

**INVESTIGATING STUDENTS' ABILITY IN USING
MODALAUXILIARY VERBS:
A CASE STUDYAT SMA NEGERI 2 JENEPONTO**



A THESIS

*Submitted to the Faculty of Cultural Sciences, Hasanuddin University in Partial
Fulfillment to Obtain a Bachelor's Degree in English Literature Study Program*

BY

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ENGLISH LITERATURE STUDY PROGRAM

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1637/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by WAHDANIAR (F041181014) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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THESIS

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A CASE STUDY AT SMA NEGERI 2 JENEPONTO

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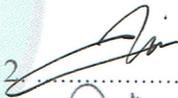
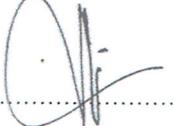
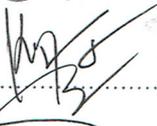
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AGREEMENT

On Friday, 10th June 2022, the Board of Thesis Examination has kindly approved a thesis by **WAHDANIAR** (F041181014) entitled **INVESTIGATING STUDENTS' ABILITY IN USING MODAL AUXILIARY VERB: A CASE STUDY AT SMA NEGERI 2 JENEPONTO**. Submitted in fulfillment of one of the requirements to obtain Sarjana Degree at English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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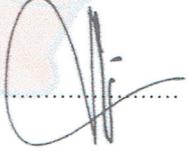
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DECLARATION

The thesis by **WAHDANIAR** (F041181014) entitled **INVESTIGATING STUDENTS' ABILITY IN USING MODAL AUXILIARY VERB: A CASE STUDY AT SMA NEGERI 2 JENEPONTO** has been revised as advised during the examination on 10th June 2022 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar. 13th June 2022



WAHDANIAR

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Praise and gratitude we pray for the presence of Allah SWT, for the grace and his gift ever bestowed upon us all. Sholawat and greetings are hopefully given to Prophet Muhammad SAW that had been in communicating the message and the Shari'a of Islam to all mankind. For the grace of Allah, the writer can complete the thesis with the title: "Investigating students ability in using modal auxiliary verb: A case study at SMA Negeri 2 Jenepono". This thesis is a requirement for. Thanks to the confidence and support from some people, that made the author finally faced and overcome the difficulties and obstacles well, so this thesis could be completed. The writer grateful thanks to the following people their support, encouragement, eternal prayers, and sacrifices so that the writer can finish her study at Hasanuddin University. Those incredible people are as follows:

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The author hopefully this thesis can be useful and provide guidance to the students who will carry out the thesis as well as to the various parties that need.

Makassar, 19 January 2022

Author

Wahdaniar

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ABSTRACT

Wahdaniar. 2022. Investigating Students' Ability In Using Modal Auxiliary Verb : A Case Study At SMA Negeri 2 Jeneponto. (Supervisor by **Abidin Pammu** and **Ainun Fatimah**)

Modal auxiliaries are categories in grammar which function as auxiliaries for showing the truth, prediction or possibility. The aimed at understanding students' ability in using modal and also their difficulties in using of each modal auxiliaries.

This research was a descriptive quantitative method to analyze the data. The data were obtained from the students' score in amultiple choice test and an essay test. The researcher chose XI IPA 1 and XI IPA 2 class as the sample which consisted of 30 students, and only 15 students from the two classes as research samples.

The result of this research shows that the level of students ability in using modal of multiple choice test is in fair criterion (67,5), and the level of student ability from essay test is in fail criterion (38,0). furthermore, the ability of student level in using modal appropriately in the both of test is poor (51,6). There are 25 students were confused to differentiate the meaning and function of each modal auxiliary with the student scores on both tests being under 70%. In addition, one of the student difficulties is in understanding modals such as could, may, might, shall, and must in sentences.

Keyword: Students' Ability, Modal Auxiliary Verbs.

ABSTRAK

Wahdaniar. 2022. Menganalisis Kemampuan Siswa Dalam Menggunakan Kata Kerja Modal : Study Kasus SMA Negeri 2 Jeneponto. (Dibimbing oleh **Abidin Pammu** dan **Ainun Fatimah**)

Modal auxiliaries adalah jenis tata bahasa yang berfungsi sebagai pelengkap untuk menunjukkan kebenaran, dan kemungkinan. Tujuan dari penelitian ini yaitu untuk mengetahui tingkat pemahaman siswa dalam menggunakan kata kerja modal, dan kesulitan siswa dalam memahami penggunaan tiap-tiap kata kerja tersebut.

Penelitian ini menggunakan metode penelitian deskriptif kuantitatif untuk menganalisis data. Data diperoleh dari nilai siswa pada tes pilihan ganda dan tes uraian. Peneliti memilih kelas XI IPA 1 dan XI IPA 2 sebagai sampel yaitu 30 siswa dan hanya 15 siswa dari 2 kelas tersebut sebagai sampel.

Hasil penelitian menunjukkan bahwa tingkat kemampuan siswa dalam menggunakan kata kerja modal khususnya untuk tes pilihan ganda yaitu (67,5), dan tingkat kemampuan siswa pada tes uraian yaitu (38,0). Sementara untuk tingkat kemampuan siswa pada kedua tes tersebut yaitu (51,6). Ada 25 siswa yang masih bingung dalam membedakan makna dan fungsi pada setiap kata kerja modal dengan jumlah nilai siswa pada kedua tes yaitu dibawah 70%, dan juga salah satu kesulitan siswa yaitu dalam memahami penggunaan modal seperti *could*, *may*, *might*, *shall*, dan *must* dalam kalimat.

Kata Kunci : Kemampuan Siswa, Kata Kerja Bantu

CHAPTER I

INTRODUCTION

A. Background

English is one of the foreign languages which is used by a large number of speaker in the world. English as an international language occupies the first position in the world communication. This position makes English most widely used all over the world in all aspect of human life. English has been used officially and it is included in the curriculum at the junior high school up to university. It is very reasonable that learning of English at the junior high school and senior high school in our country has become a very important part of the curriculum, because this language is used for communication and teaching device in education, politics, economics, and also in tourism.

The English language is important as means of communication. However, some of people find this language is difficult to use communicatively, because one of the reasons is due to the problem of grammar rules. Naniwati (2006) mentioned, "Understanding grammar is an excellent basic for good listening, speaking, reading, and writing". Then, Halliday (1991:24) said that grammar was the sentral processing unit of language and without grammar in the system it would be impossible to mean more than one thing at once.

Harmer (1989:12) "has stated that English grammar is difficult for students because of the differences between English and their own language". It means these differences bring the difficult to the students furthermore they have

less understanding about the different rules of two language. English has its own grammatical system, which has some aspects, such as tenses, phrases, etc. One of the difficult aspect of English grammar is modal. Modal as a form of a auxiliary verb that is used with a main verb to help express the main verb tense, mood, and voice.

Student had been studying modal since they were in junior high school until to university. Though they had been studying for a long time, but there are many student were confuse or make some mistakes in applying of using modal auxiliary verb in sentences or in communicate. Based on this problem, the purpose of this research is to investigate and describe how students ability in applying modal auxiliary in sentence. Then the writer tries to do the research at SMA Negeri 2 Jenepono.

Frank (1972:94) said “Modal auxiliaries are helping verbs that add structural meaning or a semantic coloring to verb carrying the full burden of lexical meaning”,. Meanwhile, pragmatic concerns with the contextual use of language (Nasir, 2017). Helping verb or auxiliary verb such as will, would, shall, should, may, might, can, could, and must. It means these auxiliary add to a special component such as ability, obligation, possibility. They have special grammatical features, have more than meaning, and also complex.

Biber (2003) remarks that auxiliary verbs occur before a main verb and qualify the meaning of the main verb. It is not same with the main verb, auxiliary verb does not have a lexical meaning. That is the reason why auxiliary verbs are

also called helping verbs in a sentence. English auxiliary verbs are basically divided into primary auxiliary verbs and modal auxiliary verbs.

Based on the theory above, the writer could conclude that the modal auxiliaries it's important because it is one of the helping verb that is often used in everyday conversation. The writer do this research because now some of activities are only done through virtual meetings and a lot of online shop so it is easier for people to buy something that they want. So it needs to be learned terms to express necessity, possibility, abilities, demands, and commands. The students must know modal auxiliary term because modal it is more polite when communicating with their teacher and it can be know which one of the modal who use if we are to offer advice to adult or younger ones than we are. The writer do the research because the student doing online shop and also sent their task via online.

B. Identification of Problem

Based on the background of this thesis, the writer finds out some problems that can arise, they are:

1. Students ability in using modal auxiliary verb in the sentence
2. Students mistakes in using modal auxiliary verb

C. Scope of Problems

Grammar is very important for smooth communication, however it is impossible that the writer discusses all aspect of the English grammar in this short project. Therefore, she would like to limit the scope of problem only in the use of modal auxiliaries: can, could, might, shall, should, will, would, and must.

D. Research Questions

Based on the scope problems above, there are two questions that would be answered in this study. They are:

1. How is the ability of students at SMA Negeri 2 Jenepono in using modal auxiliary verb?
2. What are the common mistakes made by of SMA Negeri 2 Jenepono students in using modal auxiliary verb?

E. Objectives of Study

Based on the statement of problem above, this research has purposes:

1. To describe how is the ability of students at SMA Negeri 2 Jenepono in using modal auxiliary verb.
2. To explain the mistakes done by students in using modal auxiliaries.

F. Significance of Study

This research can provide more information about the use of modal verb to the reader and give the knowledge of the form and meaning of modal so that the reader can increase understanding of using modal especially for students. This research could be provide many benefits to students to know their ability in using modal auxiliary verb.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Previous study is used to know about the other research that related to this topic or can be relevant with the research that will be doing, which consists about using modal auxiliary verb. The writer find out some research that related with this thesis, as follow;

The researcher is Meita Lukitawati Sujatna in (2019) who wrote Exploring the use of modal auxiliary verbs in corpus of contemporary of American English (COCA). On this research, the author want to know about how exploring the use of modal in corpus of contemporary of American English, and she has two result. The first is the frequency and the order of rank of modal auxiliary verb found in the COCA has been revealed. The second is this study has revealed the element following each modal auxiliary verb found in the COCA. The research method applied in this research is descriptive analysis. The corpus that is referred as the data are obtained from COCA. The modal auxiliary verbs used in this research are nine modal auxiliary verbs which categorized into 'central modals' as keywords. Every keyword, as one of modal auxiliary verbs, is identified of each function in each clause. Then the collected corpus are presented as the data of the present research.

The next researcher is Nia Kurniati Nurlaela (2019), an analysis of students' difficulty in using modals at the second semester of the eleventh grade

of ma al-fatah in the academic year of 2018/2019. The author analyzed the students' difficulty in using modal and one of the reasons for it, is the form of modals. The difficulties in learning modal are also in the forms of the main verb. This research used qualitative research, and focused on describing students' difficulty in using modal. Students' difficulty in determining ability in modal auxiliaries, determining willingness and difficulty in determining request in modal auxiliaries.

The last researcher is Uswatun Hasanah (2020) who wrote "A Study On Students Ability In Using Modal Auxiliary For Writing Recount Text Of Eleventh Grade At MA Hasanah Pekanbaru". On this research, the author analyzed the student ability in using modal auxiliary and how far the students of MA Hasanah Pekanbaru have mastered the use of modal auxiliary. The author used the some test in the research such as written test an instrument. These research used descriptive quantitative research. It was a kind of the method that involves the collection data for the purpose of describing existing condition.

Based on the previous study above, it will be the show about using modal auxiliary verb on junior high school and many aspect that are interesting to analyze the topic. In this thesis the writer get the reference about using modal auxiliary verb and can help to developed these thesis to be better. The different aspect from previous studies of the research above and this thesis is describe about using auxiliary verb. However, in the thesis research above the writer focused on problem using auxiliary verb and exploring the use of modal auxiliary verbs. Therefore, this thesis also discuss about investigating student's ability in using modal auxiliary verb.

B. Theoretical Framework

1. Definition of Modal Auxiliary Verb

Dwoning (2015) states that modality refers to a category which covers a variety of nations, such as probability, possibility, necessity, volition, obligation, and permission. “Modal auxiliaries generally express a speaker attitudes, or “mood”. For example, modal can express that a speaker feels something necessary, advisable, permissible, possible or probable and in addition, they can convey the strength of these attitudes” (Betty, 1989:68).It means that modals can give the user of modal is the expression to show what they feel. Every person in the word had the different attitude to express and they can used the concept of modal auxiliary to express their feeling. Betty theory which suggests that modal has as different meanings such as can, could, had beter, may, might, must, ought to, shall, should, will, and would.

The auxiliary verb is divided into the primary auxiliary verb and modal auxiliary verb. The modal auxiliary functioned as an auxiliary verb only to add meaning to the main verb as well as to the primary verb should always be in the predominant form (infinitives).Modal auxiliary is an additional verb used to describe a suggesting potential, expectation, permission, ability, possibility, and obligation. Another explanation about modal auxiliary is a verb that is used with another verb to express a mood or tense.Modal auxiliaries is also referred to as an auxiliary verb. Modal is a additional word that served to modify the meaning of the main verb in a sentence. Modal auxiliary also insertion was laid before main verb.

There are two English sub words, the lexical verb and helping verb. Roberts (1972:72) has stated “The lexical verb is a verb that cannot used to define an opposition, but requires firmness. Whereas the helping verb divide into two word classes, which are the main auxiliary verb and modal auxiliary verb”.it is also supported by Lado (1973:87) said that “Modal also has a different meaning such as possibility, ability, permission, intention, determination, commitment, obligation, and expectation” . It means that auxiliaries or verbs have many functions in the writing or in the express speaker.

Based on the three experts above, the writer would like to conclude that modal verb are that can help the people who use modal to express their feeling and also to support their writing or conversation. Every word in modal has a meaning to support the verb.

2. Form of Modal Auxiliary Verb

There are three form of modal auxiliaries that is positive sentence, negative sentence, and also interrogative sentence. “Sentence is the group of words that contains at least object and one verb. A sentence expresses a complete thought”. Every sentence has to have at least one object and one subject.

1. Positive Sentence

The pattern of modal in positive sentence is:

(S+ Modal auxiliaries+ Verb (beer infinitive) + o/c)

Example: John can go to the market now.

2. Negative Sentence

The pattern of modals auxiliaries in negative sentence is:

(S+ Modal auxiliaries + not + verb (bear infinitive) + o/c)

Example: John can not go to the market now.

3. Interrogative Sentence

The pattern of modal auxiliaries in interrogative sentence is:

(Modal auxiliaries +S + Verb (bear infinitive) + o/c)

Example: Can John go to the market now? Yes, he can.

3. Function of Modal Auxiliary Verb

According to Betty, the types of modal auxiliaries can be divided into two kinds. First, modal auxiliaries with different meaning and such as: can, could, had beter, may, might, must, ought to, shall, should, will, and would. Second, modalauxiliaries with similar expression such as: be able to, be going to supposed to, be to, have to, have got to, used to.

The auxiliaries function only as auxiliaries and do not change grammatical form in the way verbs. These are called modal auxiliaries. Some of the modal auxiliary do function as the past tense form that is, Will changes to would, can to could, and may to might. In this topic also have the another example in a sentences. Examples :

Present	Past
My father says I will study hard (present)	My father said I would study hard (past)
I can run fast (present)	I could run fast. Now I am old (past)

According to Betty, can, could, may, might, should, must, will, would are called modal auxiliaries. They are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.). It means that modal auxiliaries have the different meaning and the different function in each word of modal auxiliaries. Such as can and could for the expressing ability, could for expressing possibility and polite questions for may I, could I, and can I. Modal can and could used to express ability, but it is has different meaning. Can refers to the present and could to express ability in the past.

Modal auxiliary verb are followed by the base form of a verb to show possibility, necessity, and permission. All modal auxiliary verb can used in the present, but for modal “could, would, should, and might”, can be used in the past. Using modal auxiliary verb is used to express realistic or possible condition, and to express unrealistic or imaginary situation and conditions contrary to fact in the present. In addition, Michel swan also said that “Each modal auxiliary has at least two meanings”. The writer show the detail functions of modal auxiliaries are below:

Table
Summary of modals and similar expressions

Modal Auxiliary	Uses	Present/Future Form	Past Form
May	Polite request	May I borrow your pen?	
	Formal permission	You may leave the room	

	Less than 50% certainty	Where's John? He may be at the library	He may have been at the library
Might	Less than 50% certainty	Where's John? He might be at the library	He might have been t the library
	Polite request	Might I borrow your pen?	
Should	Advisability	He should study to night	You should have met her
	90% certainty	She should do well on the test. (future only, not present)	You should have done well on the test.
Must	Strong necessity	I must go to class today	I had to go to class today
	Prohibition (in negative form)	You must not leave her alone	
	95% certainty	Mary isn't in class. She must be sick. (only present)	Mary must have been sick yesterday.
Will	100% certainty	He will be here at 09.00. (future only)	
	Willingness	The phone is Ringing. I will get it.	
	Polite request	Will you please pass the salt?	
Can	Ability/Possibility	I can run fast	I could run fast, when I was a child, but now I can't
	Informal permission	You can use my car tomorrow.	

	Informal polite request	Can I borrow your pen?	
Could	Past ability		I could run fast, when I was a child, but now I can't
	Polite request	Could I borrow your pen? Could you help me?	
	Suggestion	I don't understand the lesson yet. You could ask to your brother.	You could ask to your brother.
	Less than 50% certainty	Where's John? He could be at home.	He could have been at home
	Impossibility (in negative form)	That couldn't be true	That couldn't be true.
Would	Polite request	Would you please pass the salt? Would mind if I sit down besides you? Would you mind closing the door?	
	Preference	I would rather go to the gym than stay home	I would rather have gone to the gym than stay home
	Repeated action in the past		When I was child, I would visit my uncle every

			month.
Shall	Polite request to make a suggestion	Shall I open the door?	
	To make future sentence for I and we	I shall arrive at 09.00. We shall arrive at 09.00.	