



**AN ANALYSIS OF STUDENTS' PROBLEM
IN MASTERING MODAL AUXILIARIES
AT GRADE VIII MTs N 2 PADANGSIDIMPUAN**

A THESIS

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

WRITTEN BY:

RISKA YUNITA
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ENGLISH EDUCATION DEPARTMENT

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

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A THESIS

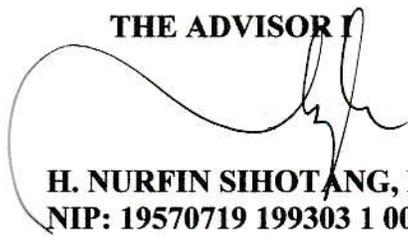
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LETTER OF AGREEMENT

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Appendix : 7 (Seven) Exemplars

Padangsidempuan, 08st July 2015

To:

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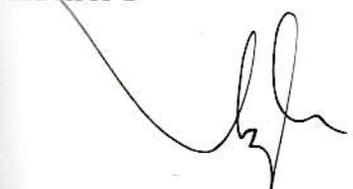
Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advices for necessary revision on thesis belongs to Riska Yunita, entitled "**An Analysis of Students' Problem in Mastering Modal Auxiliaries at Grade VIII MTs N 2 Padangsidempuan**", we approved that the thesis has been acceptable the complete and fulfill the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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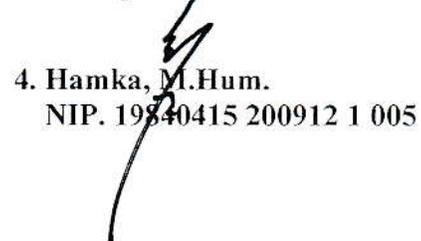
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| Result/Mark | : 70 (B) |
| Cumulative Achievement Index | : 3.0 |
| Predicate | : Very Good |



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MASTERING MODAL AUXILIARIES AT GRADE VIII
MTs N 2 PADANGSIDIMPUAN**

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MASTERING MODAL AUXILIARIES AT
GRADE VIII MTs N 2 PADANGSIDIMPUAN.**

ABSTRACT

This research was done based on the fact of the students' problem in mastering modal auxiliaries at grade VIII MTs N 2 Padangsidimpuan. The aim of the research were to find the students' ability, their problems and to know the efforts done by teachers to overcome the students' problems in mastering modal auxiliaries at grade VIII in MTs N 2 Padangsidimpuan.

The kind was qualitative research by using descriptive method. The sources of data has been collected from all respondent that was students of grade VIII in MTs N 2 Padangsidimpuan and English Teacher. The instruments of collecting data were observation, interview and test.

Based on the result of the research, research found that the students' problem in mastering modal auxiliaries at grade VIII in MTs N 2 Padangsidimpuan categorized into *low category* (40%). It was found the answer there were some problems that faced by students in learning modal auxiliaries in sentence they were: they often compused to determine tenses. They did not know the place of modal auxiliaries in a sentence because they did not understand about subject. The effort done by teacher to overcome the students problems in mastered modal auxiliaries with gave explained, exercise and motivated. So the students can improve their sprite in learning especially in learning modal auxiliaries in sentences.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send shalawat to Prophet Muhammad SAW who has brought from the darkness into the lightness. **“AN ANALYSIS OF STUDENTS’ PROBLEM IN MASTERING MODALS AUXILIARY AT GRADE VIII MTs N 2 PADANGSIDIMPUAN”**. This thesis is written presented to the English in Educational Department of Study the State Institute for Islamic Studies (IAIN) Padangsidimpuan as partial fulfillment of the requirement for degree of strata I (SI).

In finishing this thesis, I got a lot of advices, suggestions and aids from the following;

1. H. Nurfin Sihotang, M.A., Ph.D. as the first advisor who has given suggestion and helps in writing this thesis. Yusni Sinaga, S.Pd., M.Hum. as the second advisor who has helped, supported and suggested me to finish this thesis and also as my beloved advisor Academic who gladly supported and counseled me till finishing this thesis.
2. Dr. Ibrahim Siregar, MCL. As the Rector of IAIN Padangsidimpuan.
3. Mrs. Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the chief of English education Department.
5. All lecturers of IAIN Padangsidimpuan who have given much knowledge during I studied in this beloved institute.
6. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S.Ag., S.S., M.Hum) for their cooperative and permission to use their books.
7. Headmaster, the principal and all theacher of MTs N 2 Padangsidimpuan.

8. Thanks are due to my beloved parent, (Mr. Ali Imron Lubis and Mrs. Der Hani Pulungan) who have given research support in moral, pray, motivation, material during and after finishing academic year in IAIN Padangsidempuan
9. My beloved brothers Samsu Rahman Lubis, Husin Salim Lubis and Mustafa Saleh Lubis, my sisters Melda Rezkinta and Dewa Anggina, especially Ismail Haris Pulungan S.P who have motivated me and support me to finish my thesis and for all families who cared and support me in finishing this thesis.
10. All of my best friends, Robiatul Adawiyah Hrp, Hidayati, Purnama Sari, Nur Azizah, Midayani Ritonga, and especially to my all friends in class TBI-2, TBI-1 and TBI-3. I can't mention them here who have given support and helping in this research.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, July 08th 2015



RISKA YUNITA
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an important thing in human life. People can communication each other by using language. When Allah SWT wanted to say something, He have been doing it by language. It can see in holy Qur'an Surah Al- Baqarah verse 30:

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ اِنِّیْ جَاعِلٌ فِی الْاَرْضِ خَلِیْفَةً ۗ قَالُوْۤا اَجْعَلُ فِیْهَا مَنْ یُّفْسِدُ فِیْهَا
وَدَسِّفُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ ۗ قَالَ اِنِّیْۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ ﴿۳۰﴾

Meaning:“And (mention, O Muhammad), when your Lord said to the angels, “Indeed, I will make upon the earth a successive authority.” They said, “Will you place upon it one who causes corruption there in and sheds blood, while we declare your prairie and sanctify you?” Allah said “Indeed, I know that which you do not know”.¹

Which case, English is the first foreign language in Indonesian that is one of many languages in the world. English as one has been used as international language. It is used as a medium of communication in forum international meeting. One region has different languages with other. So, Allah SWT has created this world with many kinds of language. Such as

¹ Muhammad Muhsin Khan, *The Noble Qur'an in the English Language 1*, (Saudi Arabia: Islamic University Al – Munawwara, 1994), p.8.

Arabic, English, Mandarin, French, German, Malay. That is true based on The Qur'an surah Ar-rum: 22, Allah says:²

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّوِينُكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ
لِّلْعَالَمِينَ

Means: And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge.

Based on the above verse, it can be concluded that all kind of languages do not came accidently to this world. Allah SWT has given it to the human as a fitrah of mankind. He created human with many languages; it is one sign of his powerful. Among all of languages, there are some languages that the most important. Those are called as international languages. Those are so important because by mastering the international languages, someone will be able to do relations with other people in different countries in this world.

It means that many people in this world use English as a tool to develop the relations between nations. That makes English is very important for people. So, as an international social someone can use English to develop his or her relations to foreign people.

However, English is very controlled, conditioned and regulated by grammar. In other word, grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language.

² R. H. A. Soenarjo, *Al Qur'an Dan Terjemahannya* (Semarang:CV. Toha Putra,1989), p. 644.

Hence, without taking recourse to grammar it is impossible for anyone to speak and write this language correctly.

Grammar is one of English language component that it must be learnt and understood by students. It is a very basic knowledge and an important tool for students to master English. It is a science that teaches students how the way to speak, to read, and to write English correctly. Besides, by learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence.

Grammar is the systematical study of a language which provides us information and necessary guidance to learn a language. Modals one of a part Grammar. So, the students should master the modals. Modals one of many grammatical categories which is important to be learnt by students. It is needed to be learnt because modal is often used in writing and speaking.

Modals is helping verb that used with principal verb to 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.

Learning about English started since Elementary school at grade V and theyof course study about modal. So, Junior High School students should be able to comprehend them because they have been studying them at least for four years. But in fact, there are many students who do not comprehend about modalsand many students got confused in English especially about the modal

seven though they have been studying English for four years. It is the phenomenon that is found in MTs N 2 Padangsidimpuan by the researcher when the researcher asks some students in the school as the researcher fell when the researcher is a students' in the school.³

They seems like have problems on English especially modals. Sometimes they have seems like bored and lazy for this subject. In the fact, according to English teacher in MTs N 2 Padangsidimpuan, it has been in the field that still find some of students are unable to make sentences would by using modal auxiliaries because they are lack about understanding of grammar in learning helping verb. Especially, the functions of modal auxiliaries and the use of modal auxiliaries in sentences.

There are factors causes students do not understand the use of modal auxiliaries such as remember of the formulation, they have less ability in understanding modal auxiliaries. They do not understand about the subject.⁴

When researcher' asked students of MTs N 2 Padangsidimpuan about the modals auxiliaries one of the students problem in mastering grammar especially the modal auxiliaries. Researcher saw their problems in learning English. They could not use the modal auxiliaries in sentences, because they feel the difficulties from tenses change and uses of subject.

³ Dea Gumala, Student of MTs N 2 Padangsidimpuan , *Interview*, at 10th February 2015.

⁴ Rafni Dewi Yanti. S.Pd. English Teacher in MTs N 2 Padangsidimpuan, *Private Interview*, 5 March 2015.

Based on the above problems, the writer feels interested in conducted a research the title about **“An Analysis of Students’ Problem in Mastering Modal Auxiliaries at Grade VIII MTs N 2 Padangsidimpuan”**.

B. The Focus of the problem

Based on the background of problem above, there are many problems in mastering modals. The researcher focused the problem to make it clearly. But in this research the researcher focuses on the modals *can, could, shall, will, may* as found in the syllabus of the grade VIII MTs N 2 Padangsidimpuan.

C. Formulation of the Problem

From the background of the problem and focus of the problem, the formulation is needed to explain the aims of this research. Furthermore, the formulations of the problems are:

1. What are the students’ problems in mastering Modal auxiliaries at grade VIII in MTs N 2 Padangsidimpuan?
2. What are the efforts done by teachers to overcome the student’s problems in mastering Modal auxiliaries at grade VIII in MTs N 2 Padangsidimpuan?

D. The Aim of the Research

Based on the above the formulations of the problem, the aims of the research are expected:

1. To find the student's problem in mastering Modal auxiliaries at grade VIII in MTs N 2 Padangsidimpuan.
2. To find the efforts done by teachers to overcome the student's problems in mastering Modal auxiliaries at grade VIII in MTs N 2 Padangsidimpuan.

E. The Significance of the Study

The research can contribute to the students. It could be a source of information to use modal. To increase the students' motivation in studying English. Give some contributions for English teacher to improve the quality in teaching English about Modal Auxiliaries in junior high school. To be an input in the teaching learning process. Give information for English teacher about students' problems in mastering modal in MTs N 2 Padangsidimpuan. To enrich the writer and readers' skills in known English grammar and structure, especially modal auxiliaries. The result of the research is hoped to help out the researcher who will investigate further research in the same subject as reference.

F. Definition of Key Terms

To avoid the vagueness and misunderstanding between the researcher and reader the terminologies as followed:

1. Analysis is the study of something by examining its parts and their relationship.⁵ From the definitions above, it can be concluded that analysis is the study about something to find out the real situation. So, analysis is finding the result of study the students at grade VIII in MTs N 2 Padangidimpuan.
2. Student is person who is studying at a college or university, person studying at secondary school.⁶ Whereas Sardiman said that Student is a component who takes place in central position in the learning process.⁷ Student or learner is any persons who receives an influence of a person or group of persons who carry out educational activities".⁸ A student is a person who is learning. While Dimiyati and Mudjiono said that Student also means subject of learning in the school.⁹

So, the researcher concludes that student is a subject of learning who takes place in central position in the learning process.

⁵ Hornby, *Oxford Advanced Learner's Dictionary* (New York: University Press, 2000), p. 38.

⁶ As. Hornby, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2009), p. 429.

⁷ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2011), p. 111.

⁸ Syaiful Bahri. *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2002), p. 51.

⁹ Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2009), p. 22.

3. Problem is something that is difficult to deal with or understand.¹⁰ Problem is something that troubles in somebody's mind. So, the researcher concludes that problem is something that always troubles and it is needed to be solved of the students at grade VIII in MTs N 2 Padangsidimpuan.
4. Master is a person skill and able in some work, profession, science. Furthermore, mastery is the expert skill or knowledge.¹¹ It could be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using knowledge or skill. So, mastering in this research means the great skill in comprehending of students at grade VIII MTs N 2 Padangsidimpuan.
5. Modal Auxiliary verb is verb used to express various moods attitudes like hope, expectation, possibility and futurity.¹² So, based on the definition above, the researcher concludes that modals auxiliary is helping verb that used with principal verb to give more meaning on verb.

Finally, the researcher concluded that students' problems in mastering modal auxiliaries at MTs N 2 Padangsidimpuan is the skill of people who are studying at MTs N 2 Padangsidimpuan in mastering modal auxiliaries.

¹⁰ *Oxford Learner's Pocket Dictionary*. p.134.

¹¹ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1974), p. 721.

¹² Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p. 128.

G. Outline of the Thesis

The outline of the thesis included in to five chapters, they are:

The first chapter of background of the problem, the focus of the problem, the formulation of the problem, the aim of the research, the significance of the study, definition of key terms and outline of the thesis.

The second chapter is a theoretical description consist the theoretical of problem in mastery, definition of problem, kinds of the problem in learning, the factors of problem, modals auxiliary, definition of modals auxiliary, the kinds of modal auxiliary, modals and their meanings, the using of modal auxiliary, review of related findings and conceptual framework.

The third chapter consists of research design, the location and time of the research, the sources of the data, instrument of collecting data, and the techniques of data analysis

The fourth chapter as the result of the research that consist of finding, discussion and the treats of the research.

The fifth chapter as the closing that consist of data conclusions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. Review of Literature

1. Problems in mastery

a. Definition of Problem

Problem means difficulty, problem is something that troubles in somebody's mind. Problem is something that is difficult to deal with or understand.¹ While in Indonesian dictionary; masalah berarti persoalan atau hal yang perlu dipecahkan; hal yang dianggap sebagai penghambat atau penghalang. (Problem is something that must be solved; as an inhibitor or inhibiting factor).²

So, the researcher concludes that problem is something that always trouble and it is needed to be solved. Everyone in this lived has problems with differences problems. Such as; a teacher has problems in teaching, government have problem in their administration and a student has problem in mastering lesson. Such as, the student's problem in learning English because they do not understand about modals. So, They must be motivated by parents or teachers.

¹ *Oxford Learner's Pocket Dictionary*, p. 350.

² Sulchan Yasyin, *Kamus Lengkap Bahasa Indonesia* (Surabaya: Amanah, 1997), p.

b. Kinds of the Problem in learning

According to Bulgeski in Ahmad Sudrajat said that there are three kinds of the problem. They are:³

- a) The problem of action is the problem in practicing of the learning like sport, art, etc.
- b) The problem of transfer of training and understanding is the problems in transferring or understanding the subject of learning.
- c) The problem of forgetting and extinction is the problem in remembering or memorizing the subject that has been learned.

The problem in memorizing or thinking the information, According to National Institute of Health, USA Learning disabilities/difficulties are disorders that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention.⁴

Whereas Samuel Soeitoe in Effendi stated: “Ada empat kesulitan belajar, yaitu: kesulitan belajar pemahaman, kesulitan mendapat pengetahuan dan fakta, kesulitan menghafal, dan kesulitan dalam membentuk autotisme.”⁵

There are four kinds of the difficulties or problems in learning, they are: the problem in understanding, the problem in getting the

³Ahmad Sudrajat. “*Kesulitan Belajar Siswa dan Bimbingan Belajar*” http://repository.upi.edu/operator/upload/s_pbb_034702_chapter2.pdf. retrieved 05 November 2014 at 13. 45 pm.

⁴ Ridwan Idris. “*Mengatasi Kesulitan Belajar Dengan Pendekatan Kognitif*”, dalam jurnal *Lentera Pendidikan*, Volume 12, No. 2, Desember 2009.

⁵ *Ibid.*

knowledge and fact, problem in memorizing, and the problem in getting the autotism.

Based on the above explanation, the researcher concludes that the kinds of problem are: The problem in getting the information, the problem in saving the information, the problem in transferring the information. Furthermore, the student difficulty is a problem or some factor that make student difficult to understand the subject.

c. The factors of Problem

In learning process especially, there are many things that can become problems for students. They are categorized into two categories; internal and external factor. Internal factors can be physic condition and healthy, motivation, while external factors can be the condition of school, family, or social life.⁶

Muhibbin Syah says that there are two factors of the problem. They are:⁷

1) Internal factor

Many things can be comes problems for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, self confidence, concentration and illness. Sometimes, a student need a motivation for his/her study, or

⁶ Munawir Yusup, *Pendidikan Bagi Anak Dengan Problema Belajar* (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2003), p. 6.

⁷ Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT Raja Grafindo, 2004), p. 184-186.

students do not have self confidences in learning process. All of them can become a problem of learning.

2) External factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teachers do not able to make a comfortable situation, students can be bored in learning process.

From the above explanation it can be conclude that students' problems means the problems that are faced by students; they can come from internal or external of students each selves.

b. Modal Auxiliaries

1) Definition of Modal auxiliaries

The modals are a complex, heavily used group of words.⁸A modal verb (also modal, modal auxiliary verb) is a type of auxiliary verb that is used to indicate modality- that is, likelihood, ability, permission, and obligation.⁹Modal auxiliary or called modal verbs may sound difficult but in fact they are easy. They are invariable (no conjunction). And the main verb is always the “bare infinitive”

⁸George E. Wishon & Julia M. Burks, *Let's Write English*, (New York: Revised Edition, Inc. 1980), p. 230.

⁹Paul Shoebotton, *English Grammar Explanation Modal verb* (<http://esl.fis.edu/grammar/rules/modals.htm>. retrieved 05 November 2014 ,at 13.20 Pm).

(without “to”). Modal auxiliaries generally express a speaker's attitudes, or “mood”. For example, modal can express that a speaker feels something necessary, advisable, permissible, possible, or probable; and in addition, they can convey the strength of these attitudes. According to that Jhon “A modal verb is always the first word in the verb phrase. Modal verbs express meanings such as necessity and possibility.

We can use modal verbs to tell or allow people to do things”.¹⁰ Some of the modal auxiliaries express the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between modal and mood). Modal auxiliaries generally have no-s suffix for third person, and no infinitive or participial form.¹¹

2) The kinds of Modal Auxiliaries

Modal Auxiliary verb is verb used to express various moods and mental attitudes like hope, expectation, possibility and futurity.¹² Modal Auxiliaries generally express a speaker's attitudes or mood, such modal can express that a speaker feels something is necessary,

¹⁰ Jhon Eastwood, *Oxford Guide to English Grammar*, (New York: Oxford University Press, 2004), p. 113.

¹¹ Marcella Frank, *Modern English A Practical Reference Guide*, (New York: Prentice-Hall, Inc,1972), p. 95-96.

¹² Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace,1998), p. 128.

advisable, permissible, or probable and in addition they can convey the strength of these attitude.¹³

Example:

- | | | | |
|----------|-------------|------------|----------|
| 1. Can | 5. Might | 9. Used to | 13. Need |
| 2. Could | 6. Ought to | 10. Shall | |
| 3. Dare | 7. Will | 11. Should | |
| 4. May | 8. Would | 12. Must | |

3) Modal Auxiliaries and their meanings

The researcher only discuss to be in the focuses of the problem:

Table I. Modal auxiliaries and Meaning

| Modal Auxiliary | Meaning attached |
|------------------------|---|
| Can | Ability, permission, request, possibility. |
| Could | .Willingness, habitual, possibility, wishes, desire. |
| Shall | Futurity, willingness, intention, suggestion, insistence. |
| Will | Willingness, intention, prediction, insistence, request. |
| May | Permission, possibility, wishes, purpose, concession. |

¹³ Betty Schramper Azar, *Understanding and Using English Grammar*, (Washington; Prentice Hall Regent, 1950), p. 68.

4) The using of modal auxiliary

a) Can

We use *can* (do) to say that something is possible or that someone has the ability to do something. *Can* usually express ability or capacity. *Can* express ability in the present or future.¹⁴ *Can* for all person in the present or future. People often use *can* when they are asking for permission to do something.

The formula of Can

| |
|---|
| Subject + Can+ Verb I+ Complement ¹⁵ |
|---|

To make the better explanation about the use of *can*, the researcher discusses 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. ¹⁶ |

¹⁴ Betty Schramper Azar, *Fundamentals Of English Grammar* (Prentice Hall: 1992), p. 95.

¹⁵ Andre Wicaksono, *English Grammar* (Jakarta: Pustaka Ilmu 2010), p.36.

¹⁶ AJ.Thomson & AV.Martinet. *A Practical English Grammar* (New York: Oxford University Press, 1986), p. 120.

Example in form Negative, Interrogative and Negative interrogative are:

Negative:

I *can't* speak Batak language.

Rischa *can't* to meet tomorrow.

Interrogative:

Can I go to Padangsidempuan?

Can we go tomorrow?

Negative interrogative:

Can't they speaking English?

Can't I go to Kotanopan 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*.¹⁷We sometimes talk about permission when we are not giving it or asking for it.

(1) Can is use to express ability in the present or future

Ex: I *can* teach English

Bob *can* play the piano¹⁸

¹⁷ Anne Seaton .Y. H. Mew, *Basic English Grammar for English Learners* (Printed In United States Of America 2007),p. 112.

¹⁸ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 136.

(2) To express capacity

Ex: My Father *can* work hard

My brother *can* build a house

(3) To express premise

Ex: *Can* I speak to manager now?

Can I go early today?

(4) To express a polite a request

Ex: *Can* you give this book to my sister?

Can you help me in the work?

(5) To express possibility

Ex: My Mother *can* be angry with you.

Meldha *can* speak English if you try.

b) Could

Sometimes *could* is the past of *can*. We use *could* especially with this verbs. We also used *could* to say that someone had the general ability to do something. *Could* can be use when there is an idea of condition.¹⁹ In this use, *could* can refer to the present, the past or the future.²⁰

The formula of *Could*

| |
|------------------------------------|
| Subject+ Could+ Verb I+ Complement |
|------------------------------------|

¹⁹ AJ.Thomson & AV. Martinet.,*Op. Cit.*, p. 120.

²⁰ George E. Wishon & Julia M. Burks, .,*Op. Cit.*, p. 231.

Example in form Negative, Interrogative and Negative interrogative are:

Negative:

Musthafa *couldn't* bring our book into class.

They *couldn't* come to class yesterday.

Interrogative:

Could I bring our book into class.

Could they come to class yesterday.

Negative interrogative:

Couldn't I bring our book into class.

Couldn't I buy the bag knew?

(1) Could is used to express past ability

Ex: I *could* walk longer if I tried harder.

Salim *could* work long when she was young.

(2) Could is used in indirect speech

Ex: Anggina told me that she *could* help me.

They said they *could* lend me money.

(3) Could may be used to express possibility

Ex: If I were you, I *could* do it easily

If only Meldha were here, I *could* ask her about it

(4) Could may be used to make polite request

Ex: *Could* you have dinner with me this evening?

Could you teach me English Grammar?

(5) Could is used to express permission²¹

Ex: *Could* I talk to your brother?

Could I have your magazine for a while?

c) Shall

Shall is used in the first person. *Shall* is used in the second and third persons to express command, a promise, or threat.²² *Shall* is used with the subject *I* or *We*, in formal style to indicate future time.²³

The formula of *Shall* in Simple Future Tense

| |
|---------------------------------------|
| Subject + Shall + Verb I + Complement |
|---------------------------------------|

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

Ex: I *shall* see Meldha tomorrow

We *shall* visit Pastap the next week.

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

(a) Command:

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

²¹Jayanthi Dakshina Murthy, *Op. Cit.*, p. 137.

²²P.C.Wren & H. Martin, *Op. Cit.*, p. 114.

²³Roberth Krohn, *English Sentence Sturucture*, (University of Michigan Press: Bina Rupa Aksara 1990), p. 110.

(b) Promise:

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

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

(c) Threat:

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

He *shall* be punished for his misbehavior.

(d) 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 |
| Second Person | You Will | You Will |
| Third Person | She, He, It will | They will ²⁴ |

d) Will

Use the verbs *shall* and *will* as helping verbs or auxiliary verbs to form the future tense. Use *will* when you are asking someone to do something.

²⁴*Ibid*, p. 138- 141.

The formula of Will in Simple Future Tense

| |
|---|
| Subject + Will + Verb I+ Complement ²⁵ |
|---|

(1) Will is used to express simple futurity in the second and third person.

Ex: Tomorrow *will* be holiday

They *will* come tomorrow

(2) Will is used to express determination, promise, willingness in third person.

(a) Determination

Ex: Rischa *will* not agree with him

Icha *will* not see her again

(b) Promise

Ex: We *will* help you in this matter

I *will* consider the case

(c) Willingness

Ex: We *will* tell you the address

I *will* drop you by bike

(d) Will is used to indicate an invitation or a polite request.

Ex: *Will* you have a cup of tea?

Will you have dinner with me tomorrow?

²⁵ Andre Wicaksono, *Op. Cit.*, p. 37.

e) May

May is used to express permission. In spoken English can often replaces may. *May* is used to express possibility in affirmatives sentences.²⁶ Use *may* to ask if you are allowed to do something, or to give someone permission to do something. *May* is also used to talk about things that are likely to happen.²⁷ Use *may* to ask if you are allowed to do something and to tell someone that they are allowed to do something.²⁸

The formula of May

| |
|---|
| Subject + May+ Verb I+ Complement ²⁹ |
|---|

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 | Answer |
|--|-------------------------|--------|
| | (asking for permission) | |

²⁶ P.C.Wren & H. Martin, *High School English Grammar & Composition* (Persada Rao,1990), p. 112.

²⁷ Anne Seaton • Y. H. Mew , *Op. Cit.*, p. 114.

²⁸Howard Sargeant.*Basic English Grammar for English Learners* (Printed In United States Of America 2007), p. 90.

²⁹ Andre Wicaksono, *Op. Cit.*, p. 37.

| | | |
|--------------|---|---|
| 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). ³⁰ |

Example in form Negative, Interrogative and Negative interrogative are:

Negative:

He *may not* believe your story.

I *may not* it work.

Interrogative:

May I help you?

May they go now?

Negative interrogative:³¹

May not I help you?

May not I believe story?

(1) May is used to express permission

Ex: Icah *may* open the window?

³⁰ Marcella Frank. *Op. Cit.*, p. 97.

³¹ AJ.Thomson & AV. Martinet. *Op. Cit.*, p. 123.

May I use your phone?

(2) May is also used to express possibility

Ex: Rischa *may* come tomorrow.

You *may* pass the exam.

(3) May is used to express a wish

Ex: *May* God bless you!

May God help you!³²

So, modals auxiliary is helping verb that used with principal verb to give more meaning on verb and to express a mood or tense.

Modals auxiliary is use to ability, permission, request, possibility.

B. Review of Related Findings

There are some related findings that discuss about modal auxiliary: the first, 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.³³ .

The second, research has been done by Miskah Azizah which title” An analysis on students’ ability in using to be at grade VIII MTs Subulussalam

³² Jayanthi,.*Op. Cit.*, p.137.

³³ Muhamad Adisyah Putra. The Students’ Ability in Using Auxiliary Verbs at Grade VIII MTs S Babussalam Basilam Baru” (A Thesis, IAIN Padangsidempuan, 2014) p. 56.

Kotanopan in 2012 Academic Year.³⁴ In which the result that the percentage of the on students' ability in using to be at grade VIII MTs Subulussalam Kotanopan can be categorized into Low category.

The Third, research has been done by Nursaima Mahyunianti which title "The Students' Ability in Mastering Helving Verb 'To Have' at SMK Negeri 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.³⁵

Based on the related findings above it can be concluded that the problem is concern on students' problem in English Grammar, some as those research in this research the researcher also researches about English Grammar with becomes the students' problem.

C. Conceptual Framework

Modals Auxiliary is one of important things in English grammar. It is needed to be learnt because modals is often used in writing and speaking. Less understanding about it can make serious problem especially in the case of the mastery of the English grammatical structure correctly. So, Modals Auxiliary is often used to polite request and permission.

³⁴Miskah Azizah. An analysis on students' ability in using to be at grade VIII MTs Subulussalam Kotanopan" (A Thesis, IAIN Padangsidempuan,, 2012), p. 58.

³⁵Nursaima Mahyunianti. The Students' Ability in Mastering Helving Verb 'To Have' at SMK Negeri 1 Pargarutan Angkola Timur" (A Thesis, IAIN Padangsidempuan,, 2013), p. 59.

Based on the researcher's observation at MTs N 2 Padangsidempuan the students' at grade VIII still found difficulties. They do not understand and confuse about English grammar especially in using modals auxiliary in writing or speaking. The students' problem might come from the students itself or the teacher. From this reason the researcher want to analysis the students' problem in mastering modals auxiliary by using descriptive qualitative research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a qualitative approach, namely: mengamati keadaan sekitarnya dan menganalisisnya dengan menggunakan logika ilmiah (*to observe its surroundings and analyze it by using logic of scientific*).¹ This research used the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive source of information.”²

The suitable method of this research was descriptive method because this research will be to describe what were the problems that face by students’ in mastering modals. According to Suharsimi Arikunto stated” Descriptive study do not require the administration and control of treatment. Descriptive study was not intended to test specific hypotheses, but only described “what is” on a variable, symptoms or circumstances. Indeed there were times in the study wanted to prove the allegations but also not to uncommon.

Based on the definitions and the statements above, the researcher concluded the research design of his research was the qualitative approach

¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosda Karya, 2009), p. 5.

² L.R Gay & Peter Airasian. *Educational Research: Compenties for Analysis and Application*, (USA Prentice Hall, Incorporate, 2000), p. 9.

descriptive method to understand and describe the students' problem in mastering modals auxiliary at Grade VIII MTs N 2 Padangsidimpuan.

B. The Location and Time of the Research

The time of the research had been done from February 2015 up to March 2015 and the location of the research was conducted at MTs N 2 Padangsidimpuan, it is located at Jl. H.T Rizal Nurdin Km. 6, 5 Padangsidimpuan of North Sumatera.

C. The Sources of the Data

The source of data for this research consists of:

1. Primary source of data

Primary sources of data (principal data) were the basic of data. Primary sources of data at grade VIII MTs Negeri 2 Padangsidimpuan. This research will be doing with using purposive sampling and the sources of the data have been assigned by the researcher before hand down to the field. Riduwan said "Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim". As like mentioned before, this research will be doing at grade VIII students of MTs N 2 Padangsidimpuan. Grade VIII students consist of three classes.

2. Secondary Data

Secondary sources of data (supplementary data), that is an information from the English teacher of MTs N 2 Padangsidimpuan.

D. Instrument of Collecting Data

The instrument collecting data used in this research is:

1. Observation

Observation is a technique of collecting data which is used an observation to the object of research.³ Observation could be directly or indirectly. This research used observation in order to find how the students' problem in mastering modal auxiliaries at grade VIII MTs N 2 Padangsidimpuan which has relationship to the process of increasing students' problem in mastering modal auxiliaries and subject of research.

2. Interview

For the collecting the data, the researcher used interview. Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁴ According to Nasution⁵ interview was a verbal communication, similarly as conversation to take information. Interview doing between two people but could do two people or more.

In this research, the researcher used structural interview. Interview was given for the English teacher in MTs N 2 Padangsidimpuan.

³ Yatim Riyanto, *Metodologi Penelitian pendidikan*, (Surabaya: SIC, 2010), p. 96.

⁴ L.R. Gay & Peter Airasian, *Op. Cit.*, p. 219.

⁵ S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2003), p. 113.

So, when the researcher would do interview, the researcher would ask the English teacher about students' problem in mastering modal auxiliaries.

3. Test

It some question about modal auxiliaries in order to get information about the students' problem in mastering modal auxiliaries. The researcher given test about modal auxiliaries, namely: can, could, shall, will and may. To find the students' problems, the researcher given question to the students in multiple choice test. The total of the question were 25 questions. Every question in multiple choice have 4 scores, so the total scores were 100. The indicators of the test can be seen as follows:

Tables 5
Indicators of multiple choice test

| Indicators | Sub indicators | Items | No. Item | Score |
|-------------------|----------------|-------|------------------|-------|
| Modal auxiliaries | Can | 5 | 1, 10, 14, 18,22 | 4 |
| | Could | 5 | 2, 7, 12, 20,24 | 4 |
| | Shall | 5 | 3, 6, 17,19,23 | 4 |
| | Will | 5 | 5, 8, 11, 15, 21 | 4 |
| | May | 5 | 4, 9, 13, 16,25 | 4 |
| Total | | 25 | 25 | 100 |

E. Techniques of Data Analysis

After collecting data, the writer analyzed the data by used some steps, as follows:

1. Editing of data, it was done to arrange data systematically.
2. Reduction of the data, it was done to make an abstraction. The abstraction is an effort to make the summary of data.
3. 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:

$$P = \frac{f}{N} \times 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage⁶

4. Description of data, it is done to describe or interpretation data have been collected systematically.
5. Take conclusion, it is done to conclude the discussion solidly and briefly.

⁶ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), p. 40.

CHAPTER IV
THE RESULT OF RESEARCH

A. Findings

1. Specific Findings

a. The Description of Students' Problems in mastering Modal Auxiliaries in MTs N 2 Padangsidempuan.

One of the aims of this research is to know the students' problem in mastering modal auxiliaries (can, could, shall, will, and may). The instrument to find those problems was interview and test.

1) Can

In this part the researcher put the test result that have gotten from the students. Based on the result of the test was given to respondents. The description of student problems in using "can" was below:

For the question number 1, 10, 14, 18, 22 were about Can. For question number 1 was about ability in simple present tense or future, the subject of the sentence was "I". In the formula of simple present tense or future in sentence "Can" for used subject I, We, You, He, She, It, They (all subject). So, the correct answer was "Can" chose by 27 students (81.82%). Whereas other students had chosen wrong option, they were 6 students (18.18%).

For question number 10 was about ability in simple present tense or future. The subject of the sentence was “I” and the formula of “Can” in sentence S+ Can+ V¹+ Complement. But, many students chose the answer wrong option. So, a half of students chose the correct answer there were 7 students (21.21%). Whereas other students had chosen wrong option, they were 26 students (78.79%).

For question number 14 was about ability in simple present tense or future by using the subject “He”. The correct option was “Can”. So, there were 10 students (30.30%) who chose the correct option. Whereas 23 students (69.7%) had chosen the wrong option.

Next, for question number 18 was about possibility in future tense by using the subject “She”. The correct option was “Can”. But, there were only 8 students (24.24%) who chose the correct option. Whereas 25 students (75.76%) had chosen the wrong option. So, more than a half of students’ chose the wrong answer.

For question number 22 was about possibility in simple present tense the subject of the sentence was the third person “He”. The correct answer was “Can”. There were 28 students (84.85%) chose the correct option and other 5 students (15.15%) chose the wrong option.

From the result of test above, the researcher took conclusion that the students have the problems in mastering modal auxiliary can, it can be seen from the result of test, only 48.48% chose the correct option.

In the other hand, the researcher was interviewed some students, Ahmad Alwi Hasibuan “he said that he knew modal auxiliary but he still did not understand to use it in making sentence. He did not know the rules of modal auxiliary.¹ Dea Gumala said that studied about English especially modal auxiliaries could say difficulties, because she got difficulty in reminded of formula.²

2) Could

Based on the result of the test was given to respondents. The description of student problem in using “could” was below:

For question number 2, 7, 12, 20 and 24 were about modal auxiliary “could”. For question number 2 the subject of the sentences was the second person “you” and the sentence was about simple present tense. In the formula of “could”, S + Could + V¹ + Complement. The correct answer was “could”. So, a half of students chose the correct answer only 5 students (15.15%),

¹ Ahmad AlwiHasibuan, the Students of MTs N 2 Padangsidimpuan ,*Interview*, on 10th February 2015.

² DeaGumala, the Students of MTs N 2 Padangsidimpuan ,*Interview*, on 10th February 2015.

whereas other students had chosen wrong option, they were 28 students (84.85%).

For question number 7 the correct answer was “could”, because the sentence was about polite request. The subject of the sentence was the second person (You). There were only 19 students (57.58%) who chose the correct option. Whereas 14 students (42.42%) had chosen the wrong option.

Next, for question number 12 the correct answer was “could”. The subject of the sentence was the third person (He) and in simple past ability. There were only 4 students (12.12%) who chose the correct option. Whereas 29 (87.88%) students had chosen the wrong option.

For question number 20 the correct answer was “could”, because the sentence in form polite request. The subject of the sentence was the second person (You). But, more than a half of students chose the wrong option and only 9 students (27.27%) who chose the correct option.

For question number 24 the correct answer was “could”. The subject of the sentence was first person (I) and in form sentence past ability. There were other 23 students (69.69%) chose the correct option. Whereas 10 (30.31%) students had chosen the wrong option.

From the result of test above, the researcher took conclusion that the students have the problems in mastering modal auxiliary can, it can be seen from the result of test, only 36.36% chose the correct option.

In the other hand, the researcher was interviewed to Fitriani Siregar, Zarkasih and Sahrul Hidayat said that they mastered modal auxiliary got difficulty, such as made example of can, could, shall, will and may. Because she did not know mastered the formula of modal auxiliaries (can, could, shall, will and may) and she did not really understand each modal auxiliary in every tense, so she was difficult to use modal auxiliary with the subject.³ Hafifah Ulfa and Mutia Gurdani said that studied in mastered modal auxiliaries were difficult. Because, she is lazy to learn of English, lack mastered modal auxiliaries and could not to reminded of formula.⁴

3) Shall

Based on the result of the test was given to respondents. The description of students problem in using “shall” was below:

For question number 3, 6, 17, 19 and 23 were about modal auxiliary “shall”. For question number 3 the correct shall, because

³ Fitriani Siregar, Et. All, the Students of MTs N 2 Padangsidempuan ,*Interview*, on 10th February 2015.

⁴ Hafifah Ulfa and Mutia Gurdani, the Students of MTs N 2 Padangsidempuan ,*Interview*, on 10th February 2015.

the sentences used the subject only I, we, you, he and used the simple future tense. But there were 24 students (72.73%) who chose the correct option and only 9 students (27.27%) who chose the wrong option.

For question number 6 the correct answer was “shall, because the sentence used simple future “from Monday” and the use of subject was “we”. There were 13 students (39.39%) who chose the correct option. Whereas other 20 students (60.61%) chosen the wrong option.

Next, for the question number 17 the correct answer was “shall”. The subject of the sentence was plural in form first person “we”. There were other 32 students (96.97%) chose the wrong option but other only 1 student (3.03%) chose the correct option.

For question number 19 the correct answer was “shall”, because the sentence used to express command and use the subject was second person “you”. There were other only 3 students (9.10%) who chose the correct option and other 20 students (90.9%) who chose the wrong option.

For question number 23 the correct answer was “shall” because the sentence used simple future tense “next week” and used of the subject was first person in form plural “we”. There were

other 11 students (33.33%) who chose the correct option. Whereas other 22 students (66.67%) who chose the wrong option.

From the result of test above, the researcher took conclusion that the students have the problems in mastering modal auxiliary can, it can be seen from the result of test, only 31.16% chose the correct option.

In the other hand, the researcher was interviewed to Pahrur Rozi and Fadilah Sandy Lubis said that learning English especially modal auxiliaries were difficult. Because he got the difficult when study of tenses. He did not know change the sentences, such as negative, interrogative and negative interrogative.⁵ Rahmad Hasibuan, Jennifah and Rahman Dhava said that they learning English especially modal auxiliaries were difficult. Because they did not use the tenses in make sentences and he can't input the subject in modal auxiliaries. They did not know different between shall and will in make the sentences⁶

⁵ Pahrur Rozi and Fadilah Sandy Lubis, the Students of MTs N 2 Padangsidempuan , *Interview*, on 10th February 2015.

⁶ Rahmad Hasibuan, Et. All, the Students of MTs N 2 Padangsidempuan ,*Interview*, on 10th February 2015.

4) Will

Based on the result of the test was given to respondents. The description of students' problem in using "will" was below:

For question number 5, 8, 11, 15 and 21 were about modal auxiliary "will". For question number 5 the correct answer was "will" because the sentence used to express promise in third person "they". But more than a half of 25 students (75.76%) who chose the correct answer and there were other 8 students (24.24%) who chose the wrong answer.

For question number 8 the correct answer was "will" because the sentence used the simple futurity in the third person "they". It means that there were 21 students (63.64%) who chose the correct option. Whereas other only 2 students (36.36%) who chose the wrong option.

Furthermore, question number 11 was about to indicate an invitation or a polite request in simple future tense. The subject of sentence use the second person "you". There were 20 students (90.91%) who chose the wrong answer and only 3 students (9.09%) who chose the correct option.

For question number 15 the correct answer was "will" because the sentences used to promise in simple futurity. The subject of sentences used the first person "we". There were 18

students (54.55%) who chose the correct answer and other 15 students (45.45%) who chose the wrong option.

For question number 21 was about to express promise and subject of sentence used first person “we”. The correct option was will. There were 19 students (57.58%) who chose the correct option. Whereas other 14 students (42.42%) who chose the wrong answer.

From the result of test above, the researcher took conclusion that the students have the problems in mastering modal auxiliary can, it can be seen from the result of test, only 52.12% chose the correct option.

In the other hand, the researcher was interviewed to Olivia andriani and Rika said that they have problems in differentiating the subject for modal auxiliary between shall and will. She didn't know used between shall and will in making sentence well.⁷ So, they confuse about which shall and will be use. Ummul Huda and Elisya Febriyanti said that they were difficult in using subject of modal auxiliary in sentences.⁸

⁷ Olivia andriani and Rika, the Students of MTs N 2 Padangsidimpuan ,*Interview*, on 10th February 2015.

⁸ Ummul Huda and Elisya Febriyanti, the Students of MTs N 2 Padangsidimpuan ,*Interview*, on 10th February 2015.

5) May

Based on the result of the test was given to respondents. The description of students' problem in using "may" was below:

For question number 4, 9, 13, 16 and 25 were about modal auxiliary "may". For question number 4 was about possibility and the formula of "may" S + May + V¹ + Complement. The subject used of the sentence was "He". The correct answer was may. There were 18 students (54.55%) who chose the correct option. Whereas 15 students (45.45%) who chose the wrong option.

For question number 9 was about possibility and the subject in third person "he". The correct option was may. So, a half of students chose the correct answer there were 12 students (36.36%) and whereas other students had chosen wrong option, they were 21 students (63.64%).

Next, question number 13 was about to express permission and used the subject of sentence in first person "I". The correct answer was may. There were only 9 students (27.27%) who chose the correct option and whereas other 24 students (72.73%) who chose the wrong option.

For question number 16 the correct answer was may, because the subject in sentence the first person "I" and to express permission. There were only 2 students (6.06%) who chose the

correct answer. Whereas other 31 students (93.94%) who chose the wrong option.

The last, for question number 25 were about to express permission and the subject used of the sentence in first person "I". The correct answer was may. There were 13 students (39.40%) who chosen the correct option and whereas other 20 students (60.6%) who chosen the wrong answer.

From the result of test above, the researcher took conclusion that the students have the problems in mastering modal auxiliary can, it can be seen from the result of test, only 32.8% chose the correct option.

In the other hand, the researcher was interviewed to Habibah Saima Putri and Fadilah Hayati Harahap said that they didn't know modal auxiliary well in making sentence. They difficult to used modal auxiliary with the subject⁹. Then, Cindy Setia Ningsih said that she did not know the rules such as using modal auxiliary to the correct full verb and she confused to determine modal auxiliary with the appropriate with the subject and the verb.¹⁰

⁹ Habibah Saima Putri and Fadilah Hayati Harahap, the Students of MTs N 2 Padangsidempuan, *Interview*, on 10th February 2015.

¹⁰ Cindy Setia Ningsih, the Students of MTs N 2 Padangsidempuan, *Interview*, on 10th February 2015.

Based on the result of the interviewed with English teacher (Rafni Dewi Yanti, S.Pd), she also said the same thing. She said that there were some students who always chatting in learning process. They were lazy for this subject. It could be known that they were lack in motivation, and reinforcement from their selves. There were some problems that usually faced by students in mastering modal auxiliaries.¹¹

- a. Many students composed to the determine tenses, but as the students can use tenses in make sentence.
- b. As the students didn't understand about the meaning modal auxiliaries and as students knowing about it. They can't in using modal auxiliaries in make sentence.
- c. They didn't using modal auxiliaries formula in make sentence and they did not know used the subject.

So, the researcher concluded that the students still lack in motivation, hardness, and reinforcement from their selves.

¹¹ Rafni Dewi Yanti. S.Pd. the English Teacher in MTs N 2 Padangsidempuan, Private Interview, on March 5, 2015.

The researcher took conclusion for Grade VIII students' problem in mastering modal auxiliaries by using criteria below:¹²

Table 33
Criteria score interpretation

| Percentage | Criteria |
|------------|-----------|
| 0-20 % | Very low |
| 21-40 % | Low |
| 41-60 % | Enough |
| 61-80 % | High |
| 81-100 % | Very high |

Based on the calculating score (see appendix V) the students' problem in mastering modal auxiliaries at grade VIII MTs N 2 Padangsidempuan was 40 %. Based on the criteria above, it could be categorized in to *low* category. It means that students have problem to mastery that modal auxiliary.

To check the trustworthiness of data above, the researcher used the triangulation. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data. So, the result of interviews and test had been compared to the result of observation.

¹² Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung:Alfabeta,2005) p.89.

Looking for the result of the test, it was gotten that the students' ability in mastering modal auxiliary at grade VIII MTs N 2 Padangsidimpuan was 40 % (see appendix V). It can be categorized into *low category*. Comparing to the result of interviews, almost of all students said that modals auxiliary was to be understood especially in the formulation and subject of them. When the researcher observed to the field, there were some students who were chatting and getting bored in the class.

So, it can be concluded that the triangulation is success to be done. It can be proven that the result of the instrument of collecting data is similar each other.

b. The Teacher's Efforts to Overcome Students' Problems Mastering Modal Auxiliaries in MTs Negeri 2 Padangsidimpuan.

Based on the result of interview to English teacher, to anticipate the problem of the students in mastering modal auxiliaries were the English teacher often repeats the lesson so the students understood the lesson, especially in formula of modal auxiliaries.¹³

Before learning English, the teacher gave five examples of modal auxiliaries such as can, could, shall, will and may to students by memorizing. After students memorize it, students presented it in front of

¹³ Rafni Dewi Yanti. S.Pd.*Op.Cit.*

class. To overcome student's problems of grammar, the English teacher reminded and review grammar to them.

While, to overcome student's problem in lack to understood modal auxiliaries, the teacher asked and gave exercises about modal auxiliaries. Then, the teacher gave the explanation many times about modal auxiliaries so the students understood truly. English teacher also ordered student's to understand about the formula. That students' could make example about modal auxiliaries. The English teacher often motivates the students to improve their sprite in learning.¹⁴

From explained above that the English teacher to overcome students' problems in mastered modal auxiliaries with gave explained, exercise and motivated.

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.

¹⁴ *Ibid.*

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, headmaster and English teacher.

C. Discussion

After analyzed the collected data, it was gotten that an analysis of student's problem in mastering modal auxiliaries in MTs N 2 Padangsidimpuan can be categorized in to *Low category*. It can be known from the calculating score (see apendix V) that the students' problem in mastering modal auxiliaries at grade VIII was 40 %. While according to research done by MuhamadAdisyah Putra which title" The Students' Ability in Using Auxiliary Verbs at Grade VIII MTs S Babussalam BasilamBaru 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 BasilamBaru in 2014 can be categorized into *enough category*.¹⁵ While according to research was done by Miskah Azizah which title" An analysis on students' ability in using to be at grade VIII MTs Subulussalam Kotanopan in 2012 Academic Year."¹⁶ In which the result that the percentage of the on students' ability in using to be at grade VIII MTs

¹⁵ Muhamad Adisyah Putra which title" *The Students' Ability in Using Auxiliary Verbs at Grade VIII MTs S Babussalam BasilamBaru* (A Thesis, IAIN Padangsidimpua, 2014), p . 56.

¹⁶ MiskahAzizah. " *An analysis on students' ability in using to be at grade VIII MTs SubulussalamKotanopan*.(A Thesis, IAIN Padangsidimpua, 2012), p. 58.

SubulussalamKotanopan can be categorized into *Low category*. Beside, according to research was done by NursaimaMahyunianti which title “The Students’ Ability in NursaimaMahyunianti which title “The Students’ Ability in Mastering Helping Verb “ To Have” at SMK N 1 PargarutanAngkolaTimur”. In which the result that the percentage of the on the students’ Ability in Mastering Helping Verb “ To Have” at SMK N 1 Pargarutan Angkola Timur can be categorized in to enough category.¹⁷

In mastering modal auxiliaries, there were some problems that faced the students, they were they compose to determine, so the often undergo in using tenses. When the students make the sentences, they did not about the tenses. They did not understand about the meaning modal auxiliaries, and then they can’t using can, could, shall, will and may in sentences.

In addition, based on interview with English teacher, the writer has found the same answer. The student’s problem in mastering modal auxiliaries, as can’t used can, could, shall, will and may the student’s fail mastered modal auxiliaries and poor vocabulary. 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 healthy; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship

¹⁷ Nursaima Mahyunianti “The Students’ Ability in Mastering Helping Verb “ To Have” at SMK N 1 PargarutanAngkolaTimur(A Thesis, IAIN Padangsidimpua, 2013), p. 53.

with the child's parents; and non social factor such as the tools of learning, and learning condition.¹⁸

From explained above that the students' problem in mastering modal auxiliaries if connected with result of the research formerly are failed in learning modal auxiliaries.

¹⁸ Muhibbin Syah. *Psikologi Belajar*, (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of observation, interview and test done by the researcher about the students' problems in mastering modal auxiliaries at Grade VIII MTs N 2 Padangsidempuan, the researcher takes the conclusion as follow:

1. The students' problem in mastering modal auxiliaries (*Can, Could, Shall, Will and May*) were: in modal auxiliaries "can". The students didn't know the using of "can" in sentences as reminded of formula. In modal auxiliaries "could" the students didn't know mastery formula, didn't know the input subject in modal auxiliary. In modal auxiliary "shall" the students didn't know change the sentences, such as negative, interrogative and negative interrogative and the students didn't know different between shall and will in make the sentences. Then, in modal auxiliaries "will" the students were difficult in using subject of modal auxiliary. The last, in modal auxiliaries "may" the students did not know the rules such as using modal auxiliary to the correct full verb and she confused to determine modal auxiliary with the appropriate with the subject and the verb. The students did not know used the subject in make the sentence. Especially, in modal auxiliaries.

So, the students' problem in mastering modal auxiliaries into *low category*. It can be seen in the result of test that grade VIII students (Class VIII-1) get 40 % (low category) after calculating their scores (see appendix V).

2. The efforts by English teacher to overcome the students' problems in mastering modal auxiliaries. Based on the result of interview toward English teacher, to anticipate the problems of the students in learning modal auxiliaries were the English teachers often repeat the lesson. So the students understood the truly, especially in determining the using modal auxiliaries (*can, could, shall, will and may*) in sentences.

To overcome students' problem in mastering modal auxiliaries, the English teacher asked the students must be make task every come in class and then the teacher kicked the students randomly. So that all of the students can be write at white board in front of class.

While, to overcome the students' problem in understood modal auxiliaries, the teacher asked and gave explanation every time about them. The English teacher often motivates the students to improve their spirite in learning But, the students lazy to listen when the teacher to explained and then they fell bored when study English especially modal auxiliaries.

B. Suggestions

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

1. To the students; they have to increase their abilities in English especially the modal auxiliaries by study harder. It can be done by reading English book, following the English course and they have to be more seriously in learning.
2. To the head master of MTs N 2 Padangsidempuan. As a leader of school, the head master has to be more initiatively to organize the schedule of learning like to make English subject in the first learning, not in the last learning. The head master also has to motivate the English teacher in increasing their ability in teaching English that can be done by following upgrading program. The important thing that must be looked by the head master is to complete the books in the library so the library can be operated as well as possible.
3. To the English teachers, all of the teachers have to be creatively in making the comfortable learning so the students are seriously in the learning, especially for the English teachers. They have to improve their teaching abilities and always motivate the students to be seriously in learning.
4. To the curriculum maker; as a subject of learning that is tested in the national final test, English have to be looked to make the best giving time in the learning.
5. To the readers, as a motivation to do better research and to improve the readers' abilities in English.

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Appendix: I

The Questions to know the students problems in mastering modals auxiliary.

Please choose the best answer (*a, b, c or d*).

1.I help you?
a. Can b. Could c. May d. Will
2.You help me, please?
a. Could b. Shall c. Will d. Can
3. The keysbe in my coat pocket.
a. Can b. May c. Shall d. Will
4. Hebe ill.
a. Can b. May c. Could d. Shall
5. Theyfinish the job week.
a. Will b. Shall c. Could d. Can
6. We attend yoga classes from Monday.
a. Could b. Will c. shall d. may
7.help me for a moment?
a. Could b. Shall c. Will d. May
8. Theycome tomorrow.
a. Shall b. May c. Could d. Will
9. Hebe ill.
a. Will b. May c. Shall d. Can
10. Iswim very well.
a. May b. Can c. Will d. Shall
11.you post this letter for me?
a. Will b. Shall c. May d. could
12. Heplay volley ball when he was young.
a. May b. Can c. Shall d. could
13. I use your phone?
a. Can b. Will c. May d. Shall

14. He ...lift the big box.
a. Shall b. Can c. May d. Will
15. We ...help you in this matter.
a. Will b. Shall c. Could d. May
16. I stay here for a while
a. Could b. Shall c. Will d. May
17. Wedrink tea.
a. Can b. Will c. Shall d. Could
18. Shebe a doctor.
a. May b. Can c. Shall d. Will
19. Youobey me.
a. Could b. Shall c. Can d. Will
20.you teach me English grammar
a. Can b. Will c. May d. Could
21. Wehelp you in this matter.
a. Will b. May c. Can d. Shall
22. He ...play volley ball when he was young.
a. Could b. May c. Can d. Will
23. We Come here next week.
a. Can b. Shall c. Will d. May
24. Idance all night.
a. Could b. Can c. Shall d. May
25. I have a drink of water.
a. Could b. Will c. Can d. May

Appendix : II

THE KEY OF QUESTION

1. A
2. A
3. C
4. B
5. A
6. C
7. A
8. D
9. B
10. A
11. A
12. D
13. C
14. B
15. A
16. D
17. C
18. B
19. B
20. D
21. A
22. C
23. B
24. C
25. D

APPENDIX: III

GUIDANCES INTERVIEW

A. Interview to English Teacher

1. Bagaimanakah kemampuan siswa dalam pembelajaran modals auxiliary di MTs N 2

Padangsidempuan?

(How is the students' ability in learning modals auxiliary in MTs N 2

Padangsidempuan?)

2. Masalah apa saja yang di hadapi siswa dalam menguasai modals auxiliary?

(What are the students' problem in mastering modals auxiliary in MTs N 2

Padangsidempuan?)

3. Bagaimana bapak/ibu memecahkan masalah tersebut?

(How the English teachers to solve this problem?)

B. Interviews To The Students

1. Apakah adik suka belajar Bahasa Inggris?

(Do you like studying English?)

2. Apakah menurut adik mengenali modals auxiliary itu sulit?

(Do you think that modals auxiliary is difficult?)

3. Masalah apa saja yang adik hadapi dalam menguasai modals auxiliary dan bagaimana solusinya?

(What are your problems in mastering modals auxiliary and how the conclusion?)

Appendix V

The Students' Score in Mastering Modals Auxiliary at Grade VIII MTs N2 Padangsidimpuan

| Initial Name | Respondents' answers of each itemnumbers | | | | | | | | | | | | | | | | | | | | | | | | | Score |
|--------------|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| | 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 | |
| AISYH | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 44 |
| AHMDAL | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 40 |
| ANNS | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 44 |
| AYUP | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 48 |
| CNDY | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 0 | 44 |
| DEA | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 36 |
| ELISY | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 52 |
| FDLHS | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 4 | 48 |
| FDLHH | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 32 |
| FTSR | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 4 | 44 |
| HBBHSP | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 28 |
| FIFAH | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 56 |
| HIFAHWL | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 32 |
| ISRA' | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 20 |
| JNFAH | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 56 |
| MRHMI | 0 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 60 |
| MIA | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 36 |
| MHRUL | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 20 |
| NOVIH | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 0 | 36 |
| NURAZ | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 36 |
| NURUL | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 44 |
| NUSAIDH | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 48 |
| OLIVIA | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 44 |
| PHRUR | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 44 |
| RHMAD | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 40 |
| RMANDV | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 32 |
| RIKA | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 68 |
| SRI | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 32 |
| SIMAN | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 4 | 4 | 0 | 20 |
| SFYANSN | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 36 |
| SHRULH | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 40 |
| UMMUL | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 36 |
| ZRKASH | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 24 |
| Total | | | | | | | | | | | | | | | | | | | | | | | | | | 1320 |

The Students' Score in Mastering Modals Auxiliary at Grade VIII MTs N.2 Padangsidimpuan

The researcher calculated the score by using the formula:

$$\begin{aligned}
 &= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100 \% \\
 &= \frac{1320}{33 \times 25 \times 4} \times 100 \% \\
 &= \frac{1320}{3300} \times 100 \% \\
 &= 0,4 \times 100 \% \\
 &= 40 \%
 \end{aligned}$$

Appendix IV. Pictures while doing the Research

Picture 1.

Students of MTs N 2 Padangsidempuan grade VIII while doing the test



Picture 2.

The researcher while interviewing the English teacher of MTs N 2 Padangsidempuan Rafni Dewi Yanti, S.Pd



CURRICULUM VITAE

A. Identity

Name : RISK A YUNITA
Nim : 10 340 0070
Place and birthday : Dolok masihul, 01 November 1992
Sex : Female
Religion : Islamic
Address : Pastap, Kec. Tambangan, Kab. Madina

B. Parent

1. Father's name : Ali Imron Lubis
2. Mother's name : Der Hani Pulungan

C. Educational background

1. Graduated from Primary School number 146959 Pastap julu in 1998 -2004.
2. Graduated from SMP N.1 Kotanopan in 2004- 2007
3. Graduated from SMK N. 1 Kotanopan in 2007-2010
4. Be University student in IAIN Padangsidimpuan.

