	40	8.83%
3	Substitution	2	0.44%
4	Reordering	75	16.56%
	Total	**453**	**100%**

From the table 4.4 above, for types of error the occurences of error addition was 336 or 74.17%, the occurences of error omission was 40 or 8.83%, the occurences of error substitution was 2 or 0.44%, the occurences of error reordering was 75 or 16.56%, occurences which totaled 453 occurences. By consulting to the table 4.4, so it can be concluded that the most dominant error made by the students were of addition which was 336 or 74.17%. so, the most often occurences of error was the error of addition.

C. Research Findings

After analyzing the data, it was found that

1. The occurences of addition error was 336, omission was 40, substitution was 2, and the reordering error was 75 occurences.

2. The most dominant error made by studentd was the addition error was 336 occurences or about 74.17%. it mean that the students often made mistake in using modal auxilixary verbs.

The dominant error showed that the studentd made the error because they were often interfered by their first language grammar form.so, the studentd often transfer their native language system. Get in the way they wrote a sentence by using modal auxiliary . so, some students mae some mintake anothr cause of error made by students of their carelessness. Where students were purposely done a mistake by themselves.

CHAPTER V

CONCLUSION AND SEGGESTIONS

C. Conclution

After analyzing the data, some conclution can be drawn as follows :

1.   Based on the result of the students' error in using Modal Auxiliary Verbs, it was found that the four types of error found in this research, they were addition, omission, substitution and rordering. The occurences of error addition was 336 or 74.17%, the occurances of error was 40 or 8.83%, the occurences of error substitution was 2 or 0.44%, and the occurences of error reordering was 75 or 16.56% occurences.

2.   The most dominant error made by students was occurences error, 336 occurences or about 74.17%. it means that the students often made mistake in using modal auxiliary verbs.

D. Suggestion

In relation to the conclusion were staged as the following

1.   Teachers can also motivate students to be interested in studying English. So, the students amenable in mastering English. The students should learn English not only at school but also out of school. Suggested to English teacher to look for the factor which make students motivation were small. Teacher should prepare the

other teaching strategy or method, which is more suitable to the students' situation and condition to improve the students ability in studying English.

2. In order to stimulus the students in teaching, the English teacher should be creative in using new variant method that appropriate in material modal auxiliary verbs. So, they could using modal auxiliary verbs in good struture.

REFERENCES

Arikunto, Suharsimi. 2013. *Metode Penelitian Kuantitatif Kualitatif R & D.* Bandung: Alfabeta

Brown, H.D. 2007. *Principles of Language Learning and Teaching.*(5th ed). New York : Longman

Brown, H. Douglas. 2003, *Principle of Language Learning and Teaching.* United State America: Prentice-Hall.

Brown, H.D. 2002. *Principles of Language Learning and Teaching.* New Jersey: Prntice Hall.

Richards, Jack C. 2004. *Error Analysis: Perspective on Second Language Acquisition.Essex*: Longman

Fromkin, Victoria.et.2003. *An Introduction to Language.* Seventh Edition. Wadsworth.

Khron, Robert. 2001. *English Sentence Structure. Michigan* : The University of Michigan

Norrish, John. 2005. *Language Learners and Their Errors.* UK : Prentice-Hall

Name :

Class :

Choose the Correct Answer Bellow!

1. My father will _____ English fluently

   a. Speaks   c. Be speak

   b. To speak   d. Speak

2. My teacher can _____ English well.

    a. Speak   c. Speak to

    b. speaks   d. speaking

3. My body is not good. I will _____ to the hospital.

   a. To go   c. Go

   b. Goes   d. Going

4. George, can _____ bring my bag

   a. You to help me   c. You help to me

   b. You help me to   d. you to me help

5. I will go to _____

   a. Movie   c. Watch movie

   b. Go movie   d. Movie watch

6. We will _____ America tomorrow.

   a. To go to   c. To go

   b. Goes to   d. Go to

7. we could _____ the hospital two days later.

a. Visit   c. Visites

b. Is visit   d. To visit

8. I will _____ some cookies for my family this morning

a. Cookies   c. Cook

b. Cooking   d. Is cook

9. My mother will _____ Jakarta. What a great mom she is

a. To go   c. Going to

b. Go to   d. Goes to

10. My sister got the winner because she would _____ faster than other

yesterday

a. Swim   c. To swim

b. Swims   d. To swimming

11. I will buy _____ today

a. A orange   c. Is orange

b. An orange   d. Orange

12. My sister can _____ picture. What a smart girl she is

a. Make a beautiful   c. Beautiful make a

b. A make beautiful   d. Make beautiful a

13. My father will _____ to me. What a good boy he is

a. Give some book   c. some give book

b. Give some books   d. Some give books

14. I will _____ to the market at 10.00 am

a. To go   c. Go

b. Goes to   d. Going to

15. My youngest sister can _____ a classic song beautifully.

a. To sing   c. For sing

b. Sing   d. Of sing

16. He said that he would _____

a. Is sleep   c. Will sleep

b. To sleep   d. Sleep

17. I can _____ very well when I was young

a. To swim   c. Swim

b. Swimming   d. Swimmer

18. Tari : where must we go tomorrow?

Ita : we will _____ zoo tomorrow

a. To go to   c. To go

b. Go to   d. Go

19. Sarah's face is not beautiful. She can not _____ a beauty club.

a. With join   c. Joins

b. Join   d. Join with

20. My friend will _____ for me. What a good is he

a. A juice make   c. Making a juice

b. Make a juice   d. Makes a juice

CURRICULUM VITAE

Name   : Leli Lestari Parinduri

Register number   : 1302050203

Sex   : Female

Religion   : Moeslem

Marital status   : Single

Place / Date of Birth   : Sukalue/ October 27, 1994

Education   :

A. Kingdegarten   : TK. Nurul Huda Sukalue (2000-2001)
B. Elementary School   : SD Negeri Sukalue (2001-2007)
C. Junior High School   : MTs. S. Al-washliyah Bangun Purba (2007-2010)
D. Senior High School   : MAS. AW. Bangun Purba (2010-2013)
E. Student of English Department of FKIP UMSU (2013-2017)
Hobbies   : Writing and Singing

Father's Name   : Awaluddin Parinduri

Mother's Name   : Nur Hayati Purba

Address   : Jl. Mustafa Gg Bono No. 85

Email   : leli.siparin1994@gmail.com

Medan, April 2017

Researcher,

Leli Lestari Parinduri