THE STUDENTS' ERROR IN USING MODALITIES
IN TRANSLATING INDONESIA INTO ENGLISH SENTENCES
OF GRADE VIII SMP NEGERI 1 BILAH HULU
KABUPATEN LABUHANBATU

A THESIS

*Submitted to the English Education Study Program of Institute College for Islamic
Studies Padangsidimpuan in Partial Fulfilment of the Requirement for the Degree of
Islamic Educational Scholar (S.Pd) in English Program*

Written By:

ADANIA NASUTION
Reg. Number: 15 20 3000 40

ENGLISH EDUCATION PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

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Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Adania Nasution**, entitled **"The Students' Error in Using Modalities in Translating Indonesia into English Sentences of Grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
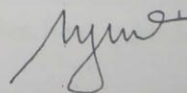
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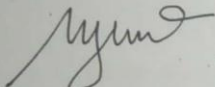
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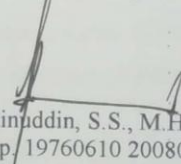
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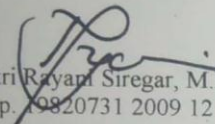SENTENCES OF GRADE VIII SMP NEGERI 1 BILAH
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3. Mrs. Fitri Rayani Siregar, M.Hum., the leader of English Department.

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This thesis is still far from being perfect based on the weakness of the writer. So I expect the constructive criticism and suggestion from the readers to improve this thesis.

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ABSTRACT

The purpose of this research is to find out and to describe the students' errors, the types of errors, and dominant error in using modalities in translating Indonesia into English sentences based on surface strategy taxonomy that occured at the grade VIII of SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu.

The research methodology used is descriptive qualitative method. The data are taken from interview and students' writing test. The population of this research is the students of SMP Negeri 1 Bilah Hulu. The sample is taken from two classes; VIII-2 and VIII-5 as 43 (forty three) students. In collecting the data, the researcher uses the interview instrument and test in form of writing test. Then, the researcher identifies and classifies them into the types of errors based on Surface Strategy Taxonomy, calculates the score (frequency and percentage) and then displaying the data.

From this research, the researcher found the whole errors from students' writing were 213 (two hundreds thirteen) errors. It was known that the highest frequency of errors based on Surface Strategy Taxonomy is misformation errors 81.22%, followed by omission errors are 7.98%, addition 6.58%, and misordering 4.22%. So in this research the researcher found that the dominant were misformation error.

Keywords: *Students' Errors, Modalities,* and *Surface Strategy Taxonomy*

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ABSTRAK

Tujuan penelitian ini adalah untuk menemukan dan menjelaskan eror siswa, jenis-jenis eror, dan eror yang dominan dalam menggunakan *modalities* dalam menerjemahkan kalimat bahasa Indonesia ke dalam kalimat bahasa Inggris berdasarkan *surface strategy taxonomy* yang terdapat pada siswa kelas VIII di SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu.

Metodologi penelitian yang digunakan adalah metode kualitatif deskriptif. Data diambil dari wawancara dan tes tertulis. Populasi penelitian ini adalah siswa SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu. Sample diambil dari dua kelas; VIII-2 dan VIII-5 sebanyak 43 (empat puluh tiga) siswa. Dalam mengumpulkan data, peneliti menggunakan instrumen wawancara dan tes tertulis. Kemudian, peneliti mengidentifikasi dan mengklasifikasikannya dalam jenis-jenis eror berdasarkan *surface strategy taxonomy,* menghitung nilai (frekwensi dan persen) eror dan menampilkan data.

Dari penelitian ini, peneliti menemukan keseluruhan eror dari siswa ada 213 (dua ratus tiga belas). Hal itu diketahui bahwa frekwensi eror yang paling banyak berdasarkan *surface strategy taxonomy* adalah *misformation error* sebanyak 81.22%. Kemudian, omission error 7.98 %, addition error 6.58%, dan misordering error 4.22 %. Jadi, dalam penelitian ini peneliti menemukan bahwa yang paling dominan adalah *misformation error*.

Kata kunci: *Eror siswa, Modalities,* dan *Surface Strategy Taxonomy*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In order to use a language well, learners should learn the rules of a language or to know how they work. They can not avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, fellings or messages so they need considerable amount of time to be able to master the target language well.

The function of the language is important for human life. Everybody knows that in all activities people need to communicate each other. Language is a system of communication in speech and writing that is used by people of a particular country.

In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the basic level of education. When students learn English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English. The structure differences between Indonesian and English can make students make some grammatical errors.

Having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized

and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language in order that they can communicate with others in order to transfer the message properly.

Errors provide evidence that the teacher must have strategies and do something to avoid students to make error again. The strategy that can prevent the student from making error is error analysis. By using error analysis, the teacher tried to identify, describe and explain the errors made by the students in the test. It could help the teachers to minimize the students' error in their teaching and learning process. Realizing that error is inevitable in learning process, the teachers have to pay attention to their students' error. It will help them to avoid their students for making the same error by analyzing the students' error itself.

Actually, writing needs well knowledge and good thinking when the students produce words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar.

In curriculum 2013 syllabus of junior high school the second grade students have learned modalities.[1] It is the first time for the second of junior high school learn modalities. Based on information from an English

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[1] Curriculum 2013 Syllabus of Junior High School

teacher of SMPN 1 Bilah Hulu Kabupaten Labuhanbatu,[2] some of the students were difficult in using modalities. They were still confused how the use of modalities if it has the same meaning thats way the students still make error. Therefore the researcher wanted to know their errors in using modalities and what types of errors that they make.

Modal auxiliary verbs show certainty, necessity, or possibility. All modal auxiliary verbs can be used in the present, but only "could," "would," "should," and "might" can be used in the past. From the statement above, the researcher conducted a research on analyzing the students' grammatical errors in using modal auxiliary in their sentences based on surface strategy taxonomy. Based on surface strategy taxonomy, the errors are classified into omission, addition, misformation, and misordering.

B. Focus of the Research

This research focuses on analysis of students' errors in using modalities. The modal auxiliary is one of language component in English. Thus in this research, the researcher chooses Surface Strategy Taxonomy in analyzing the students' modal auxiliary errors in sentence writing, especially in simple sentence. The researcher analyses the errors made by the students in using modal auxiliaries: can, will, should, must/have to, and may as found in the English subject syllabus at grade VIII.

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[2] Wildan Firdaus, *Private Interview* on April 29th 2019 in SMPN 1 Bilah Hulu Kabupaten Labuhanbatu.

C. Formulation of the Problem

Based on the focus of the research above, researcher formulated the problem of the research as follow:

1. How is the students' error in using modalities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu?

2. What types of errors do the students make in using modalities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu?

3. What is the students' dominant error in using modalities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu?

D. Objectives of the Research

The objectives of this research are :

1. To know the students' error in using modlaities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu.

2. To find and describe the types of errors that students made in using modalities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu.

3. To find out the students' dominant error in using modalities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu.

E. Significances of Research

The significances of this study are:

1. For the teachers by reading the result of this research they ca anticipate the making of the errors and to improve their teaching ability.

2. For the students, by reading the result of this research they can improve their ability in using modalities.

3. The researcher hopes that this thesis helps other researchers as related finding.

F. Defenition of Key Terms

According to the topic of this thesis "The Students' Error in Using Modalities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu" the researcher used some terminologies in it to avoid the misunderstanding between the researcher and the readers.

1. Students' Error

Student is a person who is studying at a school to get knowledge from teachers. In this research, the researcher got junior high school student at VIII grade as the participant of the research. Error is the condition when learner does not know what is correct, and thus it cannot be self-corrected. In this research, the error is about students' errors in using modalities.

2. Using Modalities

Modalities are words placed before main verb. In this research, using modalities means using some modalities in a simple sentence writing.

3. Translating Indonesia into English Sentences

The students translate Indonesia into English sentences by using modalities. The test is Indonesia so the students should translate to English sentences.

Based on the meaning above, the researcher simplified that the meaning of the title: The Students' Error in using Modalities in translating Indonesia into English sentences of grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu means the misuse of students in using modalities (can, will, should, must, have to, and may) in making sentences into English.

G. Outline of Thesis

The systematic of this research described into five chapters. Every chapter consists of many sub chapters with detail as follows:

Chapter one consists of back ground of the problem, focus of the research, formulation of the problem, objectives of the research, significances of the research, defenition of key terms, and outline of thesis.

Chapter two is the review of related literature consists of theoritical description and review of related findings.

Chapter three consists of methodology of the research it is divided into sub chapter, place and time of the research, research design, source of data, instrument of collecting data, technique of data collection, technique of data analysis, and checking of trustworthiness.

Chapter four is the result of the research consists of findings, discussion, and the threats of research.

Chapter five consists of conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Description

1. Error Analysis

a. Definition of Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned.

According to Sunardi Hasyim :

Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing, which should be noticed is the procedure of error analysis.[1]

Based on the statements above, it can be stated that error analysis is the technique for analyzing, classifying and describing errors systematically made by students.

Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.[2] Error Analysis (EA) henceforth is a branch of Applied Linguistics and has two functions. The first function is theoretical which has its

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[1] Sunardi Hasyim, "Error Analysis in the Teaching of English" 4, no. 1 (2002): p.43, http://kata.petra.ac.id/index.php/ing/article/download/15485/15477. Retrieved on December 02nd 2018.

[2] Wenfen Yang, "A Tentative Analysis of Errors in Language Learning and Use" 1, no. 3 (2010): p.266, https://doi.org/10.4304/jltr.1.3.266-268. Retrieved on November 25th 2019.

place in methodology and describes the learner's knowledge of the target language.[3] Error analysis helps the researcher find out the relation between the knowledge and teaching the learner has been receiving.

b. Classification of Error

According to Dulay in the book language two, he classifies error into four types; error based in linguistic category, surfacestrategy, taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Error based on linguistic category

This linguistic category respects to language components. They are phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). For example:

- Morphology   : A ant

- Syntax   : The little boy hurts its leg[4]

                               She no write.

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[3] Ibrahim Abushihab, "An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language" 6, no. 4 (2014): p.214, https://doi.org/10.5296/ijl.v6i4.6190. Retrieved on December o2 nd 2018.

[4] Stephen Krashen Dulay, Marina Burt, *Language Two* (New York: Oxford University Press, 1982), p.148, https://www.academia.edu/7416848/_EBOOK_Language_Two_by_Heidi_Dulay_Marina_Burt_and_Staphen_Krashen_1982_source_BookFi.org. Retrieved on December 04th 2018.

2. Error based on surface strategy taxonomy

This type of error has four subtypes. They are:

a) Omission

It is an error which happens because a learner does not put the needed morphemes in his/her sentence. It is characterized by the absence of an item that must appear in well formed utterance.[5] Example: she a student of SMPN 1 PSP.

b) Addition

The character of the error is known by the presence of an item, which must not appear in a wellformed utterance.[6] There are three terms of addition as the following:

(1) Double marking

An error in which a concept is expressed twice when the language requires its expression only once. Example : she didn't knew my name**.**

(2) Regularization or overgeneralization

It is tipically added to linguistic items, such as the class of main verbs or the class of noun. There are both

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[5] Dulay, Marina Burt, p.154.
[6] Dulay, Marina Burt, p.156.

regular and irregular forms and constructions in language.[7] Example: the book is readed by Ali.

(3) Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances.[8] Simple additon error doesn't belong to double marking. Example: on over there/in over there that should over there.

c) Misformation

This error is characterized by the use of wrong form of the morpheme or structure.[9] There are three types of misformation, they are: regularization errors, archiforms, and alternating forms.

(1) Regularization errors

It is characterized which learner fail to choose or to select a proper wordform. Example: Singular-plural: mouse (mouses).

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[7] Dulay, Marina Burt, p.157.
[8] Dulay, Marina Burt, p.158.
[9] Dulay, Marina Burt, p.158.

(2) Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class.[10] Example: that birds.

(3) Alternating forms

It is defined as fairly free alternation of various members of a class with each other.[11] Example: I have saw her yesterday.

d) Misordering

The incorrect placement of a morpheme or a group of morpheme in an utterance is the character of this error.[12] Example: "What she is doing?"

3. Error based on comparative taxonomy

The classification is made based on the comparisons between the structure of L2 errors and certain others types of construction. To this classification of error, there are four types of error.

a) Development error

Development error is error similar to those made by children learning the target language as their first language.[13] For example: "cat eat it".

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[10] Dulay, Marina Burt, p.160.
[11] Dulay, Marina Burt, p.161.
[12] Dulay, Marina Burt, p.162.
[13] Dulay, Marina Burt, p.165.

b) Interlingual error

Interlingual error is an error similar in structure to a semantically equivalent phrase or sentence in learner's native language. For example: "The man skinny".[14] So, the interlingual error is the result from language transfer that the learners' native language do.

c) Ambiguous error

Ambiguous error is error that reflects the learners native language structure. This error could be classified equally as development or interlingual error. For example: "I no have a car".[15] This error reflects to both the learners' L1 and the type of errors in the speech of children acquiring English as their first language.

d) Other error

Other error is error that is caused by the learners native language since the learner used it on their second language form. For example: "She do hungry".

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[14] Dulay, Marina Burt, p.171.
[15] Dulay, Marina Burt, p.172.

4. Error based on communicative effect taxonomy

It focuses on distinguishing between errors that seem to cause miscommunication and those that do not.[16] Error based on communicative effect taxonomy is divided into two parts.

a) Global error

Errors that affect overall sentence organization and they significanly hinder communication. Example: "English language use many people".[17] Global error is a second language structure error that affects the meaning or purpose of the sentence as a whole, thus affecting aspects of communication.

b) Local error

Errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. Example: "why we like each other?".[18] Local error is deviations from linguistic structure that seem strange or odd, but even so the meaning is can be understood.

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[16] Dulay, Marina Burt, p.189.
[17] Dulay, Marina Burt, p.191.
[18] Dulay, Marina Burt, p.191.

According to Dulay's classifications of error, the researcher focuses on the surface strategy taxonomy. It is finding out the types of error that students committ in terms of surface strategy taxonomy in their modalities sentence writing and investigating which error types most and least frequently appeared in their writing.

c. **Differences between Error and Mistake**

Error and mistake are quite different. Everybody knows that when people communicate with the others, unconsciously, they will do several errors in language learning process. It is the real condition that makes error is unavoidable part of learning. People can not learn language without committing error. The error may actually be necessary part of learning language process.

It is necessary to make distinction between an error and a mistake. Brown explains that:

> A mistake refers to performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. While error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner and an error that reveals of a portion of the learners' competence in the target language.[19]

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[19] H. Douglas Brown, "Principles of Language Learning and Teaching" (New York: Addison Wesley Longman, 2000), p.217, https://bit.ly/36nojze. Retrieved on December 26th 2018.

Error can appear due to the insufficient knowledge or the inappropriate rule about the language being learned; while mistake happens because of the learner forget about the rule or their carelessness when do the work.

So, it can be distinguished between mistakes and errors. Mistakes happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspects of performance. While errort occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

d. Source of Error

According to Brown there are four sources of errors, they are:

1) Interlingual Transfer
Interlingual transfer (from the native language), in this early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. For example: We heard English learners say "sheep" for "ship".

2) Intralingual Transfer
Intralingual transfer or intralingual interference-the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language is a major factor in second language learning. The early stage of language learning is characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire part of the new system, more intralingual transfergeneralization within the target language is manifested. Negative intralingual transfer or overgeneralization has already been illustrated in such utterances as "he goed".

3) Context of Learning
Context refers to the classroom with its teacher and its material in the case ofschool learning. In a classroom context, the teacher or the textbook can lead thelearner to make faulty hypotheses about the language. Students often make errorsbecause of a misleading from the teacher, faulty presentation of a structure orword in textbook.

4) Communication of Strategies
Communication strategies are defined and related to learning style. Learnersobviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error.[20]

From the description of source error above, the fact that the learner's language system is neither that of his mother tongue nor that of the second language, but contains elements of both and teacher's teaching system and learning method become a source of error.

2. **Concept of Modal Auxiliary**

   a. **Defenition of Modal Auxiliary**

   Modal auxiliary is helping verb that express a wide range of meanings (ability, permission, possibility, necessity,etc). Most of the modals have more than one meaning.[21] The modal auxiliaries in English are: *can, could, had better, may, might, must, ought to, shall, should, will, and would.*

   Modal auxiliaries generally express a speaker's attitudes, or "moods." For example, modals can express that a speaker feels

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[20] Brown, p.224-227.
[21] Betty Schrampfer Azar, *Fundamentals Of English Grammar*, ed. Shelley Hartley, fourth (New York: Mary Jane Peluso, 2011), p.178.

something in necessary, advisable, permissible, possible, or probable; and in addition, they can convey the strength of these attitudes.[22] Modal verb is different from auxiliary verb or helping verbs that are used together with other verbs to help them. English verb does not have many different forms, example: see, seess, seeing, saw, and seen. So to express these meanings, a number of auxiliary verbs are used such as *do, be*, and *have.*

Do is used to make question and negative form of simple tenses. *Be*, is used with participles (-ing and –ed form) to make progressive and passive verb-form. *Have* is used to make perfect verb form. *Do, be,* and *have* also have other non-auxiliary uses.[23]

In conclusion, modal auxiliaries are functional words that help verb to express specific meaning such as ability, probability, possibility, and obligation.

b. Kinds of Modal Auxiliary

According to Betty Schramfer Azhar, the types of Modal Auxiliaries ban be divided into two kinds. First, modal auxiliaries with different meaning such as: can, could, had better, may, might, must, ought to, shall, should, will, and would. Second, modal auxiliaries with similar expression such as: be able to, be going to,

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[22] Betty Schrampfer Azar, *Understanding and Using English Grammar*, ed. Pam Fishman, Third (USA, 2002), p.151, https://www.academia.edu/35591783/Betty_azar_understanding_and_using_english_grammar. Retrieved on March 24th 2019.

[23] Michael Swan, *Practical English Usage*, Third (UK: Oxford University Press, 2008), p.77, https://www.academia.edu/19892851/Michael_Swan_Practical_English_Usage.

be supposed to, have to, have got to, and used to. In addition, each modal or similar expression has more than one meaning or use.[24] So even though modality has the synonim word that means the same meaning, they are used in different context of situation.

1. **Using of "can"**

Can means be able to. Can refers to the present or future. Can also express:

1) Permission.

   - You can stay here if you like.

   "can I" is used informally to ask permission (request permissions) especially if we are talking with people who are well known.

   - Can I phone you this evening?

2) Possibility.

   - It can snow in April.[25]

   Can is a modal verb which is used with the main verb to express permission, possibility, and have opportunity of a person or thing in doing something. Can is used in present situation.

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[24] Betty Schrampfer Azar, *Understanding and Using English Grammar*, p.151.
[25] George E. Wishon and Julia M. Burks, *Let's Write English* (New York: Litton Educational Publishing international, 1980), p.231.

2. Using of "may"

May expresses:

1) Possibility.

  - I may go, but I don't really want to.

2) Permission.

  - May I smoke in your class?

3) The compound or perfect form (may + have + a past participle).

  - Bert may have been athletic once, but he is not anymore.[26]

    May is used to express what is possible, permission, factual and used in present situation. May is more polite than can in using permission.

3. Using of "must/have to"

1) Necessity or unavoidable obligtion.

  - The time is up. We must go.

  - You have to come in time every day.

2) Similarly, must is often replaced by have to in past tense sentences.

  - He must work next week.   - He has to work last week.

3) Negative obligation, "must not" is used to express prohibition.

  - You must not leave the office before I go back.

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[26] Burks, p.232.

4) To express a logical deduction (must + have + past participle).

- I failed the examination. You must think I am stupid ![27]

Must expresses the speakers' feelings in necessary. Must is generally used for strong personal obligation and have to is used for responsibilities in everyday life.

4. Using of "should"

1) Express the idea of avoidable obligation.

- He should study more.

2) To state an obvious conclusion or a logical deduction.

- He took dancing lesson for years. He should be an excellent dancer.

3) The combination of should + have + past participle.

- Bert should have studied more.[28]

Should is a modal verb most commonly used to make recommendations or give advice and it can also be used to express obligation.

5. Using of "will"

1) Used in the simple future construction.

- I will do it for you tomorrow.

2) To express agreement.

- I will do whatever you think best.

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[27] Burks, p.236.
[28] Burks, p.233.

3) To express determination.

- I will past this course .

4) The negative of will may express refusal.

- My uncle will not be there tonight.[29]

Will is used with promises or intentional actions that take place in the future. Will can also be used to make predictions about the future.

From the description above, it can be seen that there are various types of modal auxiliaries and each modal or similar expression has more than one meaning or use. In this research, the researcher specifically uses five modals as the focus material. The fifth modals took from the concept of modal auxiliaries above. They are can, will, must, have to, should, and may.

B. Review of Related Findings

This research related to describe the students' grammatical error in using modality. There are some findings support this.

First, Dita Putri Ayu[30] who found that the students' difficulties in using modal auxiliaries consist of three variables that are difficulty in determining ability, willingness, and request in modal auxiliaries. Based on the test, some students did not understand about modal auxilary.

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[29] Burks, p.234.

[30] Ayu Dita Putri, "An Analysis of Students ' Difficulties in Using Modal Auxiliaries of Second Year at SMA N 2 Koto XI," 2017, 1–5, *http://jim.stkip-pgri-sumbar.ac.id/jurnal/view/Pgnp*. Retrieved on July 04th 2019.

Second, Mariatul Azizah[31] found some cases that are: the students'' abilities in using modal auxiliary "must and have to" was still low. 44% students got fail score, 40% students got poor score, and 16% students got fair score. The reasons of students got low score were: 72% students were confuse in using "must and have to", 72% students did not know usage " must and have to " in sentence, 72% student did not know past form of "must and have to", and 80% students did not know when they must use "must and have to".

Third, Yanti Ismiyati[32] the students' ability in using modal auxiliaries was 82.03 with very good category. In addition, the highest score in the test was 90. It was gained by three students. The lowest score was 75 gained by two students. The items of modal auxiliaries that got the highest percentage of students aswer correctly was 10%, and the lowest one the use of modal auxiliaries was 40%.

Fourth, Andri Hakim[33] concluded that the students' modality mastery at third semester of English Education Department IAIN Padangsidimpuan could be categorized weak (59.91). The dominant difficult type in the students' modality mastery was using modals 46 items with frequency of error was 10.22%.

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[31] Mariatul Azizah, "Analysis of Modal Auxiliary 'Must' and 'Have To' Used by The Eighth Grade Students of MTs Darul Amin Palangka Raya," 2017, http://digilib.iain-palangkaraya.ac.id/819/. Retrieved on December 01st 2018.

[32] Yanti Ismiyati, "Analyzing The Ability of The Third Semester Students' Ability in Using Modal Auxiliaries at One Private University in Jambi in Academic Year 2014/2015" 15, no. 4 (2015): 99–106, http://ji.unbari.ac.id/index.php/ilmiah/article/download/131/126. Retrieved on May 15th 2019.

[33] Andri Hakim, "Students' Modality Mastery at The Third Semester of English Education Department in IAIN Padangsidimpuan," 2015. Unpublished thesis IAIN Padangsidimpuan.

Fifth, Sudirman[34] concluded that the mastery of second year students (class VIII-2) in modal auxiliary especially in determining the meaning and function also the form of "Can and Could" were still low in mastering modal auxiliaries. The students were still confused to differentiate the meaning and function of modal auxiliaries.

Sixth, Hawa Fadhila[35] found the speaker did addition of "to" after auxiliary (2.8%). The speaker used preposition after "must". There were three sentences in the data.

Seventh, Mrs. P.R. Deshmukh[36] concluded the students knew what the modal auxiliary verbs but they were not able to use those in suitable sentences. Auxiliaries "ought to" and "need to" are more difficult for the students to use.

Next, Safiullah[37] found 68% of the students could not pass the test. Students' performance in grammar and using modal verbs accurately was very poor as reflected in their low scores on the test. The students also had difficulty deciding on the appropriate modals with appropriate functions.

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[34] Sudirman, *Analysis on Students' Difficulties in Learning Modal Auxiliaries "Can" and "Could" (A Case Study At the Second Year Students of Mts Muhammadiyah 1 Ciputat)*, 2010, *http://repository.uinjkt.ac.id/dspace/bitstream/123456789/177/1/101090-SUDIRMAN-FITK.PDF*. Retrieved on December 01st 2018.

[35] Hawa Fadhila, "Errors in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta," 2013, eprints.ums.ac.id. Retrieved on January 02nd 2020.

[36] P.R. Deshmukh, "A Study of Errors in the Written Use of Modal Auxiliary Verbs by Std.IX. Students of Marathi Medium Schools in Aurangabad District," 2009, 1–27, https://shodhganga.inflibnet.ac.in/bitstream/10603/87158/3/03_abstract.pdf. Retrieved on January 02nd 2020.

[37] Safiullah, "A Study of Errors in Using Modal Verbs Made by Grade 11 Students of a Government School in Nintavur Educational Division," 2018, 17–23, https://zenodo.org. Retrieved on January 02nd 2020.

Then, Leli Lestari Parinduri[38] showed the findings that the addition error was 336 or 74.17%, the occurences of omission error was 40 or 8.83%, substitution error was 2 or 0.44%, and reordering error was 75 or 16.55% which totaled 453 occurances. The most dominant error made by the students were 336 addition error or about 74.17%.

The last, Dian Putri Pertiwi[39] found the types of modal auxiliary which commonly used incorrect by students were "may" and followed by "will". The kind of errors that frequently made by students was misformation 48.2%, followed by addition 26.5%, and omission 25.2%.

Based on the related findings above resesearcher concluded that some students still made some errors in using modalities. So the researcher wanted to know how about the researchers' result from another participants.

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[38] Leli Lestari Parinduri, "An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan," 2017, repository.umsu.ac.id. Retrieved on January 02nd 2020.

[39] Dian Putri Pertiwi, "An Error Analysis on the Use of Modal Auxiliary Made by English Education Students at Muhammadiyah University of Surakarta," 2019, eprints.ums.ac.id. Retrieved on January 02nd 2020.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research is conducted at SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu in jln. Pendidikan N-6 Aek Nabara. This research has been done in March 2019 until December 2019.

B. Research Design

In this research, the researcher used descriptive qualitative research method. The researcher analysed and described the students' errors in using modalities in students' sentences based on Surface Strategy Taxonomy.

C. Sources of Data

The sources of data in this research as follows:

a   The primary source of data which needed in this research was students of VIII grade SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu. There are 43 students from VIII-2 and VIII-5.

b   The secondary source of data was English teacher of SMP N 1 Bilah Hulu Kabupaten Labuhanbatu who teacher of the class VIII-3 and VIII-5.

D. Instrument of Collecting Data

To collect the data in this research the instrument that used by the researcher were:

a   Interview

The researcher used an interview to get information why the students still make error in using modalities from the students and English teacher.

b   Test

The researcher usedessay test to find the students' errors in using modal auxiliary such as; can, may, must/have to, should, and will. The purpose of this kind of test is to knowthe students' error in using modalities. Below is the table of the test indicator:

Table 1

The Indicator of the Essay Test

No	Indicator	Sub-Indicator
1.	Omission	a. Omission of can b. Omission of will c. Omission of must/have to d. Omission of should e. Omission of may
2.	Addition	a. Addition of can b. Addition of will c. Addition of must/have to d. Addition of should e. Addition of may

No	Indicator	Sub-Indicator
3.	Misformation	a. Misformation of can
		b. Misformation of will
		c. Misformation of must/have to
		d. Misformation of should
		e. Misformation of may
4.	Misordering	a. Misordering of can
		b. Misordering of will
		c. Misordering of must/have to
		d. Misordering of should
		e. Misordering of may

E. Technique of Data Collection

a Preparing the test

b Giving students test of modal auxiliary.

c Explaining the clue to answer the test and gived chance or time for students to ask something left or unclear in doing the test.

d Determining the time for students doing the test. The researcher determined the time in 60 minutes.

e Asking the students to do test and monitor the students during the test is done.

f After students finishing the test, the researcher collected their answer to be analyzed.

F. Technique of Data Analysis

Tarigan states there are steps used to analyze the data which containt students' error.It consist of collecting errors samples, identifying the errors, classifying the error, giving errors state, explaining errors, interpreting errors places and correcting errors.[1] In this research, the researcher used some steps:

a Collecting the data from the result of the students' writing.

The researcher tried to determine the data that was collected to be treated, e.g. finding the modal auxiliary that was used by the students.

b Indentifying the Error

To find the error, each of modal auxiliary in sentence is read. Then the researcher underlined the error items and signified them using certain codes. The errors are determined when the students omitted necessary items or add unnecessary ones, misformed items, or misordering them. The codes that is used as follows :

1) (OM) stands for omission errors.

2) (AD) stands for addition errors.

3) (MF) stands for misformation errors.

4) (MO) stands for misordering errors.

c Classifying the errors

After identifying the data, the researcherclassified the errors based on Surface Strategy Taxonomy. Then, the errors are committed by the

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[1] Henry Guntur Tarigan, *Pengajaran Analysis Kesalahan Berbahasa*, Angksa, Bandung, 1982, p. 68

studentsput into the table to find out the number of errors each of the student committed.

d   Calculating the percentage of error

   After classifying the data, the researcher calculated the percentage of each error type. To get the percentage of each type, the researcher usedthe following formula:

P = $\frac{F}{N}$ x 100%

F   : Frequency

N   : Sum of the students

P   : Percentage.[2]

After doing all the steps, the researcher made conclusion. So, the researcher could arrange the sentences briefly and correctly.

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[2]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1991), p.43.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Findings**

1. **Students' Errors in Using Modalities**

   a. **Omission Error**

   Omission errors are characterized by the absence of a morpheme or a group of a morpheme that must appear in a well-formed sentence. The researcher found omission error in students' sentences:

   1) Participant 01 (AAS)

   She had omission error in number 14 "We _ are supposed to learn English". The correction is "You should study English".

   2) Participant 02 (ADH)

   She had omission error in number 14 "We _ are supposed to learn English". The correction is "You should study English".

   3) Participant 03 (AHG)

   She had omission error in number 12 "My uncle _ her come today". The correction is "My uncle will not come today".

   4) Participant 04 (ATS)

   He had omission error in number 12 "My uncle _ not come today". The correction is "My uncle will not come today".

   5) Participant 05 (FS)

   He had omission error in number 14 "You _ are supposed to learn English". The correction is "You should study English".

6) Participant 06 (AIF)

He had omission error in number 12 "My uncle _ not come today". The correction is "My uncle will not come today".

7) Participant 07 (AA)

She had omission error in number 14 "We _ to learn English". The correction is "You should study English".

8) Participant 08 (BAS)

He had omission error in number 14 "We _ are supposed to learn English". The correction is "You should study English".

9) Participant 09 (BA)

He had omissio error in number 14 "We _ to learn English". The correction is "You should study English".

10) Participant 11 (DT)

He had omission error in number 12 "My uncle _ her come today". The correction is "My uncle will not come today".

11) Participant 14 (FB)

He had omission error in number 12 "My uncle _ not come today". The correction is "My uncle will not come today".

12) Participant 24 (MAS)

He had omission error in number 14 "We _ are supposed to learn English". The correction is "You should study English".

13) Participant 25 (NP)

He had omission error in number 12 "My uncle _ not come today". The correction is "My uncle will not come today".

14) Participant 29 (RZP)

He had omission error in number 14 "We _ to learn English". The correction is "You should study English".

15) Participant 41 (WNA)

He had omission error in number 1 "We _ used using English in the classroom". The correction is "We will use English in the class".

16) Participant 42 (WS)

He had omission error in number 14 "We _ are supposed to learn English". The correction is "You should study English".

17) Participant 43 (YA)

He had omission error in number 14 "We _ are supposed to learn English". The correction is "You should study English".

The researcher determinded the data and identified the errors of each modalities in the table below:

Table 2
Omission Error

Participant	The Students' Error	Correction
01	We _ are supposed to learn English	You should study English
02	We _ are supposed to learn English	You should study English
03	My uncle _ her come today	My uncle will not come today
04	My uncle _ not come today	My uncle will not come today
05	You _ are supposed to learn English	You should study English
06	My uncle _ not come today	My uncle will not come
07	We _ to learn English	You should study English

Participant	The Students' Error	Correction
08	We _ are supposed to learn English	You should study English
09	We _ are supposed to learn English	You should study English
11	My uncle _ her come today	My uncle will not come today
14	My uncle _ not come today	My uncle will not come today
24	We _ are supposed to learn English	You should study English
25	My uncle _ not come today	My uncle will not come today
29	We _ to learn English	My uncle will not come today
41	We _ used using English in the classroom	We will use English in the class
42	We _ are supposed to learn English	You should study English
43	We _ are supposed to learn English	You should study English
Total		**17**

Based on the table, there are 17 students commites omission error by 17 items in using modalities.

b. Addition Error

Addition errors are characterized by the presence of an item which must not appear in a well-formed sentence. The researcher found addition error in students' sentences:

1) Participant 02 (ADH)

She had addition error in number 8 "We must **to** put on uniform everyday", the correction is "We must/have to wear uniform everyday" and number 13 "We may not **to** wash we hand". The correction is "We may not wash our hands".

2) Participant 06 (AIF)

He had addition error in number 3 "I must **to** speak". The correction is "I must/have to speak to her/him".

3) Participant 07 (AA)

She had addition error in number 3 "I must **to** speak", the correction is "I must/have to speak to her/him", number 8 "We must **to** put uniform everyday", the correction is "We must/have to wear uniform everyday", and number 13 "We may not **to** wash we hand". The correction is "We may not wash our hands".

4) Participant 12 (DRA)

She had addition error in number 3 "I must **to** speak", the correction is "I must/have to speak to her/him", number 8 "We must **to** put on uniform everyday", the correction is "We must/have to wear uniform everyday", and number 13 "We may not **to** wash we hand". The correction is "We may not wash our hands".

5) Participant 13 (DMR)

She had addition error in number 8 "We must **to** put on uniform everyday", the correction is "We must/have to wear uniform everyday", and number 13 "We may not **to** wash we hand". The correction is "We may not wash our hands".

6) Participant 18 (GAS)

She had addition error in number 14 "You should **to** learn English". The correction is "You should study English".

7) Participant 22 (KIS)

He had addition error in number 7 "Can **is** Adnan answer that question?".

The correction is "Can Adnan answer the question?".

8) Participant 43 (YA)

He had addition error in number 2 "He can't **to** give many". The

correction is "He can not give money".

The researcher determinded the data and identified the errors of each

modalities in the table below:

Table 3

Addition Error

Participant	The Students' Error	Correction
02	We must **to** put on uniform everyday	We must/have to wear uniform everyday
	We may not **to** wash we hand	We may not wash our hands
06	I must **to** speak	I must/have to speak to her/him
07	I must **to** speak	I must/have to speak to her
	We must **to** put uniform everyday	We must/have to wear uniform everyday
	We may not **to** wash we hand	We may not wash our hands
12	I must **to** speak	I must/have to speak to her
	We must **to** put on uniform everyday	We must/have to wear uniform everyday
	We may not **to** wash we hand	We may not wash our hands
13	We must **to** put on uniform everyday	We must/have to wear uniform everyday
	We may not **to** wash we hand	We may not wash our hands

Participant	The Students' Error	Correction
18	You should **to** learn English	You should study English
22	Can **is** Adnan answer that question?	Can Adnan answer the question?
43	He can't **to** give many	He can not give money
Total		**14**

Based on the table, there are 8 students commites addition error by 14 items in using modalities.

c. Misformation Error

Misformation error is characterized by the use of the wrong form of the morpheme or structure. The researcher found misformation error in students' sentences:

1) Participant 01 (AAS)

She had misformation error in number 1 "You **will used** English in classroom". The correction is "We will use English in/at the class", number 2 "She/he **can't gives** money", the correction is "She/he can not give money", number 4 "What **must** we do?", the correction is "What should we do?", number 5 "**Should** we go to canteen together?", the correction is "Will we go to the canteen together?", number 13 "You **can not** wash our hand", the correction is "We may not wash our hands", and number 14 "You **must** study English". The correction is "You should study English".

2) Participant 02 (ADH)

She had misformation error in number 3 "I **am must to** speak", the correction is "I must/have to speak to her", number 5 "**Would** we go to

cantin together?", the correction is "Will we go to the canteen together?", number 7 "**Would** Adnan answer that question?", the correction is "Can Adnan answer the qustion?", number 9 "**Might** me introduction my self?", the correction is "May I introduce my self?", number 10 "Andi **can playing** soccer", the correction is "Andi can play football", and number 15 "We **mustn't eating** that bread". The correction is "We must not/do not have to eat the bread".

3) Participant 03 (AHG)

She had misformation error in number 3 "I **must speaking**", the correction is "I must/have to speak to her", number 6 "You **should don't** go to competition", the correction is "You should not go to the competition", number 10 "Andi **may** play football", the correction is "Andi can play football", and number 14 "You **must** study English language". The correction is "You should study English".

4) Participant 04 (ATS)

He had misformation error in number 1 "We **will using** English at the class", the correction is "We will use English in the class", number 8 "We **must wearing** uniform everyday", the correction is "We must/have to wear uniform everyday", number 10 "Andi **will** play football", the correction is "Andi can play football", number 11 "Student **will** buy shoes in shop", the correction is "Student may buy something in the store", number 13 "We **will not** brushing hand", the correction is "We may not wash our hands", and number 15 "We **shouldn't** eat bread". The correction is "We must not/ don't have to eat the bread".

5) Participant 05 (FS)

He had misformation error in number 1 "We **will using** English at the classroom", the correction is "We will use English in the class", number 6 "You **should don't** go to match", the correction is "You should not go to the match", number 8 "We **must uniform** everyday", the correction is "We must/have to wear uniform everyday", number 11 "Student **can** buy something in the market", the correction is "Student may buy something in the store", and number 13 "We **can not** wash our hands". The correction is "We may not wash our hand".

6) Participant 06 (AIF)

He had misformation error in number 6 "You **must not** go to the competition", the correction is "You shouldn't go to he competition", number 10 "Andi **can playing** football", the correction is "Andi can play football", number 14 "You **must** study in English", the correction is "You should study English", and number 15 "We **must not eating** the bread". The correction is "We must not eat the bread".

7) Participant 07 (AA)

She had misformation error in number 6 "You **must not** go to that game", the correction is "You shouldn't go to the competition", number 10 "Andi **can playing** soccer", the correction is "Andi can play football", and number 14 "You **must** study in English". The correction is "You should study English".

8) Participant 08 (BAS)

He had misformation error in number 9 "I **can** introduce my self", the correction is "May I introduce my self?", number 11 "Students **can** buy

something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

9) Participant 09 (BA)

He had misformation error in number 9 "I **can** introduce my self?", the correction is "May I introduce my self?", number 11 "Students **can** buy something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

10) Participant 10 (CT)

She had misformation error in number 2 "He **may not** give money", the correction is "He can't give money", and number 6 "We **must not** to contest". The correction is "You shouldn't go to the competition".

11) Participant 11 (DT)

He had misformation error in number 1 "We **will using** English at the classroom", the correction is "We will use English in the class", number 11 "Student **can** buy thimes in chracter", the correction is "Student may buy something in the strore", number 13 "We **can't** wash our hands", the correction is "We may not wash our hands", and number 14 "You **should** learns English". The correction is "You should study English".

12) Participant 12 (DRA)

She had misformation error in number 10 "Andi **can soccer**", the correction is "Andi can play football", and number 14 "You **must** study English". The correction is "You should study English".

13) Participant 13 (DMR)

She had misformation error in number 3 "I **am must** speak", the correction is "I must/have to speak to her", number 4 "What **must do** we?", the correction is "What should we do?", number 10 "Andi **can playing** soccer", the correction is "Andi can play football", number 14 "You **must** study in English", the correction is "You should study English", and number 15 "We **mustn't eating** that bread". The correction is "We must not eat the bread".

14) Participant 14 (FB)

He had misformation error in number 11 "Students **can** buy something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

15) Participant 15 (FR)

He had misformation error in number 1 "We **will using** English at the class", the correction is "We will use English in the class", number 11 "Student **can** buy things in characters", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

16) Participant (GMS)

He had misformation error in number 2 "She **may not** give money", the correction is "She can't give money", and number 15 "We **haven't to** eat that bread". The correction is "We don't have to eat the bread".

17) Participant 17 (GR)

He had misformation error in number 2 "She **may not** give money", the correction is "She can't give money", number 6 "We **must not** go to contest", the correction is "You shouldn't go to the competition", number 10 "Andi **may** play football ", the correction is "Andi can play football", and number 14 "You **must** study English". The correction is "You should study English".

18) Participant 19 (IRP)

He had misformation error in number 8 "We **must wearing** uniform everyday", the correction is "We must wear uiform everyday", number 10 "Andi **will** play football", the correction is "Andi can play football", number 11 "Student **will** buy shoes in shop", the correction is "Student may buy something in the store", number 31 "We **will not** brushing hand", the correction is "We may not wash our hands", and number 15 "We **shouldn't** eat bread". The correction is "We mustn't/don't have to eat the bread".

19) Participant 20 (JCP)

He had misformation error in number 1 "We **will used** English in the classroom", the correction is "We will use English in the class", number 6 "You **should don't** go to match", the correction is "You should not go to the competition", number 8 "We **must using** uniform everyday", the correction is "We must wear uniform everyday", number 9 "**Can** I introduce my self?", the correction is "May I introduce my self?", and number 13 "We **can not** was our hands". The correction is "We may not wash our hands".

20) Participant 21 (JP)

He had misformation error in number 1 "We **will used** English in the classroom", the correction is "We will use English in the class", number 6 "You **should** don't go to match", the correction is "You should not go to the competition", number 8 "We **must using** uniform everyday", the correction is "We must wear uniform everyday", number 9 "**Can** I introduce my self?", the correction is "May I introduce my self?, number 10 "Andi **can playing** football", the correction is "Andi can play football", number 11 "Student **can** buy thing in the market", the correction is "Student may buy something in the store", and number 13 "We **can not** wash our hands". The correction is "We may not wash our hnds".

21) Participant 22 (KIS)

He had misformation error in number 5 "Will **we going** canteen together?", the correction is "Will we go to the canteen together?", and number 6 "You **must don't** going competition". The correction is "You shouldn't go to the competition".

22) Participant 23 (MAZ)

He had misformation error in number 1 "We **will used** English in the class", the correction is "We will use English in the class", number 9 "**May I to** know my self?", the correction is "May I introduce my self?", and number 10 "Andi **can playing** soccer". The correction is "Andi can play football".

23) Participant 24 (MAS)

He had misformation error in number 9 "**I can** introduce my self", the correction is "May I introduce my self?", number 11 "Students **can** buy

something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

24) Participant 25 (NP)

He had misformation error in number 1 "We **will used** English in class", the correction is "We will use English in the class", number 4 "What should **we doing**?", the correction is "What should we do?, number 11 "Students **can** buy something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

25) Participant 26 (NAS)

She had misformation error in number 2 "He **may not** give money", the correction is "He can't give money", number 6 "We **must not** to contest", the correction is "You shouldn't go to the competition", number 7 "Can Adnan **answering**", the correction is "Can Adnan answer the question?", and number 10 "Andi **can plays** football". The correction is "Andi can play football".

26) Participant 27 (RTA)

He had misformation error in number 4 "What **should we doing**", the correction is "What should we do?", number 7 "**Can Adnan answers** that question?", the correction is "Can Adnan answer the question?", number 11 "Student **can** buys something at the store", the correction is "Student may buy something in the store", and number 13 "We **can** wash our hand". The correction is "We may not wash our hands".

27) Participant 28 (RP)

She had misformation error in number 1 "We **will in order to** in English in the classroom", the correction is "We will use English in the class", number 3 "I **am must** speak to she", the correction is "I must speak to her", number 4 "What **the must** we imlement?", the correction is "What should we do?", number 7 "**Have to** Adnan answer to the quis?", the correction is "Can Adnan answer the question?", number 8 "We **must in order to** uniform today", the correction is "We must wear uniform everyday", number 9 "I **am can** to the familiar my self?", the correction is "May I introduce my self?", number 10 "Andi **can playing** to football", the correction is "Andi can play football", number 11 "Student **can** buy some the shop", the correction is "Student may buy something in the store", number 12 "My uncle **not can** wellcome today", the correction is "My uncle will not come today", number 13 "We **not can** wash hand me", the correction is "We may not wash our hands", and number 15 "We **have not** eat the bread". The correction is "We don't have to eat the bread".

28) Participant 29 (RZP)

He had misformation error in number 9 "**I can** introduce my self?", the correction is "May I introduce my self?", number 11 "Sudents **can** buy something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

29) Participant 30 (RRS)

He had misformation error in number 1 "We **will using** English at the class", the correction is "We will use English in the class", number 4

"What should **we doing?**", the correction is "What should we do?", number 11 "Student **can** buy things in characters", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

30) Participant 31 (RAM)

He had misformation error in number 10 "Andi **can plays** soccer", the correction is "Andi can play football", number 11 "Students **can** buy something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

31) Participant 32 (RMS)

She had misformation error in number 2 "She **may not** give money", the correction is "She can't give money", number 8 "We **must wears** uniform everyday", the correction is "We must wear uniform everyday", and number 15 "We **haven't** to eats that bread". The correction is "We don't have to eat the bread".

32) Participant 33 (RCL)

She had misformation error in number 1 "We **will used** English in the class", the correction is "We will use English in the class", number 2 "She/he **can't gives** money", the correction is "She can't give money", number 4 "What **must** we do?", the correction is "What should we do?", number 5 "**Should** we go to canteen together?", the correction is "Will we go to the canteen together?", and number 10 "Andi **can plays** soccer". The correction is "Andi can play football".

33) Participant 34 (RER)

She had misformation error in number 1 "We **will used** English in class", the correction is "We will use English in the class", number 4 "**Are should** we do?", the correction is "What should we do?", number 6 "You **should don't** go to that competition", the correction is "You shouldn't go to the competition", number 7 "**Can Adnan replied** that question?", the correction is "Can Adnan answer the question?", number 9 "**Can** I introduce my self?", the correction is "May I introduce my self?", number 10 "Andi **can played** football", the correction is "Andi can play football", number 12 "My uncle **can't** come today", the correction is "My uncle will not come today", number 13 "We **may not washed** our hands", the correction is "We may not washed our hands", and number 15 "We **must not ate** those bread". The correction is "We must eat the bread".

34) Participant 35 (SL)

She had misformation error in number 2 "She **can not gives** money", the correction is "She can't give money", number 7 "**Can Adnan answers** that question?", the correction is "Can Adnan answer the question?", number 9 "**May I to** know my self?", the correction is "May I introduce my self?", and number 10 "Andi **can plays** soccer". The correction is "Andi can play football".

35) Participant 36 (SP)

He had misformation error in number 1 "We **will using** Englis in the classroom", the correction is "We will use English in the class", number 3 "I **must speaking** to him", the correction is "I must speak to her", number 6 "You **should don't** go to match", the correction is "You shouldn't go to

the competition", number 8 "We **must using** uniform everyday", the correction is "We must use uniform everyday", number 9 "**Can I** introduction my self?", the correction is "May I introduce my self?", number 10 "Andi **can playing** football", the correction is "Andi can play football", number 11 "Student **can** buy thing in the market", the correction is "Student can buy something in the store", and number 13 "We **can not** wash our hands". The correction is "We may not wash our hands".

36) Participant 38 (VSD)

She had misformation error in number 3 "I **must speaking** to her", the correction is "I must speak to her", number 6 "You **should don't** go to competition", the correction is "You should not go to competition", number 7 "**Can Adnan to** answer a question?", the correction is "Can Adnan answer the question?", number 10 "Andi **may** play football", the correction is "Andi can play football", and number 14 "You **must** study English language". The correction is "You should study English".

37) Participant 39 (VT)

She had misformation error in number 2 "She **can not gives** money", the correction is "She can't give money", number 10 "Andi **can plays** soccer", the correction is "Andi can play football", and number 14 "You **should learns** English". The correction is "You should study English".

38) Participant 40 (VCS)

He had misformation error in number 1 "We **will using** English at the class" the correction is "We will use English in the class", number 11 "Student **can** buy things in characters", the correction is "Student can buy

things in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

39) Participant 41 (WNA)

He had misformation error in number 6 "You **should don't go** to match", the correction is "You shouldn't go to the competition", number 8 "We **must using** uniform everyday", the correction is "We must use uniform everyday", number 9 "**Can** I introduce my e self?", the correction is "May I introduce my self?", number 10 "Andi **can playing** football", the correction is "Andi can play football", and number 11 "Student **can** buy thing in the market". The correction is "Student may buy something in the store".

40) Participant 42 (WS)

He had misformation error in number 9 "**I can** introduce my self?", the correction is "May I introduce my self?", number 11 "Students **can** buy something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correctio is "We may not wash our hands".

41) Participant 43 (YA)

He had misformation error in number 9 "**I can to** introduce my self?", the correction is "May I introduce my self?", number 11 "Students **can** buy something at the store", the correction is "Student may buy something in the store", and number 13 "We **can't** wash our hands". The correction is "We may not wash our hands".

The researcher determinded the data and identified the errors of each

modalities in the table below:

Table 4

Misformation Error

Participant	The Students' Errors	Correction
01	You **will used** English in classroom	We will use English in/at the class
	She/he **can't gives** money	She/he can not give money
	What **must** we do?	What should we do?
	Should we go to canteen together?	Will we go to the canteen together?
	You **can not** wash our hand	We may not wash our hands
	You **must** study English	You should study English
02	I **am must to** speak	I must/have to speak to her
	Would we go to cantin together?	Will we go to the canteen together?
	Would Adnan answer that question?	Can Adnan answer the qustion?
	Might me introduction my self?	May I introduce my self?
	Andi **can playing** soccer	Andi can play football
	We **mustn't eating** that bread	We must not/do not have to eat the bread
03	I **must speaking**	I must/have to speak to her
	You **should don't** go to competition	You should not go to the competition
	Andi **may** play football	Andi can play football
	You **must** study English language	You should study English

Participant	The Students' Error	Correction
04	We **will using** English at the class	We will use English in the class
	We **must wearing** uniform everyday	We must/have to wear uniform everyday
	Andi **will** play football	Andi can play football
	Student **will** buy shoes in shop	Student may buy something in the store
	We **will not** brushing hand	We may not wash our hands
	We **shouldn't** eat bread	We must not/ don't have to eat the bread
05	We **will using** English at the classroom	We will use English in the class
	You **should don't** go to match	You should not go to the match
	We **must uniform** everyday	We must/have to wear uniform everyday
	Student **can** buy something in the market	Student may buy something in the store
	We **can not** wash our hands	We may not wash our hand
06	You **must not** go to the competition	You shouldn't go to he competition
	Andi **can playing** football	Andi can play football
	You **must** study in English	You should study English
	We **must not eating** the bread	We must not eat the bread
07	You **must not** go to that game	You shouldn't go to the competition
	Andi **can playing** soccer	Andi can play football
	You **must** study in English	You should study English
08	I **can** introduce my self	May I introduce my self?
	Students **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
09	I **can** introduce my self?	May I introduce my self?
	Students **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands

Participant	The Students' Error	Correction
10	He **may not** give money	He can't give money
	We **must not** to contest	You shouldn't go to the competition
11	We **will using** English at the classroom	We will use English in the class
	Student **can** buy thimes in chracter	Student may buy something in the strore
	We **can't** wash our hands	We may not wash our hands
	You **should** learns English	You should study English
12	Andi **can soccer**	Andi can play football
	You **must** study English	You should study English
13	I **am must** speak	I must/have to speak to her
	What **must do** we?	What should we do?
	Andi **can playing** soccer	Andi can play football
	You **must** study in English	You should study English
	We **mustn't eating** that bread	We must not eat the bread
14	Students **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
15	We **will using** English at the class	We will use English in the class
	Student **can** buy things in characters	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
16	She **may not** give money	She can't give money
	We **haven't to** eat that bread	We don't have to eat the bread
17	She **may not** give money	She can't give money
	We **must not** go to contest	You shouldn't go to the competition
	Andi **may** play football	Andi can play football
	You **must** study English	You should study English
19	We **must wearing** uniform everyday	We must wear uiform everyday
	Andi **will** play football	Andi can play football
	Student **will** buy shoes in shop	Student may buy something in the store
	We **will not** brushing hand	We may not wash our hands
	We **shouldn't** eat bread	We mustn't/don't have to eat the

Participant	The Students' Error	Correction
		bread
20	We **will used** English in the classroom	We will use English in the class
	You **should don't** go to match	You should not go to the competition
	We **must using** uniform everyday	We must wear uniform everyday
	Can I introduce my self?	May I introduce my self?
	We **can not** was our hands	We may not wash our hands
21	We **will used** English in the classroom	We will use English in the class
	You **should** don't go to match	You should not go to the competition
	We **must using** uniform everyday	We must wear uniform everyday
	Can I introduce my self?	May I introduce my self?
	Andi **can playing** football	Andi can play football
	Student **can** buy thing in the market	Student may buy something in the store
	We **can not** wash our hands	We may not wash our hnds
22	Will **we going** canteen together?	Will we go to the canteen together?
	You must don't going competition	You shouldn't go to the competition
23	We **will used** English in the class	We will use English in the class
	May I to know my self?	May I introduce my self?
	Andi **can playing** soccer	Andi can play football
24	**I can** introduce my self	May I introduce my self?
	Students **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
25	We **will used** English in class	We will use English in the class
	What should **we doing**?	What should we do?
	Students **can** buy something at the store	Student may buy something in the store

Participant	The Students' Error	Correction
26	He **may not** give money	He can't give money
	We **must not** to contest	You shouldn't go to the competition
	Can Adnan **answering**	Can Adnan answer the question?
27	What **should we doing**	What should we do?
	Can Adnan answers that question?	Can Adnan answer the question?
	Student **can** buys something at the store	Student may buy something in the store
	We **can** wash our hand	We may not wash our hands
28	We **will in order to** in English in the classroom	We will use English in the class
	I **am must** speak to she	I must speak to her
	What **the must** we imlement?	What should we do?
	Have to Adnan answer to the quis?	Can Adnan answer the question?
	We **must in order to** uniform today	We must wear uniform everyday
	I **am can** to the familiar my self?	May I introduce my self?
	Andi **can playing** to football	Andi can play football
	Student **can** buy some the shop	Student may buy something in the store
	My uncle **not can** wellcome today	My uncle will not come today
	We **not can** wash hand me	We may not wash our hands
	We **have not** eat the bread	We don't have to eat the bread
29	**I can** introduce my self?	May I introduce my self?
	Sudents **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands

Participant	The Students' Error	Correction
30	We **will using** English at the class	We will use English in the class
	What should **we doing?**	What should we do?
	Student **can** buy things in characters	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
31	Andi **can plays** soccer	Andi can play football
	Students **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
32	She **may not** give money	She can't give money
	We **must wears** uniform everyday	We must wear uniform everyday
	We **haven't** to eats that bread	We don't have to eat the bread
33	We **will used** English in the class	We will use English in the class
	She/he **can't gives** money	She can't give money
	What **must** we do?	What should we do?
	Should we go to canteen together?	Will we go to the canteen together?
	Andi **can plays** soccer	Andi can play football
34	We **will used** English in class	We will use English in the class
	Are should we do?	What should we do?
	You **should don't** go to that competition	You shouldn't go to the competition
	Can Adnan replied that question?	Can Adnan answer the question?
	Can I introduce my self?	May I introduce my self?
	Andi **can played** football	Andi can play football
	My uncle **can't** come today	My uncle will not come today
	We **may not washed** our hands	We may not washed our hands
	We **must not ate** those bread	We must eat the bread
35	She **can not gives** money	She can't give money
	Can Adnan answers that question?	Can Adnan answer the question?

Participant	The Students' Error	Correction
	May I to know my self?	May I introduce my self?
	Andi **can plays** soccer	Andi can play football
36	We **will using** Englis in the classroom	We will use English in the class
	I **must speaking** to him	I must speak to her
	You **should don't** go to match	You shouldn't go to the competition
	We **must using** uniform everyday	We must use uniform everyday
	Can I introduction my self?	May I introduce my self?
	Andi **can playing** football	Andi can play football
	Student **can** buy thing in the market	Student can buy something in the store
	We **can not** wash our hands	We may not wash our hands
38	I **must speaking** to her	I must speak to her
	You **should don't** go to competition	You should not go to competition
	Can Adnan to answer a question?	Can Adnan answer the question?
	Andi **may** play football	Andi can play football
	You **must** study English language	You should study English
39	She **can not gives** money	She can't give money
	Andi **can plays** soccer	Andi can play football
40	We **will using** English at the class	We will use English in the class
	Student **can** buy things in characters	Student can buy things in the store
	We **can't** wash our hands	We may not wash our hands
41	You **should don't go** to match	You shouldn't go to the competition
	We **must using** uniform everyday	We must use uniform everyday
	Can I introduce my self?	May I introduce my self?
	Andi **can playing** football	Andi can play football
	Student **can** buy thing in the market	Student may buy something in the store

Participant	The Students' Error	Correction
42	**I can** introduce my self?	May I introduce my self?
	Students **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
43	**I can to** introduce my self?	May I introduce my self?
	Students **can** buy something at the store	Student may buy something in the store
	We **can't** wash our hands	We may not wash our hands
Total		**173**

Based on the table, there are 42 students commites misformation error by 173 items in using modalities.

d. Misordering Error

Misordering errors are characterized by the incorrect placement of a morpheme or group of a morpheme in a sentence. The researcher found misordering error in students' sentences:

1) Participant 02 (ADH)

She e had misordering order in number 4 "What **should do we?**", the correction is "What should we do?", and number 6 "You **should go not** to that competition". The correction is "You should not go to the competition".

2) Participant 13 (DMR)

She had misordering order in number 6 "You **should go not** to that competition". The correction is "You should not go to the competition".

3) Participant 18 (GAS)

She had misordering order in number 5 "**We will go** canteen together?".

The correction is "Will we go to the canteen together?".

4) Participant 20 (JCP)

He had misordering order in number 5 "**We will go** to canteen together?".

The correction is "Will we go to the canteen together?".

5) Participant 21 (JP)

He had misordering order in number 5 "**We will go** to canteen together?".

The correction is "Will we go to the canteen together?".

6) Participant 28 (RP)

She had misordering order in number 5 "**We will go** to canteen together?".

The correction is "Will we go to the canteen together?".

7) Participant 36 (SP)

He had misordering order in number 5 "**We will go** to canteen together?".

The correction is "Will we go to the canteen together?".

8) Participant 41 (WNA)

He had misordering error in number 5 "**We will go** to canteen together?.

The correction is "Will we go to the canteen together?"

The researcher determinded the data and identified the errors of each modalities in the table below:

Table 5

Misordering Error

Participant	The Students' Errors	Correction
02	What **should do we?**	What should we do?
	You **should go not** to that competition	You should not go to the competition

Participant	The Students' Error	Correction
13	You **should go not** to that competition	You should not go to the competition
18	**We will go** canteen together?	Will we go to the canteen together?
20	**We will go** to canteen together?	Will we go to the canteen together?
21	**We will go** to canteen together?	Will we go to the canteen together?
28	**We will** go to the canteen together?	Will we go to the canteen together?
36	**We will go** to canteen together?	Will we go to the canteen together?
41	**We will go** to canteen together?	Will we go to the canteen together?
Total		**9**

Based on the table, there are 8 students commites misordering error by 9 items in using modalities. After identifying the error the researcher classified the errors into the table below:

Table 6

Classification of the Students' Errors

No	Number of Participant	Kind of Errors				Total Errors
		Om	Ad	Mf	Mo	
1.	01	1	-	6	-	7
2.	02	1	2	6	2	11
3.	03	1	-	4	-	5
4.	04	1	-	6	-	7
5.	05	1	-	5	-	6
6.	06	1	1	4	-	6
7.	07	1	3	3	-	7
8.	08	1	-	3	-	4
9.	09	1	-	3	-	4
10.	10	-	-	2	-	2
11.	11	1	-	4	-	5
12.	12	-	3	2	-	5
13.	13	-	2	5	1	8
14.	14	1	-	2	-	3
15.	15	-	-	3	-	3
16.	16	-	-	2	-	2

No	Number of Participant	Kind of Errors				Total Errors
		Om	Ad	Mf	Mo	
17.	17	-	-	4	-	4
18.	18	-	1	-	1	2
19.	19	-	-	5	-	5
20.	20	-	-	5	1	6
21.	21	-	-	7	1	8
22.	22	-	1	2	-	3
23.	23	-	-	3	-	3
24.	24	1	-	3	-	4
25.	25	1	-	4	-	5
26.	26	-	-	4	-	4
27.	27	-	-	4	-	4
28.	28	-	-	11	1	12
29.	29	1	-	3	-	4
30.	30	-	-	4	-	4
31.	31	-	-	3	-	3
32.	32	-	-	3	-	3
33.	33	-	-	5	-	5
34.	34	-	-	9	-	9
35.	35	-	-	4	-	4
36.	36	-	-	8	1	9
37.	37	-	-	-	-	-
38.	38	-	-	5	-	5
39.	39	-	-	3	-	3
40.	40	-	-	3	-	3
41.	41	1	-	5	1	7
42.	42	1	-	3	-	4
43.	43	1	1	3	-	5
∑ Errors		**17**	**14**	**173**	**9**	**213**

Based on the table the whole errors that the students make are 213 items. After classifying the data, the researcher calculated the percentage of each error.

1) **Omission Error**

$$P = \frac{17}{213} \text{ X } 100\%$$

$$= 0.0798 \text{ X } 100\%$$

$$= 7.98\%$$

The percentage of omission errors are 7.98%

2) Addition Error

$$P = \frac{14}{213} \text{ X } 100\%$$

$$= 0.0658 \text{ X } 100\%$$

$$= 6.58\%$$

The percentage of addition errors are 6.58%

3) Misformation Error

$$P = \frac{173}{213} \text{ X } 100\%$$

$$= 0.8122 \text{ X } 100\%$$

$$= 81.22\%$$

The percentage of Misformation errors are 81.22%

4) Misordering Error

$$P = \frac{9}{213} \text{ X } 100\%$$

$$= 0.0422 \text{ X } 100\%$$

$$= 4.22\%$$

The percentage of Misordering errors are 4.22%

Table 7

The Percentage of Students' Errors in Using Modal Auxiliary

No.	Kind of Errors	Frequency	Percentage
1.	Omission	17 items	7.98%
2.	Addition	14 items	6.58%
3.	Misformation	173 items	81.22%
4.	Misordering	9 items	4.22%
	Total	**213 items**	**100%**

Based on the result of the research above, the highest error made by the students were misformation errors are 173 items. The percentage is 81.22%.

2. **Types of the Students' Errors in Using Modalities**

There are four types of error that students make in using modalities. they are omission, addition, misformation, and misordering.

a. **Omission Error**

In this research, the students omitted modal auxiliary in the form of written test, it had found there are 17 items of errors. The following data is presented from the sample errors committed by the students:

1) Question : *Kami akan menggunakan bahasa Inggris di kelas.*

    Answer : We ___ used using English in the classroom.

2) Question : *Pamanku tidak akan datang hari ini.*

    Answer : My uncle ___ not come today.

3) Question : *Kamu harus belajar bahasa Inggris.*

    Answer : You ___ are supposed to learn English.

The sentence in example (1 and 2) the students omitted a modal "will", in the example (3) the student ommited the modal "must/have to", so the revisions of omission errors are as follows:

1) We will use English in the class.

2) My uncle will not come today.

3) You should study English.

b. Additional Error

In this research, the students added unnecessary items in the form of written test and there are 14 items of errors. The following data is the sample of the errors when they answered the questions in written test:

1) Question : *Kami harus memakai seragam setiap hari.*

   Answer   : We must **to** put on uniform everyday.

2) Question : *Kami tidak boleh mencuci tangan kami*

   Answer   : We may not **to** wash we hand

3) Question : *Kamu harus belajar bahasa Inggris.*

   Answer   : You should **to** learn English.

4) Question : *Dapatkah Adnan menjawab pertanyaan itu?*

   Answer   : Can **is** Adnan answer that question?

The sentence in example (1, 2, and 3), the students added an unnecessary item (*to* - infinitive). In the example (4), a student added to be "is" that should not appear after the modal verb "can". So the revisions of additional errors are as follows:

1) We must/have to wear uniform everyday.

2) We may not wash our hands.

3) You should study English.

4) Can Adnan answer the question?

c. Misformation Error

Misformation error is characterized by the use of the wrong form of the morpheme or structure. In this research, the students were misform in using modal auxiliaries in the written test; it had found there are 173 items misformation error. The following data is the sample of students errors:

1) Question : *Andi dapat bermain bola kaki.*

   Answer : Andi **may** play football .

2) Question : *Akankah kita pergi ke kantin bersama-sama?*

   Answer : **Should** we go to canteen together?

3) Question : *Kamu seharusnya tidak menonton pertandingan itu.*

   Answer : You **should don't** go to match.

Misformation error occurs because the item supplied is incorrect. From the example (1) it can be seen that it was wrong in the context of meaning, because the sentence showed "ability", so the correct modal that should be used is "can". In example (2) was wrong in the contextof meaning because the sentence showed "determination, so the correct one should be used is "will". The example (3) was wrong because in negative sentence of modality does not need primary auxiliary "do" that should be " should not". The revisions of the errors are as follows:

1) Andi can play football.

2) Will we go to the canteen together?

3) You should not go to the competition.

d. Misordering Error

Misordering errors are characterized by the incorrect placement of a morpheme or group of a morpheme in an utterance. In this research, the students made errors in inversion between subject and modal in the form of written test and there are 9 items of errors. The following data is the sample of the students error:

1) Question : *Apa yang seharusnya kita lakukan?*

   Answer : What **should do we?**

2) Question : *Kamu seharusnya tidak pergi ke pertandingan itu.*

   Answer : You **should go not** to that competition.

From the example (1) above the wrong placement at the word "do" come before "we", so their position must be reserved. The example (2) also was wrong in the placement of (not) after verb it should be reserved too. Here the revision of the errors:

1) What should we do?

2) You should not go to the competition.

3. The Students' Dominant Error in Using Modalities

The total number of errors is 213 items. They were 17 items of omission error, 14 items of addition error, 173 items of misformation error, and 9 items of misordering error. From the result it can be seen the highest error is misformation by the total 173 items. So the dominant error of students in using modalities is misformation error.

B. Discussion

The result of this research which the title "The Analysis of Students' Errors in Using Modalities in Translating Indonesia into English Sentences of Grade VIII SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu" were 213 items of errors. They were 17 items by omission, 14 items by addition, 173 items by misformation, and 9 items by misordering.

There are similarities and dissents of findings in this research with the result in the related findings. Dita Putri Ayu[1] who found the students' were difficult in determining ability, willingness, and request in modal auxiliaries. While this researcher found the students' were difficult to determining obligation. They are must/have to and should because the modalities have almost the same meaning.

Mariatul Azizah[2] found some cases that are: the students' abilities in using modal auxiliary "must and have to" was still low. 44% students got fail score, 40% students got poor score, and 16% students got fair score. The reasons of students got low score were: 72% students were confuse in using "must and have to", 72% students did not know usage " must and have to " in sentence, 72% student did not know past form of "must and have to", and 80% students did not know when they must use "must and have to". This research the researcer also found the students have not mastered usage of must/have to and should. They are still confuse about their similar meaning.

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[1] Ayu Dita Putri, "An Analysis of Students ' Difficulties in Using Modal Auxiliaries of Second Year at SMA N 2 Koto XI," 2017, 1–5, http://jim.stkip-pgri-sumbar.ac.id/jurnal/view/Pgnp. Retrieved on July 04th 2019.

[2] Mariatul Azizah, "Analysis of Modal Auxiliary 'Must' and 'Have To' Used by The Eighth Grade Students of MTs Darul Amin Palangka Raya," 2017, http://digilib.iain-palangkaraya.ac.id/819/. Retrieved on December 01st 2018.

Yanti Ismiyati[3] the students' ability in using modal auxiliaries was 82.03 with very good category. In addition, the highest score in the test was 90. It was gained by three students. The lowest score was 75 gained by two students. The items of modal auxiliaries that got the highest percentage of students aswer correctly was 10%, and the lowest one the use of modal auxiliaries was 40%. This research the researcher found the highest score in the test was 100. It was gained by one student. The lowest score was 20 gained by one student.

Andri Hakim[4] concluded that the students' modality mastery at third semester of English Education Department IAIN Padangsidimpuan could be categorized weak (59,91). The dominant difficult type in the students' modality mastery was using modals 46 items with frequency of error was 10,22%. The result is different for this thesis. The dominant error was misformation in using modalities, 213 items with frequency of error is 81.22%.

Sudirman[5] concluded that the mastery of second year students (class VIII-2) in modal auxiliary especially in determining the meaning and function also the form of "Can and Could" were still low in mastering modal auxiliaries. The students were still confused to differentiate the meaning and function of modal auxiliaries. This research also found some students were still confused to differentiate the meaning and the function of modalities.

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[3] Yanti Ismiyati, "Analyzing The Ability of The Third Semester Students' Ability in Using Modal Auxiliaries at One Private University in Jambi in Academic Year 2014/2015" 15, no. 4 (2015): 99–106, http://ji.unbari.ac.id/index.php/ilmiah/article/download/131/126. Retrieved on May 15th 2019.

[4] Andri Hakim, "Students' Modality Mastery at The Third Semester of English Education Department in IAIN Padangsidimpuan," 2015.

[5] Sudirman, *Analysis on Students' Difficulties in Learning Modal Auxiliaries "Can" and "Could" (A Case Study At the Second Year Students of Mts Muhammadiyah 1 Ciputat)*, 2010, *http://repository.uinjkt.ac.id/dspace/bitstream/123456789/177/1/101090-SUDIRMAN-FITK.PDF*. Retrieved on December 01st 2018. Retrieved on January 02nd 2020.

Hawa Fadhila[6] found the speaker did addition of "to" after auxiliary (2.8%). The speaker used preposition after "must". There were three sentences in the data. The researcher found there were some students add "to" not only in "must" but also "may", "should", and "can" in sentence writing.

Mrs. P.R. Deshmukh[7] concluded the students knew what the modal auxiliary verbs but they were not able to use those in suitable sentences. Auxiliaries "ought to" and "need to" are more difficult for the students to use. However, the researcher found the more difficult for the students to be used are should, must/have to, and may because they thought the modalities have the same meaning. They couldn't adjust them based on the context.

Safiullah[8] found 68% of the students could not pass the test. Students' performance in grammar and using modal verbs accurately was very poor as reflected in their low scores on the test. The students also had difficulty deciding on the appropriate modals with appropriate functions. The researcher found the same case some students couldn't pick up the correct modalities from the given choices because they did not know the respective use of each modal auxiliary. But, many students got enough or high score.

Leli Lestari Parinduri[9] showed the findings that the addition error was 336 or 74.17%, the occurences of omission error was 40 or 8.83%, substitution error was 2 or 0.44%, and reordering error was 75 or 16.55% which totaled 453 occurances. The most dominant error made by the students were 336 addition error or about 74.17%.

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[6] Hawa Fadhila, "Errors in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta," 2013, eprints.ums.ac.id. Retrieved on January 02nd 2020.

[7] P.R. Deshmukh, "A Study of Errors in the Written Use of Modal Auxiliary Verbs by Std.IX. Students of Marathi Medium Schools in Aurangabad District," 2009, 1–27, https://shodhganga.inflibnet.ac.in/bitstream/10603/87158/3/03_abstract.pdf. Retrieved on January 02nd 2020.

[8] Safiullah, "A Study of Errors in Using Modal Verbs Made by Grade 11 Students of a Government School in Nintavur Educational Division," 2018, 17–23, https://zenodo.org. Retrieved on January 02nd 2020.

[9] Leli Lestari Parinduri, "An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan," 2017, repository.umsu.ac.id. Retrieved on January 02nd 2020.

Here the researcher got the errors made by the students were addition 14 items or 6.58%, omission error was 17 items or 7.98%, misformation was 173 items or 81.22%, misordering was 9 items or 4.22%, and the dominant error was misformation by 173 items or 81.22%.

Dian Putri Pertiwi[10] found the types of modal auxiliary which commonly used incorrect by students were "may" and followed by "will". The kind of errors that frequently made by students was misformation 48.2%, followed by addition 26.5%, and omission 25.2%. But the researcher found the students often did error in using "may", "should", "and must/have to". The kind of errors that student made were misformation 81.22%, addition 6.58%, and omission 7.98%.

Based on the result from the researcher that has been researched before about students' Modality, the result from this thesis also found similarities and dissents from all the related findings.

C. Threat of Research

The researcher as former in doing the research has many weakness. It is caused by many aspects. In this case the researcher stated many limited, they are :

1) As the former the researcher still has the lack of knowledge.

2) The processing of data, may be has simple one, so that is why the result is not good as the expert done and far from being perfect because of the limit of researcher.

3) Some students cheated. It made some answers of the test were not pure because they did not do it by themselves.

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[10] Dian Putri Pertiwi, "An Error Analysis on the Use of Modal Auxiliary Made by English Education Students at Muhammadiyah University of Surakarta," 2019, eprints.ums.ac.id. Retrieved on January 02nd 2020.

D. Checking of Trustworthiness

In doing the research, the researcher needed to make validating of the findings. In this case the researcher used the term of trustworthiness for validating the accuracy findings. The researcher only used checking with friend through discussion by exposing the interview result or final result. Trustworthiness in qualitative research is very important because checking to the trusworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. The researcher only used checking with friend through discussion by exposing the interview result or final result.

CHAPTER V

CONSCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis the researcher had made out the conclusions about the students' errors as follows:.

1. The total numbers of errors were committed by the students 213 items. The proportions of the students' errors in using modalities based on the Surface Strategy Taxonomy as follows:

   a. The number of omission errors was 17 items, and the percentage was 7.98%

   b. The number of addition errors was 14 items, and the percentage was 6.58%

   c. The number of misformation errors was 173 items, and the percentage was 81.22%

   d. The number of misordering errors was 9 items, and the percentage was 4.22%

2. The types of errors that the students made in their simple sentence writing were omission, addition, misformation and misordering.

3. The dominant error that students commited was missformation by 173 items.

B. Suggestion

1. It is suggested to the English teacher :

    a. The teacher should explain as clear as possible about modal auxiliary not only meaning and the examples but also the usage. So the students will not misunderstand with the usage of modal auxiliary.

    b. The teacher should have a special attention to the students especially to those who gained low mark in grammar and unconfident in using modal auxiliaries.

    c. Applying an appopriate strategies, methods, and ways which can improve the students in learning English. Especially undesrstanding modalities.

2. It is suggested to the students:

    a. The students should increase their efforts in learning English.

    b. The students should pay more attention to study while the teacher is explaining

    c. The students have to be accustomed to learn writing of sentences, begin from writing of simple sentence.

    d. Reading grammar book or English text could improve the students' knowledge to understand grammatical pattern.

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Kepada Yth:
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2. **Yusni Sinaga, S. Pd., M. Hum**   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi   : **The Students' Errors in Using Modalities at VIII Grade of SMP Negeri 1 Bilah Hulu Kabupaten Labuhanbatu**
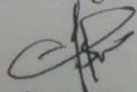
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M. Ag.
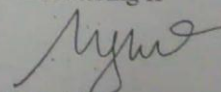NIP. 19710510 200003 2 001

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Yth. Kepala SMP N 1 Bilah Hulu
Kabupaten Labuhanbatu

Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Sihitang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Analysis of Students' Grammatical Error in Using Modality at Grade VIII SMP N 1 Bilah Hulu".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

                                      a.n. Dekan
                                      Wakil Dekan Bidang Akademik

                                      Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
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: -
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 Penyelesaian Skripsi

Kepada Yth,
Bapak / Ibu Ketua IAIN Padang Sidempuan
di
        Tempat

Dengan Hormat,
Sehubungan dengan Surat dari Universitas IAIN (Institut Agama Islam Negeri) Padang Sidempuan Fakultas Tarbiyah Dan Ilmu Keguruan Nomor. B-/266/In.14/E.1/TL.00/08/2019 tertanggal 03 September 2019 perihal Permohonan Izin Kegiatan Penelitian untuk Penyelesaian Skripsi.

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Alamat	: Sihitang

Judul Penelitian : " **The Analysis Of Students' Grammatical Error in Using Modality at Grade VIII SMP Negeri 1 Bilah Hulu**"

Dengan ini kami mengizinkan mahasiswa IAIN (Institut Agama Islam Negeri) Padang Sidempuan tersebut untuk melasanakan Kegiatan Penelitian Penyelesaian Skripsi di SMP Negeri 1 Bilah Hulu pada tanggal 06 dan 10 September 2019

Demikian surat balasan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Kepala SMP Negeri 1 Bilah Hulu

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Appendix 1

TEST INSTRUMENT

Subject   : English

Sub Subject Matter : Modal Auxiliary

Class   : VIII

Time Allocation : 60 minutes

Instruction:
1. *Write subject, name and class clearly on the paper!*
2. *Read each question carefully before you answer!*
3. *Work individually!*

Particular Instruction: Choose one of the following modal auxiliaries (can, will, may, must/have to, and should) to translate the sentences below from Bahasa Indonesia into English

1. Kami *akan* menggunakan bahasa Inggris dikelas.
2. Dia *tidak bisa* memberi uang.
3. Saya *harus* berbicara kepadanya.
4. Apa yang *seharusnya* kita lakukan?
5. *Akankah* kita pergi ke kantin bersama?
6. Kamu *seharusnya* tidak pergi ke pertandingan itu.
7. *Dapatkah* Adnan menjawab pertanyaan itu?
8. Kami *harus* memakai seragam setiap hari.
9. *Bolehkah* saya memperkenalkan diri saya?
10. Andi *bisa* bermain bola kaki.
11. Siswa *boleh* membeli sesuatu di toko.
12. Pamanku *tidak akan* datang hari ini.
13. Kami *tidak boleh* mencuci tangan kami.
14. Kamu *seharusnya* belajar bahasa Inggris.
15. Kami *tidak harus* memakan roti itu.

Appendix 2

ANSWER KEY

1. We will speak English in the class
2. She/He can not give money
3. I must/have to speak to her
4. What should we do?
5. Will we go to the canteen together?
6. You should not go to the competition
7. Can Adnan answer the question?
8. Wa must/have to wear uniform everyday
9. May I introduce my self?
10. Andi can play football
11. Student may buy something in the store
12. My uncle will not come today
13. We may not wash our hands
14. You should study English
15. We must not/ do not have to eat the bread

Appendix 3

INTERVIEW SHEET

A. **Interview to English Teacher**

1. Apa buku pokok yang digunakan ibu dalam mengajar Modality?

   (What is the primer book that used by the teacher in teaching Modality?)

2. Bagaimana hasil belajar siswa dalam pembelajaran Modality?

   (How about the students result in learning Modality?)

3. Media apa yang ibu gunakan dalam mengajar Modality?

   (What are the media that teacher used in teaching Modality?)

4. Kesulitan-kesulitann apa yang dihadapi siswa ketika belajar Modality?

   (What are the students difficulties in learning Modality?)

5. Bagaimana ibu memecahkan masalah tersebut?

   (How does the teacher solve the problem?)

B. **Interview to student**

1. Apakah adik menyukai pelajaran bahasa Inggris?

   (Do you like English subject?)

2. Apakah adik belajar bahasa Inggris ketika sekolah dasar?

   (Did you study English in elementary school?)

3. Apakah adik mengikuti kursus bahasa Inggris?

   (Do you take English course?)

4. Apakah adik pernah belajar Modality?

   (Have you ever learned about Modality?)

5. Bisakah adik membuat kalimat yang mengandung Modality?

   (Can you make the sentence contains Modality? Give the example)

6. Apa kesulitan adik dalam belajar Modality?

(What are your difficulties in lerning Modality?)

7. Bagaimana adik memecahkan masalah tersebut?

(How do you solve the problem?)

8. Bagaimana cara belajar Modality dikelas adik? Apakah menurut adik cara itu

bagus?

(How do you learn Modality in your class?)

9. Apakah di perpustakaan sekolah adik cukup banyak buku bahasa Inggris?

(Do you think there are many English book in your school library?)

Appendix 4

Sample of VIII SMP N 1 Bilah Hulu Kabupaten Labuhanbatu

Number	Name of Participant	L/P
1	Ade Angelia sitorus	P
2	Adinda Dwika habibah	P
3	Agnes Herlinanty Gulo	P
4	Andre Timotius Simarmata	L
5	Ari Ferdy Siregar	L
6	Arya Idul Fitriyan	L
7	Aulia Agustin	P
8	Bagas Arya Syahputra	L
9	Bima Arilino	L
10	Cesi Tambunan	P
11	Daniel Turnip	L
12	Dhea Rizqy Ananda	P
13	Dinda Meirani Ritonga	P
14	Febriansyah	L
15	Freldy	L
16	Gabriel Maranatha Sianturi	L
17	Gilbert Raphael	L
18	Giska Afdillah Syahfitri	P
19	Irwandi Rejeki Pandiangan	L
20	Johanes	L
21	Juanri Pasaribu	L
22	Kiky Immanuel Sitepu	L
23	M. Abyan Zhafran Wijaya	L
24	M. Amin Subekti	L
25	Nanda Pratama	L
26	Noverita Anggelina Simatupang	P
27	Rahmat Teguh Azhari Dalimunthe	L
28	Ratiah Pasaribu	P
29	Reza Prasetyo	L
30	Rico Riadi Sinaga	L
31	Rizky Akbar Maulana	L
32	Roma Meilani Situmorang	P
33	Rully Cesarlin Lumbanraja	P
34	Ruth Eunike Regina Panjaitan	P
35	Sephia Lestari	P
36	Sepruli	L
37	Tania Feby Yolanda	P
38	Vanni Sulastri Dewi Rumapea	P
39	Veny Triani	P
40	Very Claudio Sinaga	L
41	William Noval Alexus Sirait	L
42	Wiri Sono	L
43	Yongki Anggara	L