



**STUDENTS' MODALITY MASTERY AT THE THIRD
SEMESTER OF ENGLISH EDUCATION DEPARTMENT
IN IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd.I) in English*

Written by:

**ANDRI HAKIM
Reg. No. 11 340 0047**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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ANDRI HAKIM
Reg. No. 11 340 0047



Advisor I

Dr. Erawadi, M.Ag
NIP. 19720326 199803 1 002

Advisor II

Hamka, M.Hum
NIP. 19840815 200912 1 005

**TARBIYAH AND TEACHING TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015

Term : Munaqosyah
a.n. Andri Hakim
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Padangsidimpuan, 06th November 2015
To :
Dean Tarbiyah and Teacher Training Faculty
in =
Padangsidimpuan


Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Andri Hakim**, entitle "*Students' Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan*". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

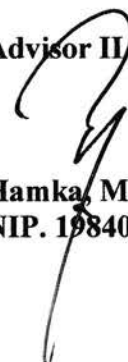
Wassalamu'alaikum Wr. Wb.

Advisor I



Dr. Erawadi, M.Ag
NIP. 19720326 199803 1 002

Advisor II



Hamka, M.Hum
NIP. 19840815 200912 1 005

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : **ANDRI HAKIM**
Reg. No. : 11 340 0047
Faculty/Department : Tarbiyah And Teacher Training Faculty/ TBI-2
Title of Thesis : **STUDENTS' MODALITY MASTERY AT THE
THIRD SEMESTER OF ENGLISH EDUCATION
DEPARTMENT IN IAIN PADANGSIDIMPUAN**

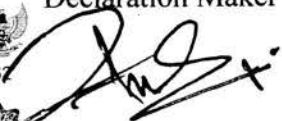
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Reg. No. 11 340 0047

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ANDRI HAKIM

Reg. No. 11 340 0047

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : ANDRI HAKIM
Reg. No : 11 340 0047
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education Department
Thesis : **STUDENTS' MODALITY MASTERY AT THE THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN PADANGSIDIMPUAN**

Chief,


Anhar, M.A


Nip. 19711214 199803 1 002

Secretary,



Fitri Rayani Siregar, M.Hum

Nip. 19820731 200912 2 004

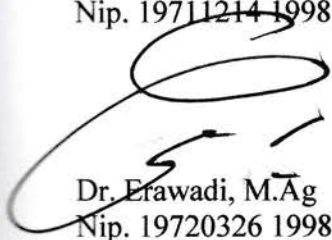
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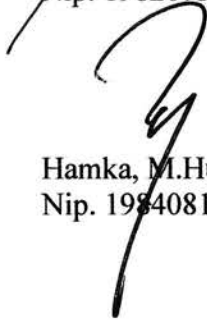
Nip. 19711214 199803 1 002


Fitri Rayani Siregar, M.Hum

Nip. 19820731 200912 2 004


Dr. Erawadi, M.Ag

Nip. 19720326 199803 1 002


Hamka, M.Hum

Nip. 19840815 200912 1 005

Proposed:

Place : Padangsidempuan
Date : December, 08th2015
Time : 09.00 until 13.00
Result/Mark : 72.56 (B)
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Predicate : Very Good



**RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : STUDENTS' MODALITY MASTERY AT THE THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN PADANGSIDIMPUAN

Written By : ANDRI HAKIM

Reg. No : 11 340 0047

Faculty / Department : TARBIYAH AND TEACHER TRAINING FACULTY / TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic Education (S.Pd.I)

Padangsidimpuan, 29 Januari 2016
Dean



Hj. ZULHIMMA, S. Ag., M. Pd
NIP. 19720702 199703 2 003

Name : **Andri Hakim**
Reg. No : **11 340 0047**
Faculty : **Tarbiyah and Teacher Training Faculty**
Department : **English Education Department (TBI-2)**
Title of Thesis : **Students' Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan**
Year : **2015**

ABSTRACT

This research was taken based on fact of the problems in modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan. The aims of the research was analyzed students' modality mastery, the researcher was found and explained the dominant difficult type in students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan.

The kind of this research was qualitative approach by using descriptive method. The sources of the data were taken from two sources; they were primary and secondary sources. The primary sources were the data from class TBI-1 there were 22 students that was students at the third semester of English Education Department in IAIN Padangsidimpuan and the secondary sources were the data from the English lecturer of English Education Department in IAIN Padangsidimpuan. The technique of collecting the data used test, interview and observation.

Based on the research result, the researcher found that the mastery of students in modality was weak (59.91%), it can be categorized into weak categories and the dominant difficult type in modality mastery was had better. The reason of students difficulties in modality mastery were poor vocabulary, lack understand kinds of modality, lack understand meaning modality and lack understand function of modality.

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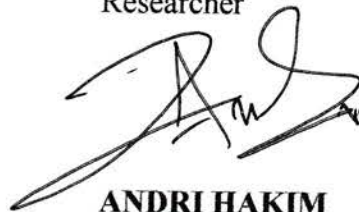
complete this Thesis and always help me to solve my problems. Thank you so much my sister and my brothers.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 6th November 2015

Researcher



ANDRI HAKIM
Reg. No. 11 340 0047

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CHAPTER I

INTRODUCTION

A. The Background of the Problems

In Indonesia English is the first foreign language. As an international language, English spreads all over the world. It can be proved by designing English curriculum in the whole levels of Indonesian education institutions, from elementary, junior high school, senior high school and finally in university. As the first foreign language in Indonesian schools, English becomes one of school subjects. It has done by the teacher and students in many class activities. To master a foreign language, students should know the language components such as vocabulary, phonology, and structure or grammar. However, English is not our own language; everyone will feel that it is difficult. In junior high school, students learn the four language skills. That is clearly stated in the goals of the curriculum 2004 as following the objectives of English teaching in Junior high school. It is to enable the students to develop English skills, especially in grammar.

Teaching grammar has often been regarded as a structure base on formal activities. After relating it with several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a new insight. In the teaching of grammar, the techniques of resource combinations are often modified to structure discourse match and they are well developed, they can be used effectively for all phases of a grammar lesson. In order to make a grammar lesson more effective, beneficial, and interesting a teacher should use some well

developed and fascinating techniques in the classroom. The examples of such integrated sources and techniques, such as the use of songs, verses, games, and problem solving activities will be clarified and several examples will be provided.

The researcher's consideration in carrying out this research is based on the view that grammar is an essential component of language, so it is important to find and apply a method to teach it effectively. As stated in verse 24 of Surah Ibrahim that learning grammar is very important aspect to language acquisition.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي

السَّمَاءِ ﴿٢٤﴾

“Sects thou not how Allah set forth a parable? A goodly word like a goodly tree, whose root is firmly fixed, and its branches reach to the Heavens, it brings forth its fruit at all times, by the leave of its lord. So, Allah sets forth parables for men, in order that they may receive admonition, and the parable of an evil word is that of an evil tree: It is torn up by the root from the surface of the earth: It has no stability” (QS. Ibrahim: 24).¹

Actually, this verse can be put in language teaching context which states that learning grammar is important. “A goodly word” can be inferred with producing the language accurately and appropriately. The place of grammar is considered as fundamental factors, parable with the root of the tree, which is firmly fixed in the ground. It means that one should possess the basic knowledge of grammar in order to be able for communicate grammatically.

¹Abdullah Yusuf Ali, *The Glorious Qur'an* (Beirut: Dar El Fikr, 2009), p. 228.

In the fact, not all of students are successfully in learning English especially in IAIN Padangsidempuan. Most of students say that English is difficult, it can be seen from their daily life, they never speak English with grammar even and they are lazy to practice English. They still use their own language and the other students think that English is just as a foreign language.

Based on the syllabus of English Education Department in IAIN Padangsidempuan 2014 year there are some materials that must studied in Structure and Grammar I such as in second semester they are:

1. Present Tense and Present Progressive
2. Simple Past Tense and Past Progressive
3. Present Perfect Tense
4. Kinds of Noun and Pronoun
5. Modals and Related verb expression
6. Quantifiers and Articles
7. Absolute Constructions
8. Affirmative negative and Interrogative Sentence
9. Abstract noun Phrases
10. Appositive noun Adjective Phrases²

Based on the syllabus of English Education Department in IAIN Padangsidempuan 2014 year the researcher chooses material the five number that is about “Modals and Related verb expression”. The students at the third semester of English Education Department have been studying Srtucture and Grammar I at last semester in second semester about modals.

Now the students at third semester studying again in Structure and Grammar II about modals . Modals is helping verb that used with principal verb to

²Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies Padangsidempuan, *Silabus Jurusan Tadris/Pendidikan Bahasa Inggris*, Tahun 2014, p. 40.

give more meaning on verb. They are helping verbs that express a wide range of meaning (ability, permission, possibility, necessity). Most of the modals have more than one meaning. Based on syllabus of English Education Department Padangsidempuan 2014 year there were some materials that must studied on Structure and Grammar II at the third semester they are:

1. Present and Past
 - a. Simple and Progressive
 - b. Past and Progressive
 - c. Future and Progressive
 - d. Perfect and progressive
2. Pronoun
3. Phrasal verbs
4. Modals and related verbs
5. Expressions
6. Gerunds and Infinitive
7. Quantifiers
8. Nouns
9. Verbs of sense
10. Causative Verbs
11. Absolute Contractions³

Based on syllabus modals studying again at the third semester, so the researcher took about material fourth number that is about “Modals and related verb” for to research. The reseacher wants to know how are students modality mastery and difficulties in modality mastery in last semester and now semester at the third semester of TBI in IAIN Padangsidempuan in 2015/2016 academic year.

Based on the explanation above, the reseacher thinks that is necessary to conduct a research about **“STUDENTS’ MODALITY MASTERY AT THE**

³*Ibid*, p. 62.

THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN PADANGSIDIMPUAN”.

B. The Focus of the Research

Based on the background of the problem above, the researcher was focused to students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan. But in this research the research focuses on the modals can, could, may, might, shall, should, will, would, must, have to, ought to and had better.

C. The Definition of Terminologies

1. Student

Student is a person who is studying at a collage university or college.⁴

Students mean 1) person who is studying at a college or university, secondary school, 2) any person interested in a particular subject.

2. Modality

The term modality covers a fairly wide range of semantic contrasts. In order to get a feeling for some of the parameters involved, let us consider the behavior of some English modal auxiliary verbs.⁵ The word 'auxiliary' is

⁴A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2010), p. 1484.

⁵Paul R Kroeger, *Analyzing Grammar an Introduction* (New York: Cambridge University Press, 2005), p. 165.

formed from the Latin *auxilium* meaning ‘help’, and in grammar it refers to certain verbs that are used to form tenses.⁶

So, based on those definitions above, the writer concluded that modality is certain verbs that are used to form tenses.

3. Mastery

Mastery is complete knowledge or control, great skill and supremacy.⁷

So, modality mastery is a complete knowledge or control, great skill and supremacy to understand modal.

4. IAIN Padangsidimpuan

IAIN Padangsidimpuan is one of Islamic institute in Padangsidimpuan which address in Jl. HT. Rizal Nurdin km 4, 5 Sihitang Padangsidimpuan.

D. The Formulation of the Problems

Based on the explanation above the writer comes to formulate the problems of the study as follow:

1. How is the students’ modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan?
2. What the dominant difficult type in the students’ modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan?

⁶Barbara Dykes, *Grammar for Everyone, Practical Tools for Learning and Teaching Grammar* (Australia: ACER Press, 2007), p. 49.

⁷A.S Hornby, *Oxford Advance Learner’s Dictionary of Current English* (London:University Press, 1995), p. 1344.

3. Why is the dominant difficult type in the students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan?

E. The Objective of the Research

The Objectives of the research are:

1. To analyze the students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan.
2. To find the dominant difficult type in the students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan.
3. To explain the dominant difficult type in the students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan.

F. The Significances of the Research

The significant of the research is expected to be useful for the lecturer to improve their teaching of modality. It is also expected to be useful for the students in increasing their mastery in using modality. The significance has two major benefits follows:

1. Theoretically
 - a. To fulfill a requirement to reach the first strata degree in English education department in state institute of Islamic studies Padangsidimpuan.

As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in modality mastery.

2. Practically

- a. As an input for the leader of English Education Departmen in guiding her lecturer.
- b. As an input for the lecturer in teaching process especially in modality mastery.

As an input to the students to increase their mastery in using modality

G. The Outline of the Thesis

To make this research easier to read, the researcher will make the systematic of this research will be divided into five chapters. Each chapter consists of many sub-chapters with detail as follows:

Chapter I, it consists of the background of the problems, the focus of the research, the definition of terminologies, the formulation of the problem, the objective of the research, the significances of the research.

Chapter II, it consists of the theoretical description, in theoretical description is divided by two parts. The first is theoretical review. The second part of theoretical description is related findings.

Chapter III, it consists of The research methodology, the place and time of the research, the kinds of the research, the source of data, the instrument of

collecting data, the technique of data analysis, the techniques of checking trustworthiness.

Chapter IV, it consists of the research result, threats of the research, discussion.

The last chapter V, it consists of concluding and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Review

1. Modality

a. Definition of Modal Auxiliaries

The modal auxiliaries in English are can, could, had better, may, might, must, ought (to), shall, should, will, would. Modal auxiliaries generally express speakers' attitudes. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and, in addition, they can convey the strength of those attitudes. Each modal has more than one meaning or use.¹

Modal auxiliaries add to the verb a special semantic component such as ability, obligation, possibility. Some of the modal auxiliaries express the same kinds of semantic colorig as verbs in the subjunctive mood (note the relationship between *modaling mood*). Modal auxiliaries generally have no –s suffix for third person, and no infinitive or participial form. They have only two formal tenses, the present and the past, which are used with the simple form of the lexical verb (may *offer* or might *offer*), the progressive form (may

¹Betty Schramper Azar, *Understanding and Using English Grammar* (New York: Longman, 2002), p. 151.

or might *be offering*), the perfect form (may or might *have offered*) or the passive form (may or might *be offered*).²

Modal auxiliaries are helping verbs that express a wide range of meanings (ability, permission, possibility, etc.). most of the modals have more than one meaning.³ Then, according to Dhanny R. Cyssco, modal auxiliaries is a group of helping verbs that section from auxiliaries that give extra significance in a sentence.⁴

a. Basic Modals

<i>I</i>	}	+	<i>can do it.</i>
<i>You</i>			<i>could do it.</i>
<i>She</i>			<i>had better do it.</i>
<i>He</i>			<i>may do it.</i>
<i>It</i>			<i>might do it.</i>
<i>We</i>			<i>must do it.</i>
<i>They</i>			<i>ought to do it.</i>
			<i>Shall do it.</i>
			<i>Should do it.</i>
			<i>Will do it.</i>
			<i>Would do it.</i>

Modals do not take a final *-s*, even when the subject is *she, he, or it*.

Correct : *She can do it.*

Incorrect : *She cans do it.*

Modals are followed immediately by the simple form of a verb.

Correct : *She can do it.*

Incorrect : *She can to do it. / She can does it. / She can did it.*

The only exception is *ought*, which is followed by an infinitive (*to + the simple form of a verb*).

Correct : *He ought to go to the meeting.*

b. Phrasal Modals

<i>Be able to do it.</i>
<i>Be going to do it.</i>
<i>Be supposed to do it.</i>
<i>Have to do it.</i>
<i>Have got to do it.</i>
<i>Used to do it.</i>

Phrasal modals are common expressions whose meanings are similar to those of some of the modal auxiliaries. For example: *be able to* is similar to *can*; *be going to* is similar to *will*.

An infinitive (*to + the simple form of a verb*) is used in these similar expression.⁵

²Marcella Frank, *Modern English a Partial Reference Guide* (New York University: Prentice Hall, 1972), p.95-96.

³Betty Schramper Azar and Budrijanto, *Fundamentals of English Grammar* (Binarupa Aksara, 2002), p. 94.

⁴Dhanny R. Cyssco, *Comprehensive English Grammar Preparation for TOEFL* (Jakarta: Kesaint Blanc, 2009), p. 95.

⁵Betty Schramper Azar, *Understanding and Using...Op.Cit.*, p. 151.

b. Kinds of Modal Auxiliaries

Modal Auxiliary verb is verb used to express various moods and mental attitudes like hope, expectation, possibility and futurity.⁶ Modal Auxiliaries generally express a speaker's attitudes or mood, such modal can express that a speaker feels something is necessary, advisable, permissible, or probable and in addition they can convey the strength of these attitude.⁷

In English, such verb have largely replaced the subjunctive mood, and three kinds of modality can be distinguished for them:

- a) Epistemic modality, which express a judgment about the truth of a proposition (whether it is possible, probable, or necessarily true): *John may be in his office.*
- b) Dentic modality, which involves the giving of directives (in terms of such notions as permission and obligation): *You must leave immediately.*
- c) Dynamic modality, which describe such properties as ability and volition to the subject of the sentence: *I can come.* Often the same modal verb is used for more than one kind of modality: *may* for possibility (*it may rain tomorrow*) and permission (*You may smoke now*): *must* for necessity (*The plane must have landed by now*) an obligation (*I must go*).

Then, according to Betty Schramfer Azhar, the types of Modal Auxiliaries can be divided into two kind they are:

- a) modal auxiliaries with different meaning such as: can, could, had better, may, might, must, ought to, shall, should, will, and would.
- b) Second, modal auxiliaries with similar expression such as: be able to, be going to be supposed to, be to, have to, have got to, used to.⁸

⁶Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p. 128.

⁷Betty Schramfer Azar, *Understanding and Using English Grammar*, (Washington; Prentice Hall Regent, 1950), p. 68.

⁸ Betty Schramfer Azar and Budrijanto, *Understanding and Using...Op.Cit.*, p. 68.

Modal and semi modals can be grouped into three major categories according to their main meaning (excluding used to, which relates to past time).

- 1) Permission/possibility/ability: can, could, may, might
- 2) Obligation/necessity: must, should, had better, have (got) to, need to, ought to, be supposed to.
- 3) Volition/prediction: will, would, shall, be going to.⁹

Based on all explanation the researcher conclude in the table kinds of modal auxiliaries follows:

Table 1
Summary chart of Modals and Similar Expression

SUMMARY CHART OF MODALS AND SIMILAR EXPRESSION ¹⁰			
AUXILIARY	USES	PRESENT/FUTURE	PAST
<i>May</i>	Polite request (only with I or we)	<i>May I borrow your pen?</i>	
	Formal permission	<i>You may leave the room.</i>	
	Less than 50% certainty	<i>-where's John?</i> <i>He may be at the library.</i>	<i>He may have been at the library.</i>
<i>Might</i>	Less than 50% certainty	<i>-where's John?</i> <i>He might be at the library.</i>	<i>He might have been at the library.</i>
	Polite request (rare)	<i>Might I borrow your pen.</i>	
<i>Should</i>	Advisability	<i>I should study tonight.</i>	<i>I should have studied last night, but I didn't</i>
	90% certainty (expectation)	<i>She should do well in the test. (future only, not present)</i>	<i>She should have done well on the test.</i>

⁹Stig johan, Geoffy Leechand Douglas Bibes, *Longman Grammar of spoken and written English*, (London: Endinburgh gate, 2000), p. 485.

¹⁰Betty Schramper Azar and Budrijanto, *Fundamentals of...Op.Cit.*, p. 199-200.

<i>ought to</i>	Advisability	I <i>ought to study</i> tonight.	I <i>ought to have studied</i> last night, but I didn't
	90% certainty (<i>expectation</i>)	She <i>ought to do</i> well in the test. (<i>future only, not present</i>)	She <i>ought to have done</i> well on the test.
<i>had better</i>	Advisability with threat of bad result	You <i>had better be</i> on time, or we will leave without you.	(<i>past form uncommon</i>)
<i>be supposed to</i>	Expectation	Class <i>is supposed to begin</i> at 10:00	
	Unfulfilled expectation		Class <i>was supposed to begin</i> at 10:00, but it didn't begin until 10:15.
<i>Must</i>	Strong necessity	I <i>must go</i> to class today	(I <i>had to go</i> to class yesterday)
	Prohibition (<i>negative</i>)	You <i>must not open</i> that door.	
	95% certainty	Mary isn't in class. She <i>must be</i> sick. (<i>present only</i>).	Mary <i>must have been</i> sick yesterday.
<i>have to</i>	Necessity	I <i>have to go</i> to class today	I <i>had to go</i> to class yesterday.
	Lack of necessity (<i>negative</i>)	I <i>don't have to go</i> to class today.	I <i>didn't have to go</i> to class yesterday.
<i>have got to</i>	Necessity	I <i>have got to go</i> to class today.	(I <i>had to go</i> to class yesterday).
<i>Will</i>	100% certainty	He <i>will be</i> here at 6:00. (<i>future only</i>)	
	Willingness	-the phone's ringing. I'll get it.	
	Polite request	<i>Will you please pass</i> the salt?	
<i>be going to</i>	100% certainty (<i>prediction</i>)	He <i>is going to be</i> here at 6:00. (<i>future only</i>)	
	Definite plan (<i>intention</i>)	I'm <i>going to paint</i> my bedroom. (<i>future only</i>)	
	Unfulfilled intention		I <i>was going to paint</i> my room, but I didn't have time.
<i>Can</i>	Ability/possibility	I <i>can run</i> fast.	I <i>could run</i> fast

			when I was a child, but now I can't.
	Informal permission	You can use my car tomorrow.	
	Informal polite request	<i>Can I borrow your pen?</i>	
	Impossibility (negative only)	That <i>can't be true!</i>	That <i>can't have been true!</i>
<i>Could</i>	Past ability		<i>I could run fast when I was a child.</i>
	Polite request	<i>Could I borrow your pen?</i> <i>Could you help me?</i>	
	Suggestion (affirmative only)	<i>-I need help in match.</i> <i>You could talk to your teacher.</i>	<i>You could have talked to your teacher.</i>
	Less than 50% certainty	<i>-Where's John?</i> <i>He could be at home.</i>	<i>He could have been at home.</i>
	Impossibility (negative only)	That <i>couldn't be true!</i>	That <i>couldn't have been true!</i>
<i>be able to</i>	Ability	<i>I am able to help you.</i> <i>I will be able to help you.</i>	<i>I was able to help him.</i>
<i>Would</i>	Polite request	<i>Would you please pass the salt?</i> <i>Would you mind if left early?</i>	
	Preference	<i>I would rather go to the park than stay home.</i>	<i>I would rather have gone to the park.</i>
	Repeated action in the past		When I was a child, <i>I would visit my grandparents every weekend.</i>
	Polite for "want" (with like)	<i>I would like an apple, please.</i>	
	Unfulfilled wish		<i>I would have liked a cookie, but there were none in the house.</i>
<i>used to</i>	Repeated action in the past		<i>I used to visit my grandparents every</i>

			weekend.
	Pst situation that no longer exists		I <i>used to live</i> in Spain. Now I live in Korea.
<i>Shall</i>	Polite question to make a suggestion	<i>Shall I open</i> the window?	
	Future with "I" or "we" as subject	I <i>shall arrive</i> at nine. (<i>will</i> = more common)	

c. The Using of Modal Auxiliaries

1) Modal Auxiliaries: Can and Could

Can and could means obtain.¹¹ Could can mean past ability, but that is not its only meaning. Another meaning of could is possibility.¹² Can express ability in the present or future.¹³ We use 'can' to talk about 'possibility'. Example: Can you do that? I can't manage to do that.

Notice that there are two negative forms: 'can't' and 'cannot'. These mean exactly the same thing. When we are speaking, we usually say 'can't'.

The formula of "Can"¹⁴

Subject + Can+ Verb I+ Complement

¹¹Dhanny R. Cyssco, *Op.Cit.*, p. 97.

¹²Betty Schramper Azar and Budrijanto, *Fundamentals of...Op.Cit.*, p. 100.

¹³*Ibid.*, p. 95.

¹⁴Andre Wicaksono, *English Grammar* (Jakarta: Pustaka Ilmu 2010), p.36.

To make the better explanation about the use of *can*, the researcher discussed them in the table II below:

Table 2
The use of can

	Singular	Plural	Example
First Person	I	We	I <i>can</i> speak English We <i>can</i> reading if we like.
Second Person	You	You	You <i>can</i> park here.
Third Person	He, She, It	They	He <i>can</i> take the car. They <i>can</i> phone the office. She <i>can</i> walk fast. ¹⁵

Example in form Negative, Interrogative and Negative interrogative are:

(a) Negative:

I *can't* speak Batak language.

We *can't* to meet tomorrow.

(b) Interrogative:

Can I go to Surabaya?

Can we go tomorrow?

(c) Negative interrogative:

Can't they speaking English?

¹⁵AJ.Thomson & AV.Martinet. *A Practical English Grammar* (New York: Oxford University Press, 1986), p. 120.

Can't I go to Thailand next week?

The verbs *can* and *could* is both helping or auxiliary verbs. Use *can* and *could* to talk about people's ability to do things. *Can* and *could* are used with the pronouns *I, you, he, she, it, we* and *they*, and with singular or plural nouns. *Could* is the past tense of *can*.¹⁶We sometimes talk about permission when we are not giving it or asking for it.

- a) *Can* is use to talk about ability.

Example: I can speak English.

But my sister can't speak English.

- b) *Can* is use to ask for and give permission.

(We also use 'may' for this but is more formal and much less common.).

Example: Can I speak to you or are you too busy?

You can use my phone.

- c) *Can* is use in offers, requests and instructions.

Example: Can I help you?

What can I do for you?

- d) *Can* is use with 'see' 'hear' 'feel' 'smell' 'taste' to talk about something which is happening now. (Where you would use the present continuous with most other verbs.).

¹⁶Anne Seaton .Y. H. Mew, *Basic English Grammar for English Learners* (Printed In United States Of America 2007),p. 112.

Example: I can smell something burning. Can you smell it?

Then, 'Could' can be used to talk about the past, the present or the future. 'Could' is a past form of 'can'. Example: When I was living in Sihitang, I could walk to campus. But, my friend phoned to say he couldn't come.

The formula of “Could”

Subject + Could+ Verb I+ Complement

Example in form Negative, Interrogative and Negative interrogative are:

(a) Negative:

We couldn't bring our book into class.

They couldn't come to class yesterday.

(b) Interrogative:

Could I bring our book into class?

Could they come to class yesterday?

(c) Negative interrogative:

Couldn't I bring our book into class?

Couldn't I pay by cheque?

a) Could is used to make polite requests. We can also use 'can' for these but 'could' is more polite.

Example: Could you lend me some money?

Of course I can.

If we use 'could' in reply to these requests, it suggests that we do not really want to do it. If you agree to the request, it is better to say 'can'.

Example: Could you help me, please? I could help you if it's really necessary but I'm really busy right now.

- b) Could is used to talk about theoretical possibility and is similar in meaning to 'might'.

Example: It could rain later. Take an umbrella. He could be there by now.

2) **Modal Auxiliaries: May and Might**

May and might also counted modal auxxiliries with the meaning obtain.¹⁷ According to John S. Hartanto et.al, may can be mean as possible.¹⁸ May and might also used to say possible.¹⁹ May and might express possibility in the present or future. They have the same meaning. May is also used to give permission.²⁰ We can use 'may' to ask for permission. However this is rather formal and not used very often in modern spoken English. Exmple: May I borrow your pen? My pen be lost.

¹⁷Dhanny R. Cyssco, *Op.Cit.*,p. 100.

¹⁸John S. Hartanto, et.al, *Accirate, Brief and Clear English Grammar* (Surabaya, Indah, 2009), p. 213.

¹⁹Satrio Nugroho, *Practical Complete English Grammar* (Surabaya: Kartika, 2009), p. 136.

²⁰Betty Schramper Azar and Budrijanto, *Fundamentals of...Op.Cit.*, p. 98.

The formula of “May”²¹

Subject + May+ Verb I+ Complement

To make the better explanation about the use of *May*, the researcher discusses them in the table III below:

Table 3
The use of May

	Question (asking for permission)	Answer
First Person	May (or can) I borrow your car?	Yes, you may. No, you may not (or cannot)
Third Person	May (or can) Jhon come to the movies with us?	Yes, he may. No, he may not (or cannot). ²²

Example in form Negative, Interrogative and Negative interrogative are:

(a) Negative:

He *may not* believe your story.

I *may not* it work.

²¹Andre Wicaksono, *Op. Cit.*, p. 37.

²²Marcella Frank. *Op. Cit.*, p. 97.

(b) Interrogative:

May I help you?

May they go now?

(c) Negative interrogative:²³

May not I help you?

May not I believe story?

a) *May* is used to possible.

Example: It I *may not* have time to do it today.

Nita *may* come with us.

b) *May* is used to suggest a small possibility of something. Often we read that '*might*' suggests a smaller possibility than '*may*', there is in fact little difference and '*might*' is more usual than '*may*' in spoken English.

Example: She *might* be at home by now but it's not sure at all. It *might* rain this afternoon.

c) For the past, we use '*might have*'.

Example: He *might have* tried to call while I was out.

I *might have* dropped it in the street.

3) Modal Auxiliaries: Shall and Should

We don't use '*Shall*' very frequently in modern English, particularly in American English. It is used to make offers and

²³AJ.Thomson & AV. Martinet. *Op. Cit.*, p. 123.

suggestions and to ask for advice. Examples: What time shall we meet? Shall we vote on it now?

You only really need to know that about 'shall' in modern English. Read the rest of this only if you want to know more about how some older speakers still use 'shall'. Formerly, in older grammar, 'shall' was used as an alternative to 'will' with 'I' and 'we'. Today, 'will' is normally used. When we do use 'shall', it has an idea of a more personal, subjective future.²⁴ Example: I shall go to see the boss and I shall ask him to explain this decision.

Notice that the negative of 'shall' can be 'shall not' or 'shan't' – though the second one is now very rare in American English. Example: I don't like these people and I shall not go to their party. I shan't object if you go without me.

The formula of “Shall” in Simple Future Tense

Subject + Shall + Verb I + Complement

- (a) Shall is used in the first person to express futurity

Ex: I *shall* see Madhavi tomorrow

We *shall* visit Agra the next week.

²⁴John S. Hartanto, et.al, *Op.Cit.*, p. 205-207.

(b) Shall is used in the second and the third person to express a command, a promise or a threat²⁵

1. Command:

Ex: You *shall* not smoke in the room. [You are commanded not to smoking]

2. Promise:

Ex: He *shall* be encouraged, if he works hard.

You *shall* be offered the post, if you are qualified in the written test.

3. Threat:

Ex: You *shall* be fined, if you exceed the speed limit.

He *shall* be punished for his misbehavior.

4. Determination:

Ex: You *shall* explain the reason for your delay.

You *shall* do whatever I tell you.

Table 4
To help you remember the rules:

	Singular	Plural
First Person	I Shall, I Will	We Shall

²⁵*Ibid*, p. 138- 141.

Second Person	You Will	You Will
Third Person	She, He, It will	They will

Should is past form of shall. Should followed by Infinitive without to and can be used to all of pronoun.²⁶

The formula of “Should” in Simple Past Future Tense

Subject + Shall + Verb I + Complement

- a) Should is used for giving advice.
Example: You should speak to him about it. He should see a doctor.
- b) Should is used to give an opinion or a recommendation.
Example: He should resign now.

We should invest more in Asia.

- c) Should is used to expresses a personal opinion and is much weaker and more personal than 'must' or 'have to'. It is often introduced by ' I think'.
Example: I think they should replace him.

I don't think they should keep the contract.

²⁶Dhanny R. Cyssco, *Op.Cit.*,p. 107.

- d) Should is used after 'reporting verbs' such as demand insist propose recommend suggest.

Example: He demanded that we should pay for the repair. She insisted that she should pay for the meal.

- e) However, it is also possible to say exactly the same thing by omitting the 'should' and just using the infinitive form without 'to'.

Some people call this the 'subjunctive' form.

Example: He demanded that we pay for the repair.

She insisted that she pay for the meal.

- f) We Should is used after various adjectives.

Typical examples are : funny interesting natural odd strange surprised surprising typical.

Example: It's funny that you should say that. I was thinking exactly the same thing.

- g) Should is used in 'if clauses' when we believe that the possibility of something happening is small. Example: If you should happen to see him before I do, can you tell him that I want to speak to him urgently?

- h) Should is used in various fixed expressions. To show strong agreement.

Example: They're paying you compensation? I should think so.

- i) Should is used to express pleasure when you receive a gift.
 Example: What a fantastic present. You really shouldn't have. To emphasize a visible emotion. Example: You should have seen the look on her face when she found out that she had got the promotion.²⁷

4) **Modal Auxiliaries: Will and Would**

Some people have been taught that 'will' is 'the future' in English. This is not correct. Sometimes when we talk about the future we cannot use 'will'. Sometimes when we use 'will' we are not talking about the future.²⁸

The formula of “Will” in Simple Future Tense²⁹

Subject + Will + Verb I+ Complement

- a) Will is used to talk about future events we believe to be certain.

Example: The sun will rise over there tomorrow morning.

Next year, I'll be 50.

- b) Will is used add 'perhaps', 'maybe', 'probably', 'possibly' to make the belief less certain.

Example: He'll possibly find out when he sees Jenny.

²⁷*Ibid.*

²⁸*Ibid.*, p. 29.

²⁹Andre Wicaksono, *Op. Cit.*, p. 37.

Maybe it will be ok.

- c) Will is used with 'I think' or 'I hope'.

Example: I think I'll go to bed now.

I think she'll do well in the job.

- d) Will is used at the moment we make a new decision or plan. The thought has just come into our head.

Example: Bye. I'll phone you when I get there.

I'll answer that.

Older textbooks often refer to 'will' as 'the future tense' and this has confused a lot of learners. It is important to remember that when we talk about the future we cannot always use 'will' and that when we use 'will' we are not always talking about the future. Here 'will' is clearly referring to the future.³⁰ Example: If I speak to her, I'll tell her about it. I'll probably visit Sue when I go to Jakarta.

In these examples, however, 'will' is referring to events happening at the present. Example: The car won't start. If that's the phone, I'll get it.

When we use 'will' referring to the present, the idea being expressed is usually one of 'showing willingness' or 'will power'. Example: My baby won't stop crying. I've tried everything and I'm really exhausted.

³⁰*Ibid.*, p. 27-28.

e) Will is used for requests, orders, invitations and offers. Example:

Will you give me a hand? Will you please take a seat?

f) Will is used to make promises or threats.

Example: I'll do it at once.

I'll phone him back immediately.

g) Will is used for habit.

Example: A cat will always find a warm place to sleep.

My car won't go any faster than this.

h) Will is used for deduction.

Example: I expect he'll want us to get on with it. The phone's ringing. That will be Mark.

Would can mean past of will, would followed by bare infinitive/ infinitive without to and can used in all pronoun. In declarative sentence, would like used to make a request.³¹

Example: we would like them to go with us tonight. So, I would like you to take them there, because we waiting in the party location.

5) Modal Auxiliaries: Must and Have To

Must and have to both express necessity. Must is usually stronger than have to and can indicate urgency or stress importance.

³¹Dhanny R. Cyssco, *Op.Cit.*,p. 110.

Have to also express the idea of necessity.³² Must and have to have basically the same meaning. They express the idea that something is necessary.³³

The formula of “Must and Have to”

Subject + Must/Have to+ Verb I+ Complement
--

- a) Must is used to show that we are certain something is true.

We are making a logical deduction based upon some clear evidence or reason.

Example: There's no heating on. You must be freezing.

You must be worried that she is so late coming home.

- b) Must is used to express a strong obligation. When we use

'must' this usually means that some personal circumstance makes the obligation necessary (and the speaker almost certainly agrees with the obligation.).

Example: I must go to bed earlier.

My mom must do something about it.

- c) Have to is used to express a strong obligation. When we

use 'have to' this usually means that some external circumstance makes the obligation necessary.

³²Betty Schramper Azar, *Understanding and Using...Op.Cit.*, p. 157.

³³Betty Schramper Azar and Budrijanto, *Fundamentals of...Op.Cit.*, p. 108.

Example: I have to arrive at work at 9 sharp. My boss is very strict. We have to give him our answer today or lose out on the contract.

- c) In British English, we often use 'have got to' to mean the same as 'have to'.

Example: I've got to take this book back to the library or I'll get a fine. We've got to finish now as somebody else needs this room.

- d) 'Will have to' is used to talk about strong obligations. Like 'must' this usually means that that some personal circumstance makes the obligation necessary. (Remember that 'will' is often used to show 'willingness'.).

Example: I'll have to speak to him. We'll have to have lunch and catch up on all the gossip.

As you can see, the differences between the present forms are sometimes very small and very subtle. However, there is a huge difference in the negative forms.

- e) 'Mustn't' is used to express strong obligations NOT to do something.

Example: We mustn't talk about it. It's confidential.

- f) 'Don't have to' is used (or 'haven't got to' in British English) to state that there is no obligation or necessity.

Example: We don't have to get there on time. The boss is away today. I don't have to listen to this. I'm leaving.

6) Modal Auxiliaries: Ought to and Had better

Ought to is express advisability. The meaning ranges in strength from a suggestion (“This is a good idea”) to a statement about responsibility or duty (“This is a very important thing to do”).

Example : You ought to study harder.³⁴

The formula of “Had better”

Subject + Had better + Verb I+ Complement

a) Had better plus the infinitive without “to” to give advice.

Although “had” is the past form of “have”, we use “had better” to give advice about the present or future.

Examples:

You'd better tell her everything.

I'd better get back to work.

We'd better meet early.³⁵

The negative form is “had better not”.

Examples:

You'd better not say anything.

³⁴*Ibid.*, 160.

³⁵Caroline Brown and Pearson Brown, *Op.Cit.*, p. 50.

I'd better not come.

We'd better not miss the start of his presentation.³⁶

- b) Had better is used to give advice about specific situations, not general ones. If you want to talk about general situations, you must use “should”.

Examples:

You should brush your teeth before you go to bed.

I shouldn't listen to negative people.

He should dress more appropriately for the office.³⁷

When we give advice about specific situations, it is also possible to use “should”.

Examples:

You shouldn't say anything.

I should get back to work.

We should meet early.³⁸

- c) However, when we use “had better” there is a suggestion that if the advice is not followed, that something bad will happen.

Examples:

You'd better do what I say or else you will get into trouble.

³⁶*Ibid.*

³⁷*Ibid.*

³⁸*Ibid.*

I'd better get back to work or my boss will be angry with me.

We'd better get to the airport by five or else we may miss the flight.³⁹

In this research, the researcher not discussed all of the modals but the researcher only discussed about can-could, may-might, shall-should, will-would, must-have to and ought to-had better. Then the other modals possible discussed by another resercher.

2. Mastery

Mastery is complete knowladge or control, great skill and supremacy.⁴⁰ In the other way, Wright says that “Mastery is most new curriculum are bases on modules of various sort and no one expects every teacher and supervisor attempt some spelialized skills needed toughly to access these”.⁴¹

After reading the quotation above, the researcher assumses mastery is an important element for one’s ability. In the other word, there will be non application comptence without mastery. The mastery means the students’ ability in using language.

³⁹*Ibid.*

⁴⁰A.S Hornby, *Oxford Advance Learner’s Dictionary of Current English* (London:University Press, 1995), p. 1344.

⁴¹Wright, *Learning to Learn in Higher Education* (London: Great Britain, 1981), p. 35.

B. Review of Related Findings.

Talking about Related findings, the writer found some researches have done by other person. The first, in the Sudirman Thesis entitled "Analysis on Students' Difficulties in Learning Modal Auxiliries "Can" and "Could" (a case study at the second year students of MTs Muhammadiyah 1 Ciputat)." The aim of the research was to know the students' Difficulties in Learning Modal Auxiliries "Can" and "Could" (a case study at the second year students of MTs Muhammadiyah 1 Ciputat). The research conducted by descriptive analysis method.

After calculating and analyzing the date, it was gotten that the mastery of second year students (class VIII-2) to modal auxiliary especially in determining the meaning and function and also the form of "can" and "could" is low.⁴²

The second, in the research done by Muhamad Adisyah Putra which title "The Students' Ability in Using Auxiliary Verbs at Grade VIII MTs S Babussalam Basilam Baru in 2014 Academic Year" in which the result that the percentage of the students' ability in in Using Auxiliary Verbs at Grade VIII MTs S Babussalam Basilam Baru in 2014 can be categorized into enough category.⁴³

The Third, research has been done by Nursaima Mahyunianti which title "The Students' Ability in Mastering Helving Verb 'To Have' at SMK Negeri

⁴²Sudirman "Analysis on Students' Difficulties in Learning Modal Auxiliries "Can" and "Could" (a case study at the second year students of MTs Muhammadiyah 1 Ciputat)." (A Thesis: UIN Syarif Hidayatullah Jakarta, 2010), p. 30.

⁴³Muhamad Adisyah Putra. The Students' Ability in Using Auxiliary Verbs at Grade VIII MTs S Babussalam Basilam Baru" (A Thesis, IAIN Padangsidempuan, 2014) p. 56.

1 Pargarutan Angkola Timur in 2013 Academic Year. In which the result that the percentage of the on Ability in Mastering Helving Verb 'To Have' at SMK Negeri 1 Pargarutan Angkola Timur can be categorized in to enough category.⁴⁴

⁴⁴Nursaima Mahyunianti. The Students' Ability in Mastering Helving Verb 'To Have' at SMK Negeri 1 Pargarutan Angkola Timur" (A Thesis, IAIN Padangsidempuan,, 2013), p. 59.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

1. Place

This research conducted at IAIN Padangsidempuan. It is located at Jl. HT. Rizal Nurdin km 4, 5 Sihitang Padangsidempuan of North Sumatera. The researcher choose this institut because it is relevant in accommodation, transportation, easy to research for collecting data and the researcher is learning in this institute.

2. Time

The researcher had been done from February 2015 until 07th October 2015.

B. The Kinds of the Research

This research uses qualitative research. L.R Gay and Peter Airasion stated “Qualitative approach is based on the collection and analysis of non numeric data such as observation, interviews and other more discursive sources of information”.¹

This research is descriptive method. According to Winarto Surakhman stated “*Metode Deskriptif adalah penyelidikan yang menentukan dan*

¹L. R Gay and Peter Airasion, *Education Research* (Competence for Analysis & Aplication) (USA: Prentice Hall, 2000), p. 8.

mengalokasikan penyelidikan dengan teknis, angket, observasi atau teknis tes, studi khusus waktu gerak analisis komperatif atau operasional”².

(Descriptive method is a survey that determines and allocate it with interview technical, observation, or test technical studying time of problem and indication comparative analysis or operational).

Based on statements above, the researcher can conclude that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It is used to describe students’ modality mastery and difficult at the third semester of English Education Department in IAIN Padangsidimpuan.

C. The sources of the Data

The sources of data in this research are divided into two parts, they are:

1. Primary sources of data is the students at the Third Semester of English Education Department in IAIN Padangsidimpuan, they are 132 students. The data is taken by using purposive sampling .They divided into four classes and the researcher took only one class of them they are students of TBI – 1 at the third semester, the sample is 26 students. The researcher chooses this class because based on research TBI-1 at the third semester is excellent class in English Education Department.
2. Secondary of sources data, as information from the lecturer of English Education Department. She is Yusni Sinaga, M.Hum. She is a lecturer in

²Winarto Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p. 2.

Structure and Grammar at English Education Department in IAIN Padangsidimpuan.

D. The Instrument of Collecting Data.

Jhon W. Crewsell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.³ Instruments of this research were test, interview, and observation.

In collecting data, this research used instrument of collecting data by:

1. Test

Suharsimi Arikunto said: “*Test adalah serentetan pernyataan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok*” . (Test is sequence of declaration or practice with tool for using to the measure the skill, knowledge, intelligence, ability, or talents are had by individual or group)⁴.

In this research, the researcher gives test about modality to the students in form of multiple choice test, it 50 questions, every questions 2 score, so total score is 100 (2 x 50).

³Jhon W. Crewsell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

⁴Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2005), p. 156.

Below is the table of indicator of the test:

Table 5
Indicator of the Test

No	Indicator of Modal Auxiliaries	Items	Number of test	Scores	Total Score
1.	Can	5	16, 23, 25, 38, 43	2	10
2.	Could	5	4, 14, 24, 36, 46	2	10
3.	May	4	1, 6, 27, 49	2	8
4.	Might	4	3, 7, 39, 44	2	8
5.	Shall	4	5, 34, 45, 48	2	8
6.	Should	4	17, 20, 29, 32	2	8
7.	Will	4	8, 13, 28, 42	2	8
8.	Would	4	2, 10, 33, 35	2	8
9.	Must	4	11, 19, 26, 30	2	8
10.	Have to	4	9, 12, 31, 40	2	8
11.	Ought to	4	18, 21, 37, 41	2	8
12.	Had better	4	15, 22, 47, 50	2	8
	Total	50	50 items		100

The techniques for collecting data use the test as follow:

- 1) Preparing modality test.
- 2) Giving written test (multiple choices) to all of students.
- 3) Determining the time of doing the test.

- 4) Giving chance or time for students to something left or not clears in doing the test.
- 5) The researcher asks the students to do test and the research look after the students during the test time.
- 6) After students finish answering the test, the researcher collects their answer to analyze.

For calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the table below:

For calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the tables below:

Table 6
The Classification Quality of the Students' Modality Mastery

No.	Interval	Predicate
1	0% - 20%	Very weak
2	21% -40%	Weak
3	41% - 60%	Enough
4	61% - 80%	Good
5	81%-100%	Very good ⁵

⁵Riduwan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005) p. 89.

Table 7
The Classification Quality of the Students' Score

Value of Letter	Value of Numeral	Value of Quality	Predicate
A	80,00-100,00	4,0	Special
B	70,00-79,00	3,0	Very Good
C	60,00-69,00	2,0	Good
D	50,00-59,00	1,0	Weak
E	00,00-49,00	0,0	fail ⁶

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

- 1) If the value of mean score is 80,00-100,00, it can be categorized into special category.
 - 2) If the value of mean score is 70,00-79,00, it can be categorized into very good category.
 - 3) If the value of mean score 60,00-69,00, it can be categorized good category.
 - 4) If the value of mean score 50,00-59,00, it can be categorized weak category.
 - 5) If the value of mean score 00,00-49,00 it can be categorized fail category.
2. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person⁷.

⁶Panduan Akademik, Sekolah Tinggi Agama Islam Negeri Padangsidempuan 2011, p. 40.

⁷L.R Gay dan Airasion *Op. Cit*, p. 219.

The interview of data in this research are divided into two parts, they are:

- a. Primary the researcher interviews some students by using technique purposive sample. Suharsimi Arikunto Stated: “*Sampel bertujuan dilakukan dengan cara mengambil subjek bukan didasarkan atas strata, random atau daerah tetapi didasarkan atas tujuan tertentu*”.⁸

(Purposive sample is by doing with step take subject not building on strata, random or area but building on purposive a particular).

Based on above the researcher interviews some students, there were 8 students who would be interviewed in this research who got bad score in test for know how are the students’ modality mastery, what the difficulties are students in modality mastery and why dominant difficulties are students in modality mastery especially modals “can-could, may-might, shall-should, will-would, must-have to, and ought to-had better”.

- b. Secondary the researcher interviews the lecturer about what problem students’ modality mastery and how the solution for difficulties student’ modality mastery.

⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 183.

So, the questions that had been given to the students were 3 items while the questions to the English teacher were 4 items. It can be seen in appendix V.

3. Observation

Abdurrahman fanthoni Stated: “*Observasi adalah teknik pengumpulan data yang melakukan suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku object sasaran*”.⁹

(Observation is a technique of collecting data which is done through an observation and talking a note a condition or the aim of the object behavior).

So this observation used to know the situation in modality learning process, and activities of individuals at the research site.

E. The Techniques of Data Analysis

After collecting data, the researcher analyzed them by using some steps.

They were:

1. Analyze Students’ Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan.
2. Find difficulties of Students’ Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan.
3. Explain difficulties of Students’ Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan.

⁹Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

For tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

$$P = F / N \times 100 \%$$

Explanation:

P = Percentage

F = Frequency of wrong answer

N = Number of sample¹⁰

Having done the calculating of the errors, the researcher calculates the average mark by using this formula:

$$P = F / N \times n \times 100\%$$

Explanation:

P = Percentage

F = Frequency of wrong answer

N = Number of sample

n = number of item test

¹⁰Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta:Raja Grafindo Persada, 2004), p. 40-41.

F. The Technique of the Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.¹¹

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. The researcher got data from test, interview, and observation. After getting the data from the, test, interview, and observation, the three data compared. Triangulation is accepted if test, interview, and observation result show the same result.

¹¹ Lexy J. Moleong. *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 2009), p. 175.

CHAPTER IV
RESEARCH RESULT

A. Findings

1. Specific Findings

a. The Data Description of Students' Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan

In this research, the researcher took class TBI-1 at the third semester for the sample. The students in class TBI-1 at the third semester they are 26 students. When the test was give 4 students were sick and absent so the researcher took 22 students in this research. The test is modal auxiliaries (*can, could, may, might, shall, should, will, would, must, have to, ought to and had better*) which consists of 50 items in multiple choice test.

The description score of students in mastering modality at the third semester of English Education Department in IAIN Padangsidimpuan could be seen as table below:

Table 8
The description of students scores in mastering modality in sentences test.

No	Student's Initial Name	Total Score
1.	AFN	68
2.	AA	70
3.	AW	54
4.	AED	54
5.	DAG	60
6.	DS	62
7.	EK	70

8.	IAMS	76
9.	LM	56
10.	MPS	38
11.	MHM	70
12.	MNFH	60
13.	NTD	38
14.	N	58
15.	OAHH	40
16.	RS	60
17.	RFN	60
18.	RDS	70
19.	RMN	66
20.	TMS	70
21.	WA	58
22.	WAR	60
Total		1318
Means Score		59,91
Highest Score		76
Lowest Score		38

Based on the result of the test, it can be known that the score of the respondents was between 38 up to 76. It means that the highest score gotten by respondents was 76, the lowest score was 38. The mean score (M) of Students' Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidempuan in 2015/ 2016 academic year was 59,91 % (see appendix III). It can be categorized into *weak categories*.

However, to know the description about the classification score of Sstudents' modality master at the third semester of English education department in IAIN Padangsidempuan in 2015/ 2016 academic year is drawn on the following table:

Table 9
The Classification Score of Students' Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan in 2015/ 2016 Academic Year.

Value of Letter	Classification	Predicate	Total of Students	Percentage
A	80,00-100,00	Special	0	0
B	70,00-79,00	Very Good	9	13.63%
C	60,00-69,00	Good	10	45.46%
D	50,00-59,00	Weak	3	40.91%
E	00,00-49,00	fail ¹	0	0
	Total		22	100%

According to the above classification, it can be seen that:

1. No one of students that can be categorized into fail category.
2. There were 3 students that can be categorized into weak category. It means that there are 13, 63% of students can be classified to the weak category.
3. There were 10 students that can be categorized into good category. It means that there are 45.46 % of the students can be classified to the good category.
4. There were 9 students that can be categorized into very good category. It means that there are 40.91% of the students can be classified to the very good category.
5. No one of students that can be categorized into special category.

¹Panduan Akademik, Sekolah Tinggi Agama Islam Negeri Padangsidimpuan 2011, p. 40.

b. The Students' Difficulties in Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan

The researcher gave the best to get valid data. The data analysis will be described as follows:

1) Can

Table 10
Frequency of Difficulty in Can

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Can	16	7	16.28%
	23	7	16.28%
	25	7	16.28%
	38	6	13.95%
	43	16	37.21%
Total	5 items	43	100%

Based on the above calculation, the highest error is on number 43 with frequency of error 37.21% and the lowest error is on number 38 with frequency of error 13.95%. So, the total of difficult in modals *can* is 37. The average of error in modal *can* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{43}{22 \times 5} \times 100\% \\
 &= \frac{43}{110} \times 100\% \\
 &= 39.09\%
 \end{aligned}$$

The average of difficult in modal *can* was 36.63% that can be classified to the categorized into *weak category*.

2) Could

Table 11
Frequency of Difficulty in Could

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Could	4	2	6.25%
	14	6	18.75%
	24	10	31.25%
	36	10	31.25%
	46	4	12.5%
Total	5 items	32	100%

Based on the above calculation, the highest error is on numbers 24 and 36 with frequency of error 31.25% and the lowest error is on number 4 with frequency of error 6.25%. So, the total of difficult in modals *could* is 32. The average of error in modal *could* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{32}{22 \times 5} \times 100\% \\
 &= \frac{32}{110} \times 100\% \\
 &= 29.09\%
 \end{aligned}$$

The average of difficult in modal *could* was 29.09% that can be classified to the categorized into *weak category*.

3) May

Table 12
Frequency of Difficulty in May

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
May	1	6	18.75%
	6	11	34.38%
	27	7	21.87%
	49	8	25%
Total	4 items	32	100%

Based on the above calculation, the highest error is on number 6 with frequency of error 34.38% and the lowest error is on number 1 with frequency of error 18.75%. So, the total of difficult in modals *may* is 32.

The average of error in modal *may* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{32}{22 \times 4} \times 100\% \\
 &= \frac{32}{88} \times 100\% \\
 &= 36.37\%
 \end{aligned}$$

The average of difficult in modal *may* was 36.36% that can be classified to the categorized into *weak category*.

4) **Might**

Table 13
Frequency of Difficulty in Might

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error(%)
Might	3	13	35.13%
	7	12	32.43%
	39	6	16.22%
	44	6	16.22%
Total	4 items	37	100%

Based on the above calculation, the highest error is on number 3 with frequency of error 35.13% and the lowest error is on numbers 39 and 44 with frequency of error 16.22%. So, the total of difficult in modals *might* is 37. The average of error in modal *might* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{37}{22 \times 4} \times 100\% \\
 &= \frac{37}{88} \times 100\% \\
 &= 42.04\%
 \end{aligned}$$

The average of difficult in modal *might* was 42.04% that can be classified to the categorized into *enough category*.

5) Shall

Table 14
Frequency of Difficulty in Shall

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Shall	5	4	12.90%
	34	7	22.58%
	45	13	41.93%
	48	7	22.59%
Total	4 items	31	100%

Based on the above calculation, the highest error is on number 45 with frequency of error 41.93% and the lowest error is on number 5 with frequency of error 12.90%. So, the total of difficult in modals *shall* is 31.

The average of error in modal *shall* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{31}{22 \times 4} \times 100\% \\
 &= \frac{31}{88} \times 100\% \\
 &= 35.23\%
 \end{aligned}$$

The average of difficult in modal *shall* was 35.22% that can be classified to the categorized into *weak category*.

6) **Should**

Table 15
Frequency of Difficulty in Should

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Should	17	5	15.62%
	20	15	46.88%
	29	5	15.62%
	32	7	21.88%
Total	4 items	32	100%

Based on the above calculation, the highest error is on number 20 with frequency of error 46.88% and the lowest error is on numbers 17 and 29 with frequency of error 15.62%. So, the total of difficult in modals *should* is 32. The average of error in modal *should* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{32}{22 \times 4} \times 100\% \\
 &= \frac{32}{88} \times 100\% \\
 &= 36.37\%
 \end{aligned}$$

The average of difficult in modal *should* was 36.37% that can be classified to the categorized into *weak category*.

7) Will

Table 16
Frequency of Difficulty in Will

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Will	8	12	34.28%
	13	7	20%
	28	10	28.58%
	42	6	17.14%
Total	4 items	35	100%

Based on the above calculation, the highest error is on number 8 with frequency of error 34.28% and the lowest error is on number 42 with frequency of error 17.14%. So, the total of difficult in modals *will* is 35. The average of error in modal *will* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{35}{22 \times 4} \times 100\% \\
 &= \frac{35}{88} \times 100\% \\
 &= 39.77\%
 \end{aligned}$$

The average of difficult in modal *will* was 39.77% that can be classified to the categorized into *weak category*.

8) **Would**

Table 17
Frequency of Difficulty in Would

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Would	2	5	12.5%
	10	12	30%
	33	14	35%
	35	9	22.5%
Total	4 items	40	100%

Based on the above calculation, the highest error is on number 33 with frequency of error 35% and the lowest error is on number 2 with frequency of error 12.5%. So, the total of difficult in modals *would* is 40. The average of error in modal *would* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{40}{22 \times 4} \times 100\% \\
 &= \frac{40}{88} \times 100\% \\
 &= 45.46\%
 \end{aligned}$$

The average of difficult in modal *would* was 45.45% that can be classified to the categorized into *enough category*.

9) **Must**

Table 18
Frequency of Difficulty in Must

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Must	11	19	46.35%
	19	5	12.19%
	26	12	29.27%
	30	5	12.19%
Total	4 items	41	100%

Based on the above calculation, the highest error is on number 11 with frequency of error 46.35% and the lowest error is on numbers 19 and 30 with frequency of error 12.19%. So, the total of difficult in modals *must* is 41. The average of error in modal *must* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{41}{22 \times 4} \times 100\% \\
 &= \frac{41}{88} \times 100\% \\
 &= 46.59\%
 \end{aligned}$$

The average of difficult in modal *must* was 46.59% that can be classified to the categorized into *enough category*.

10) Have to

Table 19
Frequency of Difficulty in Have to

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Have to	9	9	21.43%
	12	9	21.43%
	31	13	30.95%
	40	11	26.19%
Total	4 items	42	100%

Based on the above calculation, the highest error is on number 31 with frequency of error 30.95% and the lowest error is on numbers 9 and 12 with frequency of error 21.43%. So, the total of difficult in modals *have to* is 42. The average of error in modal *have to* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{42}{22 \times 4} \times 100\% \\
 &= \frac{42}{88} \times 100\% \\
 &= 47.73\%
 \end{aligned}$$

The average of difficult in modal *have to* was 47.72% that can be classified to the categorized into *enough category*.

11) Ought to

Table 20
Frequency of Difficulty in Ought to

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Ought to	18	7	17.95%
	21	11	28.20%
	37	13	33.34%
	41	8	20.51%
Total	4 items	39	100%

Based on the above calculation, the highest error is on number 37 with frequency of error 33.34% and the lowest error is on number 18 with frequency of error 17.95%. So, the total of difficult in modals *ought to* is 39. The average of error in modal *ought to* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{39}{22 \times 4} \times 100\% \\
 &= \frac{39}{88} \times 100\% \\
 &= 44.32\%
 \end{aligned}$$

The average of difficult in modal *ought to* was 44.32% that can be classified to the categorized into *enough category*.

12) Had better

Table 21
Frequency of Difficulty in Had better

Modal Auxiliary	Number of item	Frequency of Error	Frequency of Error (%)
Had better	15	11	23.91%
	22	11	23.91%
	47	12	26.09%
	50	12	26.09%
Total	4 items	46	100%

Based on the above calculation, the highest error is on numbers 47 and 50 with frequency of error 26.09% and the lowest error is on numbers 15 and 22 with frequency of error 23.91%. So, the total of difficult in modals *had better* is 46. The average of error in modal *had better* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{46}{22 \times 4} \times 100\% \\
 &= \frac{46}{88} \times 100\% \\
 &= 52.28\%
 \end{aligned}$$

The average of difficult in modal *had better* was 52.28% that can be classified to the categorized into *enough category*.

After analyzing the frequency of error in each item, the describe the difficult of modality based on high frequency of error following table:

Table 22
The difficult of modality based on high frequency of error

No	Modal Auxiliary	Number of Item	Number of Error	Frequency of Error (%)
1	Can	5	43	9.56%
2.	Could	5	32	7.11%
3.	May	4	32	7.11%
4.	Might	4	37	8.22%
5.	Shall	4	31	6.89%
6.	Should	4	32	7.11%
7.	Will	4	35	7.78%
8.	Would	4	40	8.89%
9.	Must	4	41	9.11%
10.	Have to	4	42	9.33%
11.	Ought to	4	39	8.67%
12.	Had better	4	46	10.22%
	Total	50	450	100%

The description about difficulties students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan is 450 items. The highest error is modals *had better* 46 items with frequency of error 10.22%. And the lowest error is modals *shall* 31 with frequency of error 6.89% . The average of error in *students' modality mastery* as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{450}{22 \times 50} \times 100\%
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{450}{1100} \times 100\% \\
 &= 40.91\%
 \end{aligned}$$

So, based on above calculation the average of difficult in *students' modality mastery* was 40.91% that can be classified to the categorized into *weak category*.

c. The Reason of Students' Difficulties in Modality Mastery at the Third Semester of English Education Department in IAIN Padangsidimpuan.

Based on the result of test , interview and observation to students at the third semester of English education department IAIN Padangsidimpuan. There were some difficulties that usually faced by students in modality mastery. As follows:

1) Students difficulties in modality mastery

Based on the students difficulties in modality mastery can be categorized in to *weak category*, because the average difficult in modality mastery is 40.91%. There are some factor making students modality mastery is difficult. Based on observation, the researcher can explain that students not using book of Grammar in learning process modality and the students not seriously in learning process until the students not pay attention lecturer explanations. So the researcher interviews to students and lecturer about dominant difficulties in modality mastery. According to Anni Wahda, she gets value 54 in test, she said that studied about

modality could say difficult, She not understand kinds of modality. She dominant difficult in modals *would, must, have to, ought to and had better*. The difficult factor is because she comes late in learning process, so she lack mastered about modality.² This case can explain based on observation in learning process, there are some factor making the students not mastery in the topic about modality as some students come late in learning process.³ According to Aprinda Efendi Daulay, she gets value 54 in test, she said that studied about modality could say difficult, she not understand meaning and function of modality. She dominant difficult in difference *shall, should, ought to and had better* in make the sentences. The difficult factor is because he not focuses and not pays attention to the lecturer explanations.⁴ This case can explain based on observation in learning process, there are some factor making the students not mastery in the topic about modality as some students not focus and not pay attention to the lecturer explanations.⁵ According to Mayang Purnama Sari, she gets value 38 in test, she said that mastered modality very difficult, she not know and confused in using modals especially in meaning and function of modality. She dominant difficult in modals *can, have to, would, shall,*

²Anni Wahda, Student at the Third Semester of English Education Department (TBI-1) in IAIN Padangsidempuan, *Interview*, at 5th October 2015.

³*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidempuan, at 30th September 2015.

⁴Aprinda Efendi Daulay, Student at the Third Semester of English Education Departmen (TBI-1) in IAIN Padangsidempuan, *Interview*, at 5th October 2015.

⁵*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidempuan, at 30th September 2015.

should, ought to and had better. The difficult factor is because he not focuses and not pays attention to the lecturer explanations.⁶ This case can explain based on observation in learning process, there are some factor making the students not mastery in the topic about modality as some students not focus and not pay attention to the lecturer explanations.⁷ According to Liza Maharani, she gets value 56 in test, she said that studied in mastered modality difficult. She not understands meaning and function of modality. She dominant difficult in difference *ought to and had better* in the test .She not understand to lecturer explanations. Because, she lazed in learning modality, so she lack mastered modality and could not to remind of formula. The difficult factor is because she lazy in learning modality, so she give low response to the topic.⁸ This case can explain based on observation in learning process, there are some factor making the students not mastery in the topic about modality as some students not like and lazy in learning modality, so some students give low response to the topic. ⁹According to Nona Tari Pulungan, she gets value 38 in test, she said that studied in mastered modality very difficult. She dominant difficult in modals *would,*

⁶Mayang Purnama Sari, Student at the Third Semester of English Education Departmen (TBI-1) in IAIN Padangsidimpuan, *Interview*, at 5th October 2015.

⁷*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidimpuan, at 30th September 2015.

⁸Liza Maharani, Student at the Third Semester of English Education Departmen (TBI-1) in IAIN Padangsidimpuan , *Interview*, At 5th October 2015.

⁹*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidimpuan, at 30th September 2015.

must, have to, ought to and had better. The difficult factor is because she not focuses and not pays attention to the lecturer explanations. Because she could not change the sentences, such as negative, interrogative and negative interrogative in using formula of modality.¹⁰ This case can explain based on observation in learning process, there are some factor making the students not mastery in the topic about modality as some students not focus and not pay attention to the lecturer explanations.¹¹ According to Nurdiniah, she gets value 38 in test, she said that studied in mastered modality very difficult. She dominant difficult in difference modals between *will, would, must, have to, ought to, and had better*. The difficult factor is because she not knows and confused in using modals especially in meaning and function of modality.¹² This case can explain based on observation in learning process, there are some factor making the students not mastery in the topic about modality as some students not know and confused in using modals especially in meaning and function of modality.¹³ According to One Aini Hakim Harahap, she gets value 40 in test, she said that studied in mastered modality difficult. She dominant difficult in difference modals between *can, could, will,*

¹⁰Nona Tari Pulungan, Student at the Third Semester of English Education Departmen (TBI-1) in IAIN Padangsidimpuan, *Interview*, At 5th October 2015.

¹¹*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidimpuan, at 30th September 2015.

¹²Nurdiniah, Student at the Third Semester of English Education Departmen (TBI-1) in IAIN Padangsidimpuan, *Interview*, At 5th October 2015.

¹³*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidimpuan, at 30th September 2015.

would, must, have to, ought to, and had better. The difficult factor is because she not understands to the lecturer explanations.¹⁴ This case can explain based on observation in learning process, there are some factors making the students not mastery in the topic about modality as some students not understand to lecturer explanations because lecturer not details in prepares in learning modality.¹⁵ According to Winda Aulia, she gets value 58 in test, she said that studied in mastered modality difficult. She dominant difficult in modals *may, might, ought to, have to, and had better*. The difficult factor is because she not understands to lecturer explanations because lecturer not prepares the topic with detail and she not understood meaning and function of modality.¹⁶ This case can explain based on observation in learning process, there are some factors making the students not mastery in the topic about modality as some students not know and confused in using modals especially in meaning and function of modality.¹⁷

So, the reseacher can conclud that students' difficulties in modality mastery there are some students not understand meaning and function of modality espically modals *may, might, would, have to, ought to and had*

¹⁴One Aini Hakim Harahap, Students at the Third Semester of English Education Departmen (TBI-1) in IAIN Padangsidimpuan , *Interview*, At 5th October 2015.

¹⁵*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidimpuan, at 30th September 2015.

¹⁶Winda Aulia, Students at the Third Semester of English Education Departmen (TBI-1) in IAIN Padangsidimpuan, *Interview*, At 5th October 2015.

¹⁷*Observation* in Class TBI-1 at the Third Semester of English Education Department in IAIN Padangsidimpuan, at 30th September 2015.

better. There are many factor that students' difficulties in modality mastery there are some students come late in learning process of modality. Some students not understood kinds of modality and some students not mastered in formula of modality. Some students not focus and not pay attention to the lecturer explanations. Some students laze to learn modality. And the students confused in using meaning and function of modality.

After knowing the students' difficulties directly from them, the researcher interviews to the lecturer for know difficulties students in modality mastery and gave solution for difficulties students. According to Yusni Sinaga, M.Hum that there were some students got difficulties in modality mastery as follows:

First, the students were poor in vocabulary. When asked for mention example about modality, they did not know, what were they said true or false. When lecturer asked what different between modals can and could, they not know different. Can uses for ability, example: I *can run* fast and could uses for past ability, examples: I *could run* fast. *Second*, students were lack understand meaning and function of modality. It makes the students difficult to modality mastery in sentences. *Third*, the students

lack of the knowledge in kinds of modality, it caused by their difficulties in difference using modality.¹⁸

2) Summary students difficulties in modality mastery

Based on result of interview with students and lecturer, the researcher concluded that the students were poor in vocabulary, the students' difficulties in understanding about meaning and function of modality and the student's lack of the knowledge kinds of modality. From explained above that the lecturer to solution students' difficulties in modality mastery with gave explained, exercise and motivated. So the students understood the truly, especially in determining using modals (*can, could, may, might, must, have to, ought to, had better, shall, should, will and would*) in sentences.

B. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the seats answers directly without care about it.

¹⁸Yusni Sinaga, M.Hum, English Lecturer at English Education Department in IAIN Padangsidimpuan, *Interview*, 7th October 2015.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher had searched this research only. Finally this research had been done because the helping from the entire advisors, leader of English Education Department and lecturer.

C. Discussion

After analyzed the collected data, it was gotten that students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan can be categorized in to *enough category*. It can be known from the calculating score (see apendix III) that the students' difficulties in modality mastery at third semester of TBI in IAIN Padangsidimpuan can be categorized in to *weak category* (59,91%).

The dominant difficult type in modality mastery are; using had better 46 items with frequency of error was 10.22%, can 43 items with frequency of error was 9.56%, have to 42 items with frequency of error was 9.33%, must 41 items with frequency of error was 9.11%, would 40 items with frequency of error was 8.89%, ought to 39 items with frequency of error was 8.67%, might 37 items with frequency of error was 8.22%, will 35 items with frequency of error was 7.78%, could 32 items with frequency of error was 7.11%, may 32 items with frequency of error was 7.11%, should 32 items with frequency of error was 7.11%, and shall 31 items with frequency of error was 6.89%. The reason of students difficulties in modality mastery were poor vocabulary, lack understand kinds of modality, and

lack understand meaning and function of modality. It can be seen from the students' score. Almost all of student got low score. In addition, based on interview with lecturer, the researcher has found the same answer. The students faced difficulties in modality mastery because they are were poor vocabulary, lack understands kinds of modality, and lack understands meaning and function of modality.

It is supported by Muhibbin Syah that the learning difficulties can be caused by 2(two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.¹⁹

Based on the triangulation of students' test, students' interview and teacher interview and observation, that students' modality mastery is enough category. Then students did not have vocabulary, students did not know kinds of modality and students did not know meaning and function of modality. It's all known from result of students' test, students' interview and teacher interview and observation. So, the data obtain is true according to triangulate the results for the three sources say the same thing about students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan.

¹⁹Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182-184.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting the result of the research the researcher came to the conclusions as follows:

1. The students' modality mastery at third semester of English Education Department in IAIN Padangsidimpuan can be categorized weak categories (59,91).
2. The dominant difficult type in the students' modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan is used modals had better 46 items with frequency of error was 10.22%.
3. The reason of the students' difficulties in modality mastery at the third semester of English Education Department in IAIN Padangsidimpuan, they were poor vocabulary, lack understand kinds of modality, and lack understand meaning and function of modality.

B. Suggestions

Based on the conclusions above, the researcher gave some suggestions as follow:

1. To the students' of English Education Department should do practice in mention modality by study hard. It can be done by reading Grammar books, following the test and they have to be more seriously in learning.

2. To the lecturer have to be creatively in making the comfortable learning so the students are seriously in the learning. They have to improve their teaching abilities and always motivate the students to be seriously in learning.
3. To the Leader of English Education Department in IAIN Padangsidempuan should active to look his student's ability and always to motivate the lecturer to increase her ability in teaching English.
4. To the readers, as a motivation to do better research and to improve the readers' abilities in English.

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CURRICULUM VITAE



A. Identity

Name : ANDRI HAKIM
Nim : 11 340 047
Place and Birthday : Pandan, 12th August 1991
Sex : Male
Religion : Moslem
Address : Jln.Kenari Kel. Kantin
Padangsidimpuan

B. Parent

1. Father's name : Zulkarnaen Siregar
2. Mother's name : Tiarni Pulungan

C. Educational Background

1. Graduated from Elementary School SD Negeri 200101 Padangsidimpuan in 1998-2004.
2. Graduated from Junior High School MTs Swasta Nahdlatul Ulama Padangsidimpuan in 2004-2007
3. Graduated from Senior High School SMK Swasta Teruna Padangsidimpuan in 2007-2010.
4. Be University student in IAIN Padangsidimpuan.

APPENDIX I

Name :

Nim/Sem :

Fak/Jur :

Day/Date :

DIRECTIONS

Choose and markedp the one word (A, B, C or D) that best complete the following sentences.

1. Jenita :I have one of these cakes?

Rini : Yes of course.

- | | |
|---------|------------|
| A. may | C. may not |
| B. must | D. will |

2. Actually Igo to hospital when you came last night.

- | | |
|-------------|-------------|
| A. ought to | C. may not |
| B. would | D. will not |

3. I don't think we should go to the beach because it rain this afternoon.

- | | |
|----------|----------|
| A. can | C. must |
| B. shall | D. might |

4. I lived in Germany as a child so I speak German then but I can't speak it now.

- | | |
|-------------|-------------|
| A. have to | C. could |
| B. must not | D. will not |

5.we play football in Gelora Bung Karno stadium despite the dream?

- A. shall
- B. must not
- C. could
- D. had better

6. Visitorsstay in the hospital after 10 p.m.

- A. Should not
- B. ought not
- C. may not
- D. will not

7. My mothervisit the botanical gardens during her holiday.

- A. might
- B. must
- C. shall
- D. will t

8. She.....have finished her reports by the time her mother calls her.

- A. can
- B. will
- C. may
- D. must

9. Did youget up early this morning?

- A. would
- B. may
- C. must
- D. have to

10. A: Do you think I should learn some Portuguese before I go to Brazil?

B : Yes, that be a good idea.

- A. Can not
- B. must
- C. would
- D. will not

11. Weremember to pay this bill before the weekend, it's very important. If we don't, we'll have no electricity.

- A. can
- B. will
- C. must
- D. had better

12. Imeet my thesis supervisor today.

- A. could
- B. shall
- C. may not
- D. have to

13. Hebe going to Paris next week.

- A. will
- B. must
- C. ought to
- D. may

14. I was listening very carefully but I hear what she said.

- A. should
- B. could not
- C. had better
- D. might

15. Youtake care of that cut on your hand soon, or it will get infected.

- A. can
- B. will
- C. must
- D. had better

16. A: you come to the party tomorrow?

B: I am not sure I'll be able to join you, I am very busy now.

- A. shall
- B. have to
- C. can
- D. will

17. A: What time do you think wego home?

B: If the weather keeps fine we should stay in the country till Sunday night.

- A. should
- B. ought to
- C. may
- D. might

18. A: Another piece of cherry pie?

B: No, thanks. I'm on a diet.

A: Please, do. You've hardly eaten anything.

B: It's delicious, but I don't think I

- A. can
- B. ought to
- C. shall
- D. have to

19. A: Where are you going?

B: I must do some shopping.

A: What will you buy?

B: I buy some food. We've got nothing for dinner.

- A. can
- B. must
- C. should
- D. will

20. A: Do you think I buy this camera?

B: I think it's too expensive. You should find a cheaper one. You aren't a professional, are you?

- A. ought to
- B. would
- C. had better
- D. Should

21. Sandi: Let's go shopping. I have got quite a number of things to buy, and I believe I can get them all in this shop. You see, I.....buy a present for my friend. She has invited me her birthday. What shall we look at first?

Budi: Gloves, I think. They must be on the ground floor. Yes, here we are, and I can see just the kind I want.

- A. ought to
- B. would
- C. shall
- D. have to

22. The gas is almost empty. Westop at the next service station.

- A. should
- B. may
- C. have to
- D. had better

23. A: Does this bus go to the station?

B: No, you'll have to get off at the bank, and take 178.

A: you tell me where to get off?

B: It's the next stop.

- A. can not
- B. will
- C. should
- D. can

24. A: Excuse me, please. you tell me how to get to the town centre?

B: First right, second left. You can't miss it.

A: Thank you.

B: That's OK.

- A. have to
- B. must
- C. could
- D. will

25. A: Excuse me. you tell me where South Street is, please?

B: Take the second turning on the left and then ask again.

A: Is it far?

B: No, you can walk it under ten minutes.

A: Thanks very much.

B: It's a pleasure.

- A. can
- B. ought to
- C. have to
- D. will

26. Youthrow litter from your vehicle because it can pose a risk to the environment.

- A. can not
- B. shall
- C. must not
- D. Ought to

27. you please check my paper for grammar errors?

- A. May
- B. Can
- C. Have to
- D. Should

28. If I ask a question about your past,you answer it?

- A. can
- B. will
- C. may
- D. must

29. Mira has very smooth skin. She.....apply olive oil to her face before going to bed.

- A. could
- B. shall
- C. have to
- D. should

30. A personbecome rich and famous in order to live a successfullife.

- A. can not
- B. must not
- C. may not
- D. will not

31. I've already finished all my work,so Istudy tonight. I think I'll read for a while.

- A. don't have to
- B. mus not
- C. Ought not
- D. Would not

32. I know you like sugar but you.....eat quite so much, it's bad for you.

- A. must not
- B. should not
- C. can not
- D. may not

33. I like to join you to the cinema tonight.

- A. would
- B. might
- C. should
- D. could

34. Your glass is empty.....I get you some more fresh water?

- A. shall
- B. should
- C. may
- D. can

35. We.....like to visit that new store some day.

- A. shall
- B. will
- C. can
- D. would

36. A: Is this the right bus for the Town Hall?

B: No, you should have caught a 12. Get off at the bridge and get one there.

A: you tell me when we get there?

B: It's the next stop but one.

- A. should
- B. may
- C. could
- D. had better

37. Mr.Beantake such risks while diving.

- A. ought not
- B. must not
- C. ought to
- D. would not

38. It be easy for Mary. Her parents died when she was only 4 years old.

- A. can
- B. may
- C. must
- D. can not

39. She be sad because she didn't see you last night.

- A. might
- B. must
- C. can
- D. would

40. Iclean the floor today. I cleaned it yesterday.

- A. must not
- B. ought to
- C. may not
- D. don't have to

41. Bambangget the medal.

- A. had better
- B. would
- C. ought to
- D. shall

42.you prepare a cup of coffee for me, please!

- A. may
- B. will
- C. should
- D. would

43. I'll be at work on Saturday so I'm afraid Icome to the football match with you.

- A. can
- B. may
- C. can not
- D. will

44. We.....visit my cousin in Australia next year but we don't know yet.

- A. might
- B. could
- C. can
- D. must

45. We buy a car in December 2015.

- | | |
|---------|-------------|
| A. must | C. shall |
| B. can | D. ought to |

46. We had an appointment yesterday afternoon, but hesee me.

- | | |
|--------------|-------------|
| A. will | C. could |
| B. could not | D. must not |

47. Rido : oops ! I spilled coffee on my shirt.

Deni : Yourun it under hot water before the stain sets.

- | | |
|---------------|---------|
| A. could | C. must |
| B. had better | D. may |

48. I go to London someday.

- | | |
|----------|---------|
| A. would | C. can |
| B. shall | D. must |

49. Caller : Ibe able to call this afternoon as I have a meeting.

Could you tell John that I'll phone him this evening at home?

Receptionist : Certainly. May I have your name please?

Caller : Yes, it's David Marks.

- | | |
|------------|--------------|
| A. would | C. could not |
| B. may not | D. must not |

50. Yoube late to my party this night.

- | | |
|---------------|-------------------|
| A. Had better | C. had better not |
| B. May not | D. will |

APPENDIX II

ANSWER KEY

1. A. may
2. B. would
3. D. might
4. C. could
5. A. shall
6. C. may not
7. A. might
8. B. will
9. D. have to
10. C. would
11. C. must
12. D. have to
13. A. will
14. B. could not
15. D. had better
16. C. can
17. A. should
18. B. ought to
19. B. must
20. D. should
21. A. ought to
22. D. had better
23. D. can
24. C. could
25. A. can
26. C. must not
27. A. may
28. B. will
29. D. should
30. B. must not
31. A. don't have to
32. B. should not
33. A. would

- 34. A. shall
- 35. D. would
- 36. C. could
- 37. A. ought not
- 38. D. can not
- 39. A. might
- 40. D. don't have to
- 41. C. ought to
- 42. B. will
- 43. C. can not
- 44. A. might
- 45. C. shall
- 46. B. could not
- 47. B. had better
- 48. B. shall
- 49. B. may not
- 50. C. had better not

Appendix III

THE STUDENTS' SCORE MODALITY MASTERY AT THE THIRD SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

No	Initial Name	Respondent Answer of Each Item Number																																																		Sum	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
1	AFN	2	2	0	2	0	2	0	2	0	0	2	0	2	2	0	2	2	0	2	2	0	0	2	2	2	2	0	2	2	2	2	0	2	2	2	2	0	2	2	2	0	2	2	2	2	2	0	2	2	0	68	
2	AA	2	0	2	2	2	2	0	0	2	0	2	2	2	0	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	0	0	2	0	2	0	2	0	2	2	2	70		
3	AW	2	2	0	2	0	2	2	0	0	0	0	2	0	2	0	0	2	2	0	2	2	2	2	2	2	0	2	2	2	0	0	2	0	2	0	2	0	0	2	2	0	0	2	0	2	0	0	2	2	0	54	
4	AED	2	2	0	2	2	2	0	0	0	2	0	0	2	2	0	2	2	0	0	2	0	0	2	0	2	0	2	2	2	2	0	2	0	2	2	0	2	2	0	0	2	0	2	0	0	2	2	2	54			
5	DAG	2	2	0	2	2	2	2	0	0	2	0	2	2	2	0	2	2	2	2	2	0	2	2	2	2	0	0	2	2	0	2	2	2	2	0	2	0	0	2	0	0	2	0	0	2	0	0	2	0	60		
6	DS	2	2	0	2	2	0	2	0	0	2	0	2	2	2	0	0	2	2	2	2	0	2	0	2	0	2	0	2	2	2	0	2	0	2	2	2	0	2	2	2	0	2	0	2	0	2	0	2	62			
7	EK	0	2	2	2	2	2	2	0	0	2	0	2	2	2	0	2	2	2	2	2	0	2	0	2	0	2	0	2	2	2	2	0	2	2	2	2	0	2	2	2	0	2	2	2	0	2	0	2	70			
8	IAMS	2	2	2	2	2	2	2	0	2	0	0	2	2	2	2	2	2	0	2	0	2	2	2	2	2	0	0	2	2	2	2	0	2	2	0	2	0	2	2	2	2	2	2	2	2	0	2	2	0	76		
9	LM	0	2	0	2	2	0	0	2	2	0	0	2	2	2	2	0	2	0	2	2	2	0	2	2	0	0	0	2	0	2	0	2	0	2	0	2	0	2	0	0	2	2	0	2	0	2	2	2	56			
10	MPS	2	0	0	2	2	0	0	0	2	0	2	2	0	0	0	2	0	0	2	0	0	2	0	2	0	0	2	0	2	2	0	0	0	0	2	0	0	0	0	2	2	0	2	2	0	0	0	0	0	38		
11	MHM	2	0	2	2	2	0	0	0	2	2	0	2	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0	2	0	0	0	2	0	2	0	2	2	2	2	2	0	0	2	2	2	2	2	2	70		
12	MNFH	0	2	0	2	2	0	0	2	2	0	2	0	2	2	2	2	2	2	2	2	0	0	2	0	2	0	2	2	2	2	0	0	0	2	0	2	0	0	2	2	2	2	2	0	0	2	2	2	0	60		
13	NTP	2	0	0	2	2	0	0	0	2	0	2	2	0	2	0	2	2	2	0	0	2	0	0	0	0	2	0	2	0	2	0	0	0	0	0	2	0	2	0	0	0	2	0	0	0	2	0	0	0	38		
14	N	2	2	0	2	2	0	0	2	0	0	2	2	0	2	2	0	2	2	2	0	0	2	2	0	2	0	2	0	2	2	0	2	0	2	0	0	0	2	0	2	2	2	2	0	2	2	2	0	2	58		
15	OAHH	0	2	0	0	2	0	0	0	2	0	0	2	2	0	2	0	0	2	2	0	0	0	2	0	0	2	2	0	0	2	0	2	2	0	2	2	0	2	0	2	0	0	0	0	2	0	2	0	0	40		
16	RS	2	2	0	2	0	0	0	2	2	0	2	0	0	2	0	2	2	0	2	0	2	0	2	2	0	2	2	0	2	2	2	2	0	0	2	2	2	2	2	0	2	2	0	0	2	0	2	2	2	0	60	
17	RFN	0	2	2	2	2	0	0	2	0	2	0	2	2	2	0	0	2	2	0	2	0	2	2	2	0	2	0	0	2	2	0	0	2	2	0	2	2	2	2	2	2	2	2	0	2	0	2	2	2	60		
18	RDS	2	2	0	2	2	2	2	2	0	0	2	0	2	2	0	2	0	2	0	2	2	2	0	2	2	0	2	2	2	0	2	0	0	2	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	70		
19	RMN	2	0	2	2	2	2	0	2	0	2	0	2	0	2	2	2	2	0	2	2	2	2	0	0	2	2	0	2	2	2	2	2	2	2	0	2	0	2	2	0	0	0	2	0	2	2	0	2	2	66		
20	TMS	2	2	2	2	2	2	0	0	2	2	0	2	2	2	2	2	2	2	2	0	0	2	0	2	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	0	2	2	0	0	2	2	0	2	70	
21	WA	0	2	2	2	2	0	2	2	0	0	2	2	0	0	0	2	0	2	2	0	0	0	2	2	0	2	2	0	2	2	0	2	2	0	2	2	0	2	2	0	2	2	2	2	0	0	2	0	2	2	0	58
22	WAR	2	2	2	0	2	2	2	2	0	2	0	2	0	2	0	2	2	2	2	0	2	0	0	0	0	2	2	2	0	2	0	2	0	0	2	0	2	2	2	2	0	2	0	2	0	2	2	2	0	0	60	
		The sum result score of collecting data																																																		1318	

The researcher calculated the score by using the formula:

$$\begin{aligned}
 & \frac{\sum score}{\sum respondent \times \sum items \times highest\ value\ of\ items} \times 100\% \\
 &= \frac{1318}{22 \times 50 \times 2} \times 100\% \\
 &= \frac{1318}{2200} \times 100\% \\
 &= 59,91\%
 \end{aligned}$$

Appendix III

THE STUDENTS' SCORE MODALITY MASTERY AT THE THIRD SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

No	Initial Name	Respondent Answer of Each Item Number																																																		Sum	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
1	AFN	2	2	0	2	0	2	0	2	0	0	2	0	2	2	0	2	2	0	2	2	0	0	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	0	2	2	2	2	0	2	2	2	2	0	2	2	0	68
2	AA	2	0	2	2	2	2	2	0	0	2	0	2	2	2	0	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	0	0	2	0	2	0	2	0	2	2	2	70	
3	AW	2	2	0	2	0	2	2	0	0	0	0	2	0	2	0	0	2	2	0	2	2	0	2	2	2	2	2	0	2	2	2	0	0	2	0	2	0	0	2	2	0	0	2	0	2	0	0	2	2	0	54	
4	AED	2	2	0	2	2	2	0	0	0	2	0	0	2	2	0	2	2	0	0	2	0	0	2	0	2	0	2	2	2	2	0	2	0	2	2	0	2	2	0	2	2	0	0	0	2	0	2	0	2	2	54	
5	DAG	2	2	0	2	2	2	2	0	0	2	0	2	2	2	0	2	2	2	2	0	2	2	2	2	2	0	0	2	2	0	2	2	2	0	2	0	0	2	0	0	2	0	2	0	0	2	0	0	2	0	60	
6	DS	2	2	0	2	2	0	2	0	0	2	0	2	2	2	0	0	2	2	2	0	2	0	2	0	2	0	2	2	2	0	2	0	2	2	2	0	2	2	2	2	0	2	0	2	2	0	2	0	2	62		
7	EK	0	2	2	2	2	2	2	0	0	2	0	2	2	2	2	2	2	2	0	2	0	2	0	2	0	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	2	0	2	70			
8	IAMS	2	2	2	2	2	2	2	0	2	0	0	2	2	2	2	2	0	2	0	2	2	2	2	2	2	0	0	2	2	2	2	0	2	2	0	2	0	2	2	2	2	2	2	2	2	0	2	2	0	76		
9	LM	0	2	0	2	2	0	0	2	2	0	0	2	2	2	0	2	0	2	0	2	2	2	0	2	2	0	0	0	2	0	2	0	2	0	2	0	2	0	0	2	2	0	2	0	2	2	0	2	2	56		
10	MPS	2	0	0	2	2	0	0	0	2	0	2	2	0	0	0	2	0	0	2	0	0	2	0	2	0	0	2	0	2	2	0	0	0	2	0	0	0	2	0	0	0	2	2	0	2	2	0	0	0	38		
11	MHM	2	0	2	2	2	0	0	0	2	2	0	2	0	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	2	0	0	0	2	0	2	0	2	2	2	2	0	0	2	2	2	2	2	2	70		
12	MNFH	0	2	0	2	2	0	0	2	2	0	2	0	2	2	2	2	2	2	2	0	0	2	0	2	0	2	2	2	2	0	0	0	2	0	2	0	0	2	2	2	2	2	0	0	2	2	2	0	2	0	60	
13	NTP	2	0	0	2	2	0	0	0	2	0	2	2	0	2	2	2	2	0	0	2	0	0	0	0	2	0	2	0	2	0	0	0	0	0	0	2	0	2	0	0	0	2	0	0	0	2	0	0	38			
14	N	2	2	0	2	2	0	0	2	0	0	2	2	0	2	2	2	2	0	0	2	2	0	2	0	2	0	2	2	0	2	0	2	0	2	0	0	0	2	0	2	2	2	0	2	2	2	0	0	2	58		
15	OAHH	0	2	0	0	2	0	0	0	2	0	0	2	2	0	0	2	2	0	0	0	2	0	0	2	0	0	2	2	0	0	2	0	2	2	0	2	0	2	0	2	0	0	0	0	2	0	2	0	0	40		
16	RS	2	2	0	2	0	0	0	2	2	0	2	0	0	2	0	2	2	0	2	0	2	0	2	2	0	2	2	0	2	2	2	2	0	0	2	2	2	2	0	2	2	0	0	2	0	2	2	2	0	60		
17	RFN	0	2	2	2	2	0	0	2	0	2	2	2	2	0	0	2	2	0	2	0	2	2	2	0	2	0	0	2	2	0	0	2	2	0	2	2	2	2	2	2	2	2	0	2	0	2	2	2	2	60		
18	RDS	2	2	0	2	2	2	2	2	0	0	2	0	2	2	0	2	0	2	2	0	2	2	0	2	2	0	2	2	2	0	2	0	0	2	2	2	0	2	2	2	2	2	0	2	2	2	0	2	2	70		
19	RMN	2	0	2	2	2	2	2	0	2	0	2	0	2	2	2	2	2	0	2	2	2	2	0	0	2	2	0	2	2	2	2	2	0	2	0	2	2	0	0	0	2	0	2	2	0	0	2	2	2	66		
20	TMS	2	2	2	2	2	2	0	0	2	2	0	2	2	2	2	2	2	0	0	2	0	2	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	0	2	2	0	0	2	2	0	2	70		
21	WA	0	2	2	2	2	0	2	2	0	0	2	2	0	0	2	0	2	2	0	0	2	2	0	0	2	2	0	2	2	0	2	2	0	2	2	0	2	0	2	2	2	0	0	2	0	2	2	2	0	58		
22	WAR	2	2	2	0	2	2	2	2	0	2	0	2	0	2	0	2	2	2	0	2	0	0	0	0	2	2	2	0	2	0	2	2	0	0	2	0	2	2	2	0	2	2	0	2	0	2	2	2	0	0	60	
		The sum result score of collecting data																																																		1318	

The researcher calculated the score by using the formula:

$$\begin{aligned}
 & \frac{\sum \text{score}}{\sum \text{respondent} \times \sum \text{items} \times \text{highest value of items}} \times 100\% \\
 & = \frac{1318}{22 \times 50 \times 2} \times 100\% \\
 & = \frac{1318}{2200} \times 100\% \\
 & = 59,91\%
 \end{aligned}$$

Appendix IV

The Initial Name of Students' Score Modality Mastery at the Third Semester of TBI in IAIN Padangsidempuan

No	Initial Name	Name of students
1.	AFN	Adelia Fitri Nasution
2.	AA	Andra Ali
3.	AW	Anni Wahda
4.	AED	Afriandi Efendi Daulay
5.	DAG	Desti Amelisa Gultom
6.	DS	Dewi Sartini
7.	EK	Evi Khairani
8.	IAMS	Ira Anggita Maya Sofa
9.	LM	Liza Maharani
10.	MPS	Mayang Purnama Sari
11.	MHM	Miss Hannani Maleh
12.	MNFH	Miss Nur Faseera Hawaesoh
13.	NTD	Nona Tari Pulungan
14.	N	Nurdiniah
15.	OAHH	One Aini Hakim Harahap
16.	RS	Rahmadona Sagala
17.	RFN	Riandry Fadilah Nasution
18.	RDS	Riska Dewi Siregar
19.	RMN	Riski Muhammad Nur
20.	TMS	Try Mahendra Siregar
21.	WA	Winda Aulia
22.	WAR	Wahyu A. Rabbawany

Appendix V

GUIDANCES INTERVIEW

A. Interview to the students

1. Why you difficult in modality mastery?

B. Interview to the English Lecturer

1. Why is the students difficult in modality mastery?

Appendix V

GUIDANCES INTERVIEW

A. Interview to the students

1. Do you have problem in modality mastery?
2. What is your difficult in modality mastery ?
3. Why you difficult in modality mastery?

B. Interview to the English Lecturer

1. How is the students problem in modality mastery?
2. What is the students difficult in modality mastery?
3. Why is the students difficult in modality mastery?
4. What is the solution that you give to your students when they still difficult in modality mastery?

Appendix VI

GUIDANCES OBSERVATION

1. Learning process in modality between students and lecturer.
2. The media in using while learning process of modality.
3. The students are participating in teaching and learning process of modality
4. The interaction between students and lecturer in learning process of modality.

Appendix VII

OBSERVATION SHEET

A. Observation in Learning Process of Modality between Students and Lecturer in Class TBI-1 at the Third Semester

1. Lecturer comes on time at 07:30 a.m in class TBI-1, at Wednesday 30th September 2015.
2. Some students come late in learning process.
3. Before starting the lesson lecturer orders one of students reads the Holy Al-Qur'an.
4. Lecturer checks the students' attendance .
5. Total of students is 26 students, 22 students present and 4 students absent.
6. Lecturer prepares material about modality based on syllabus English Education Department 2014 year and lecturer uses book of Grammar for prepare material about modality.
7. Lecturer observes students' activity and behavior while the class is running.
8. Lecturer gives the students chance for question if there something unclear.
9. The students ask the question to the lecturer because there is some factor as follows:
 - a. Some students not focus and not pay attention to the lecturer explanations.
 - b. Some students not understand to lecturer explanations because lecturer not detail in prepares in learning modality.

- c. Some students not like and lazy in learning modality, so some students give low response to the topic.
- d. Some students not know and confused in using modals especially in meaning and function of modality.
- e. Some students can not using formula of modality in make sentence.

10. Lecturer gives feedback to the students' question.

11. Lecturer tries to solve the students' problem.

12. Lecturer motivates the students to do the best.

13. Lecturer concludes the lesson in the end.

14. Lecturer closes the lesson and praying before close the meeting.

APPENDIX VI

OBSERVATION SHEET

Put a checklist (√) in column 1, 2, 3, and 4 based on your observation in class TBI-1 at third semester in IAIN Padangsidempuan.

1: Poor 2: Fair 3: Good 4: very Good

Focus	Observation Point ¹	1	2	3	4
The Lecturer	Lecturer comes on time			√	
	Lecturer checks the students' attendance		√		
	Lecturer prepares teaching material			√	
	Lecturer speak with students			√	
	Lecturer gives the students chance to speak			√	
	Lecturer observes students' activity and behavior while the class is running		√		
	Lecturer tries to solve the students' problem		√		
	Lecturer gives feedback to the students' question			√	
	Lecturer concludes the lesson in the end			√	
	Lecturer motivates the students to do the best			√	
The students	The students pay attention to the lecturer explanation		√		
	The students ask the question to the lecturer if there something unclear			√	
	The students deliver question to the lecturer when the lecturer them change to deliver explanation		√		
	The students participate actively in teaching and learning process.			√	
	The students present their opinion to another		√		
	The students asked and answered the question		√		

¹ Class of TBI-1 at Third Semester in IAIN Padangsidempuan, *Observation*, 07th October 2015, at 07:30-09:30.

	among the groups				
	The students feel interested and spirit in teaching-learning process		√		
	The students give good response to the topic		√		
Context	The classroom is safe from crowded		√		
	The classroom is comfortable and clean				√
	The classroom media such as, white board and maker.			√	

Appendix VI

GUIDANCES OBSERVATION

A. Observation in Learning Process Modality Between Lecturer and Students in Class TBI-1 at the Third Semester

1. Lecturer comes on time at 07:30 a.m in class TBI-1, at Wednesday 30th September 2015.
2. Before starting the lesson lecturer orders one of students reads the Holy Al-Qur'an.
3. Lecturer checks the students' attendance . Total of students is 26 students, 22 students present and 4 students absent.
4. Lecturer prepares teaching material about modals based on syllabus English Education Department 2014 year.
5. Lecturer observes students' activity and behavior while the class is running
6. Lecturer prepares material about modals not detail in learning process.
7. Lecturer gives feedback to the students' question
8. Lecturer gives task to students after prepares teaching material about modals.
9. Lecturer tries to solve the students' problem
10. Lecturer motivates the students to do the best
11. Lecturer concludes the lesson in the end.
12. Lecturer closes the lesson and praying before close the meeting.

B. Observation for Interaction between Lecturer and Students in Learning Process Modality

1. The students pay attention to the lecturer explanations
2. The students participate actively in teaching and learning process.
3. The students write material about modals from lecturer.
4. The students ask the question to the lecturer if there something unclear
5. The students give low response to the topic
6. Some students not understand from lecturer explanations
7. Some students not know in using modals especially in meaning and function of modals.
8. Some students not focus from lecturer explanations
9. The students doing task from lecturer
10. The student go to in front of class for answer the task from lecturer
11. Some students confusing in answering questions of modality

C. Context

1. The classroom is safe from crowded
2. The classroom is comfortable and clean
3. The classroom media such as, white board and maker
4. The lecturer uses syllabus in learning modals
5. The lecturer uses book of grammar in learning process