



**STUDENTS' ABILITY USING MODAL AUXILIARIES
AT GRADE VIII MTsN SIPAGIMBAR SAIPAR - DOLOK
HOLE KABUPATEN TAPANULI SELATAN**

A THESIS

Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Degree of Educational Scholar (S.Pd)

Written By:

MASDAYANNI RJ RAMBE

Reg. Number: 16 203 00107

ENGLISH EDUCATION DEPARTMENT

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

2021



**STUDENTS' ABILITY USING MODAL AUXILIARIES
AT GRADE VIII MTsN SIPAGIMBAR SAIPAR - DOLOK
HOLE KABUPATEN TAPANULI SELATAN**

A THESIS

Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Degree of Educational Scholar (S.Pd) in English

Written By:

MASDAYANNI RJ RAMBE

Reg. Number: 16 203 00107

ADVISOR I

Zainuddin, M. Hum
NIP. 19760610 200801 1 016

ADVISOR II

Yusni Sinaga, M. Hum
NIP. 19700715 200501 2 010



ENGLISH EDUCATION DEPARTMENT

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

PADANGSIDIMPUAN

2021

SURAT PERNYATAAN PEMBIMBING

Hal : Skripsi
A.n : Masdayanni RJ Rambe
Lampiran : 7 (Tujuh) Exemplar

Padangsidempuan, 24 September 2021
Kepada Yth,
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan IAIN
Padangsidempuan
di-
Padangsidempuan

Assalamu'alaikum Wr.Wb.

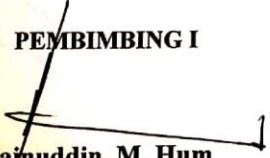
Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n **Masdayanni RJ Rambe** yang berjudul "**Students' Ability Using Modal Auxiliaries At Grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan**", maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar sarjana pendidikan (S.Pd) dalam bidang Ilmu Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan.

Seiring dengan hal diatas, maka saudara tersebut dapat menjalani sidang munaqosyah untuk mempertanggungjawabkan skripsi ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

PEMBIMBING I


Zamuddin, M. Hum
NIP. 197606102008011016

PEMBIMBING II


Yusni Sinaga, M.Hum
NIP. 197007152005012010

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Masdayanni Rj Rambe
Registration Number : 1620300107
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis : **Students' Ability using modal auxiliaries at grade VIII sipagimbar saipar dolok hole kabupaten tapanuli selatan**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 25 September 2021

Declaration maker



MASDAYANNI RJ RAMBE
Reg. No. 1620300107

**AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY**

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Masdayanni RJ Rambe
Registration Number : 16 203 00107
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“Students’ Ability Using Modal Auxliaries At Grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan”** With all the sets of equipments (if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 29 September 2021

The Signed



Masdayanni RJ Rambe
Reg. Num. 16 203 00107

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Masdayanni RJ Rambe
Registration Number : 16 203 00107
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis : **Students' Ability Using Modal Auxiliaries At Grade VIII
Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli
Selatan**


Chief,


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Secretary,

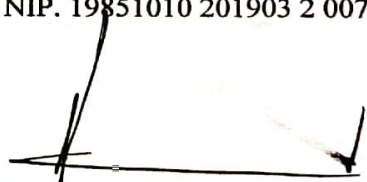

Shokira Linda VindeRambe, M. Pd
NIP. 19851010 201903 2 007

Members,


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Shokira Linda VindeRambe, M. Pd
NIP. 19851010 201903 2 007


Dr. Fitriadi Lubis, M. Pd
NIP.19620917 199203 1 002


Zainuddin, M.Hum
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : Oktober,28th2021
Time : 08.00 WIB until finish
Result/Mark : 76.25(B)
IPK : 3,22
Predicate : Sangat Memuaskan



RELIGION MINISTRY INDONESIAN REPUBLIC
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 Ability Using Modal auxiliaries At Grade
VIII Sipagimbar Saipar Dolok kabupaten Tapanuli
Selatan

Written By : **MASDAYANNI RJ RAMBE**

Reg. No : **16 203 00107**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 2⁶ September 2021
Dean



Dr. Lelya Hilda., M.Si.
NIP. 19720920 200003 2 002

Name : Masdayanni RJ Rambe
Reg. No : 16 203 00107
Faculty : Tarbiyah and Teacher Training Faculty
Title of Thesis : The Students' Ability in using Modal Auxiliaries at Grade VIII MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan

ABSTRACT

This research is about the students' ability in using modal auxiliaries, and the problems are the students' ability got difficulties in using modal auxiliaries, and do not understand the patterns and the using of tenses, mastery of vocabulary is low, and training auxiliaries is not interesting. The aim of the research is to know the students' Ability in using Modal auxiliaries at Grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan.

In this research, researcher used quantitative approach in the type of the descriptive method. There were 22 students as sample of the research at grade VIII students sipagimbar . In collecting data, the researcher used multiple choice test for students, the multiple test consist of 20 items. The researcher used. Z_{test} for analyzing data.

Based on the result of research, researcher found that the Students' Ability in Using Modal Auxiliaries at Grade VIII students sipagimbar Tapanuli Selatan was enough ability, it was 62,86 category. Then, the hypothesis was rejected by using Z- test, key word: ability, and modal auxiliaries because $Z_{\text{count}} = - 4,14 < Z_{\text{table}} = 0,3264$ by students Ability In Using At Grade VIII MTsN Saipar Dolok Hole Kabupaten Tapanuli Selatan are enough category.

Keyword : *students Ability, Modal auxiliaries*

Name : Masdayanni RJ Rambe
Reg. No : 16 203 00107
Faculty : Tarbiyah and Teacher Training Faculty
Title of Thesis : The Students' Ability in using Modal Auxiliaries at Grade VIII MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan

ABSTRACT

Penelitian ini tentang kemampuan siswa dalam menggunakan modal Auxiliaries, dan permasalahannya adalah kemampuan siswa mengalami kesulitan dalam menggunakan modal Auxiliaries, yang tidak memahami pola dan penggunaan tensis, penguasaan pada vocabulary, dan kurang memahami tentang modal auxiliaries. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa modal auxiliaries di kelas VIII sipagimbar tapanuli selatan .

Dalam penelitian ini, peneliti menggunakan pendekatan kuantitatif deskriptif. Sample penelitian berjumlah 22 siswa pada siswa kelas VIII sipagimbar. Dalam pengumpulan data ,peneliti menggunakan tes pilihan berganda untuk siswa, tes pilihan berganda berjumlah 20 item. Peneliti menggunakan $Z_{\text{-test}}$ untuk menganalisis data.

Berdasarkan hasil penelitian, peneliti menemukan bahwa kemampuan siswa dalam menggunakan modal Auxiliaries pada siswa kelas VIII sipagimbar saipar dolok Hole Kabupaten Tapanuli Selatan adalah cukup, yaitu 62,86 kategori. Kemudian hipotesis tidak diterima dengan menggunakan uji Z , kata kunci : kemampuan modal auxiliaries karena $Z_{\text{-hitung}} = - 4,14 < Z_{\text{table}} = 0,3264$ kemampuan siswa dalam menggunakan modal auxiliaries di kelas VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan adalah kategori cukup.

Kata kunci : *kemampuan siswa , kemampuan siswa*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised be to Allah SWT lord of the world who has given me healthy, time, knowledge, and strength to finish the thesis. Besides, peace and greeting be upon to the prophet Muhammad Saw who has brought the human from the darkness era into the lightness era. In this process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express her deepest gratitude to the following people:

1. Mr.Zainuddin, M, Hum as the first advisor and Yusni Sinaga, S.Pd., M.Hum., as the second advisor who have guided, supported, suggested her with great patience in writing this thesis.
2. Prof. Ibrahim Siregar, M.CL.The Rector of IAIN Padangsidimpuan.
3. Dr.Lelya Hilda M.Si., as the Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan who have helped the researcher to complete this thesis.
4. Mrs. Fitri Rayani Siregar,M,Hum , the Chief of English Education Department and also as her advisor academic who gladly supported and counseled her until finishing this thesis.
5. All lecturers and staffs in English Education Department who has given their valuable, advice, and cooperative.
6. Mr. Yusri Fahmi, S.Ag., M. Hum., as the Chief of IAIN Padangsidimpuan Library and his staff for their cooperative and permission to use many books of the library.
7. Headmaster of MTsN Sipagimbar Mr.Dullah RitongaM,Pd.I, and English teacher mr. Pardomuan, S.Pd. who have allowed me to the research establishment, information giving , and data collection admittance of the thesis.
8. My beloved parents, Parsaulian Rambe and Renlita Ritonga who have given me supporting, praying, motivating in moral and material during and after finishing academic year in IAIN Padangsidimpuan. Thank so much Dad and Mom.
9. My beloved sisters and Brothers (Tiara Rambe, julena Khairani Rambe,) and brother (Ali Dona Rambe,Jul Fahri Rambe and peri Gunawan rambe), who always give me motivation, attention,

supporting, praying and give me spirit to complete this thesis and always help me to solve my problem. Thank you so much my sisters and my brothers.

10. 10. My beloved friends, nur Aida Batubara,S.kom, Fatma Athira Pulungan S,Pd, risky putri Annisah Hasibuan, Zubaidah Siregar, Erna Suryani . Mutmainnatul hubbi lubis, Fitri Zakiyah Hutabarat, Halomoan Pohan especially all friend in TBI-1, TBI- 2 and TBI- 3 thanks for your help, patience and care to support the researcher to finish my study.
11. All of my friends in IAIN Padangsidimpuan, good luck for you.
12. All of the people who have helped me to finish my study that I can't mention one by one.

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

Padangsidimpuan 2020

Researcher

MASDAYANNI RJ RAMBE

Reg. NO. 16 203 00107

TABLE OF CONTENTS

COVER PAGE

LEGALIZATION ADVISORS SHET

ABSTRACT viii

ACKNOWLEDGEMENT x

TABLE OF CONTENTS..... xii

LIST OF APPENDIXES xiv

CHAPTER I : INTRODUCTION

A. Background of the Problem 1

B. Identification of the Problem 4

C. Limitation of the problem 4

D. The Formulation of the Problem 4

E. The purpose of The Research 5

F. The Significances of the Research 5

G. Definition of Key Terms 5

CHAPTER II:THEORITICAL DESCRIPTION 9

A. Theoretical Description 9

1. Definition of Students' Ability 9

2. Definition of Modal Auxiliaries 10

3. Kinds of Modal Auxiliaries 13

a. Can 14

b. Could 16

c. May 18

d. Might 19

e. Will 20

f. Would 21

B. Related Finding 22

C. The hypothesis	24
-------------------------	----

CHAPTER III : RESEARCH METHODOLOGY

A. The place and time of the research.....	25
B. The Research Design.....	25
C. Population and Sample	26
a. Population	26
b. Sample	27
D. Instrument of Collecting Data	29
E. Techniques of Collecting Data	31
F. Techniques of The Data Analysis	32

CHAPTER IV : RESULT OF RESEARCH

A. Description of the Data	35
B. Hypothesis Testing	40
C. Discussion	41
D. Threats of The Research.....	45

CHAPTER V: CONCLUSION AND SUGGESSTION

A. Conclusion	46
B. Suggestion	47

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF APPENDIXES

Appendix I	Test
Appendix II	Answer keys
Appendix III	The Score of Students' Ability in Using Modal Auxiliaries
Appendix IV	description data by using program SPSS Application (<i>statistical product and service solution</i>)
Appendix IV	Statistic Examine Look For Mean, Median, Modus, Range, Total of Class, Interval, and Standard Deviation of Students' Ability in Modal Auxiliaries
Appendix V	Hypothesis Examine
Appendix VIII	Documentation Of The Research

CHAPTER I

INTRODUCTION

A. Background of the problem

Language as a means of communication or a means conveying information, but basically language is more than just a tool for conveying information, or expressing thoughts, feelings or ideas because language also has a function performed in daily life relationship.

Language is a main instrument of communication in human life. In using language, the human being can communicate with other person. It also can convey ideas, thought, opinion, and feeling in every life activities. In the other words language has a function as tool to recognize another culture from another country in the world. They can share about their country, the development, of politics, military and education. If they have same language, in this case English, Arabic or Indonesian they will be easier to understand and share information about country.

English is one of language that is the foreign language. English has provide as compulsory subject to students of elementary school, junior high school, and senior high school. English is the important language in the world and has been important subject for Indonesian language learners of English. English has own grammatical system. English grammar has many aspect, such as part of speech, phrases, clauses, sentences, tenses, which is included the using of auxiliaries as a modals. English has aspects to improve the ability of English language its

namely is speaking, writing, reading, and listening . in order to achieve increased ability to speak English from a number of aspects, grammar is needed to assist in the achievement of improving the quality of English language.

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. 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. Modal is one of a part Grammar. So, the students should master the modals.

Modal is 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.

Realizing the importance of the grammar includes the auxiliaries to building for the students, teachers must take an effort to develop their students' ability using modal auxiliaries. That is way the writer focuses on the modals can and will mean time. However, should be pointed out that time in relation to action is a concept that exists in the mind of speakers, reader, or listener.

Based on interview with Mrs. Pardomuan Pasaribu, He said that the students' problems of the grade VIII of MTsN Sipagimbar Kecamatan SD Hole Kabupaten Tapanuli Selatan are still difficult when the English teacher asked them to understand about modal auxiliaries.¹it should be, the students are difficult when the English teacher asked them to understand modal auxiliaries though the students have studied about modals auxiliaries at least two semesters on the first grade , and the student also have studied about modals auxiliaries in second grade Of MTsN Sipagimbar Kecamatan SD Hole Kabupaten Tapanuli Selatan.

Beside that, researcher are still unsure about their abilities, whether they are all low, or high abilities. Because students' abilities vary , some can answer and some cannot. So, to answer the researcher's doubts based on the result of interviews with teacher in the eight grade, the researchers conducted further research to determine the results of students' ability on modal auxiliaries. Because the results of the interview data from the English teacher were not enough answer the researcher's curiosity about modal auxiliaries.

Based on reason above , the researcher is interested to do research and discussing and trying to know the student ability in modal auxiliary use therefore, the researcher's title is, **“Students Ability Using Modal Auxiliries At Grade VIII MTsN Saipar Dolok Hole-Kabupaten Tapanuli Selatan”**.

¹ Mrs. Pardomuan Pasaribu, *English Teacher Of VIII Grade MTsN Sipagimbar Saipar Dolok Hole Kecamatan Saipar Holok Hole.,privte Interview, In 15 of November 2019 at 10:35 WIB*

B. Identification of the problem

Based on the above identification of problem, there are many problems which usually found in learning English especially in grammar but in this Thesis the researcher focuses the problems only on the using of modal auxiliaries in sentence found in curriculum at grade VIII MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan. They are “Can, Will,” as found in their syllabus.

C. Limitation of the Problem

Based on the above identification of problem above there are some problems related to students’ ability in modal auxiliaries. So, the researcher limits the problems into the students ability in modal auxiliaries at grade VIII MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan.

D. Formulation of the Problem

Based on the discussion above, the research would like to formulate the problems specific question as follows:

1. How is the students’ the ability in using modal auxiliaries at grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan?
2. Which Modal auxiliaries the easiest and the most difficult to the students’ at grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan?

E. The purpose of the research

In this research, the purposes of research can be seen as follows :

1. To know the students' ability in using modal auxiliaries at grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Sealatan
2. To know which modal the easiest and the most difficult of the students' in using modal auxiliaries at grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Sealatan

F. The Significance of the Research

The significances of the research is:

1. For headmaster to guiding English teacher to be a better teaching.
2. For English teachers, it is supposed that grammar will be more considered in the teaching learning process. It will make the teachers knows students' ability in learning modal auxiliaries.
3. For students, to know the result of this study will give an input to the students to improve their knowledge especially in learning modal auxiliaries.
4. For the Researcher, It is hoped by other researcher will be useful as a reference or comparisons for another researcher, when they have similar problem in their research.

G. Definition Of Key Kerms

To avoid ambiguity in this research, the researcher make definition of operational variables, as follows:

1. Student

Student is a person who is studying at a school, collage or university not only on the formal education institution but also on the informal educational. Students means here is the students at grade VIII MTsN Sipagimbar Saipar Dolok Hole.

2. Ability

Ability is fact that you can do something and level of the skill ,quality of being good do the something. The ability means here is the ability in using modal auxiliaries.

3. Modals auxiliaries

Modal auxiliaries is a verb that is used that is used with another verb to express a mood or tenses. Modal auxiliaries are only Can and Will.

So,Students' ability in Modal Auxiliaries of Grade VIII of MTsN Sipagimbar means study or examined the ability or the potential of the students in modal auxiliaries in writing sentences. So the students ability means here aptitude is quality and can be expressed by especially training.

H. Outlines of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

In chapter one, it is consist of background of the problem talk about the reason to choose the title of the research. Identification of the problems; to find out what are the problem in modal auxiliaries. Limitation

of the problems, this research focused about students' ability in using modal auxiliaries. Formulation of the problem is students' ability in using modal auxiliaries, difficulties in using modal auxiliaries, and solving problem. The aims of the research is made to clarify the purpose of the research. The significant of the research are to give information to teacher about students' ability in using modal auxiliaries, as measurement teaching progress, and as a reference or comparisons for another researcher ,when they have similar problem in their research. Definition of operational variables are ability in using modal auxiliaries. And the last outline of the thesis is the content of the thesis generally.

In chapter two consist of the theoretical description. It is consist of definition of Students' ability, and Definition modal auxiliaries and the kinds of modal auxiliaries. Review related finding are Sudirmans' thesis, ' Nurjannahs' thesis, maisarohs' thesis, and Nurlailas' Thesis.

Chapter three consist of research methodology. It tells about place and time of research, kinds of the research that used by researcher and research methodology. Kinds of the research is quantitative research, population and sample, instrument of collecting data, validity of instruments, techniques for collecting data, and the techniques of the data analysis and hypothesis of the research.

In chapter four consist of analysis of the data. It consist of the data description, the result of using modal auxiliaries, table the resume of

variables score of using modal auxiliaries, hypothesis testing, discussion, the threat of the research .

In chapter five consist of conclusions, it tells about the mean score of Students' Ability in Using Modal auxiliaries of Grade VIII MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan discussion and suggestions

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of students' Ability

Student ability comes from two words, student and ability.

Student is a person who is studying from the elementary up to university on the formal education institution. Students is also a person who is learning . according to Hornby says that the “ student is a person who is studing at school or collage.²

Student is member of society which the are man and women where they are trying to develop their skill by learning process that disposed at strip, ladder, and certain education. ³ Then student also is a person who is studying at a collage or university, person studying at secondary school, any person interested in particular subject. ⁴

Ability is physical mental or legal to perform (he has ability to accomplish whatever he sets his mind to). It means an acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully. Ability is capacity or power.

According to Merriam in fitri rayani says “ Ability is a quality or being able, especially is physical, mental or legal power to perform.

² Hornby, *Oxford Advanced Learnes Dictionary of Current English* (New York: Oxford University press, 1995). P. 1887

³ Abdul Khadir & friends, *Dasar Dasar Pendidikan* (jakarta : Kencana Prenada Media Group, 2012).p.75

⁴ Hornby, *Oxford Advanced Learners Dictionary Of Current English*, n.d. p442

Base on brown in Fitri Rayani the word “ability has three meaning, they are: ⁵

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by un straight, the individual’s capacity.
- c. Aptitude is quality and can be expressed by especially training.⁶

Based on the definition above, the researcher concludes that the student is a person who learners on the elementary school, and also university. The students in researcher are at VIII of MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan.

2. Definition of Modal Auxiliaries

Modal is a word that indicate desires or ability of someone and it can also indicate action will be happened in the present, past and future time. This statement is supported by Jhon Eastwood. He said that the modals are a complex, heavily used group of words.⁷

Modal auxiliaries are auxiliary verbs that function to help verbs and are often used in conversational forms (modal auxiliaries adalah kata kerja bantu yang berfungsi untuk membantu kata kerja dan biasanya sering digunakan dalam bentuk percakapan)⁸

⁵ Eka Susti Harida and Fitri Rayani, “An Analysis on the Students’ Ability In Understanding Vocabulary At First Year Students Of English Education Study Program (Tbi)” 1, no. 2 (2013): 101–17, <http://junaliain-padangsidempuan.ac.id/index.php/EEJ/view/1252/1053>.

⁶ Fitri Rayani Siregar, “The Students Ability In Morphological Mastery(A Case Study Of Sixth Semester IAIN Padangsidempuan),” *English Educational Jurnal* 6, no. 2 (2018): 125–40, <http://junaliain-padangsidempuan.ac.id/index.php/EEJ/view/1252/1053>.

⁷ Jhon Eastwood, *Oxford Guide to English Grammar* (New York : Oxford University Press, 1994).p.104

⁸ Dra.Grace Widjaja, *Complete English Grammar And The Exercices*, 7th ed. (PT Bhuana Ilmu Populer, 2013).p.245

Modal Auxiliaries belong to the larger class of auxiliaries, including primary auxiliary verbs be, do and have. Like all auxiliary verb syntactically differ from lexical verb in their capacity to be used. Modal auxiliaries, especially central modals, constitute the principal means of expressing epistemic modality.⁹

Modal auxiliaries are words like can, could, might, may, must, will, would, should, ought, and need. Modal auxiliaries differ from do, be, have in two respects, first, modal auxiliaries have a special form (for example, modal auxiliaries do not have infinitive form, the second form modal auxiliaries does not only have a grammatical meaning, but also has lexical meaning.¹⁰

Modal auxiliaries generally express a speaker's attitudes or „mood, such modal can express that a speaker felt something is necessary, advisable, permissible, or probable and in addition they can convey the strength of these attitude.¹¹ Modal auxiliaries are needed in the sentences or in the words, because it can help verb in the sentences. Modal auxiliaries are kinds or categories in grammar which function as auxiliaries for showing the truth, prediction or possibility.¹²

Example in the modal auxiliaries: ¹³

a. Can

⁹ Tofan Dwi Hardjanto, "Hedging through the Use of Modal Auxiliaries," *Humaniora* 28, no. 1 (2016): 37–50, <http://jurnal.ugmac.id/jurnal-humaniora/article/view/11412>.

¹⁰ Otong Setiawan 9Djuharie, *English Functional Grammar* (Bandung, Yrama Widya, 2008).p.66

¹¹ Michael Swam, *Practicle English Usage* (Oxpord : Oxpord Unisity press, 1980).p. 90

¹² Irma Rosita Gloria and Friends, *Bahasa Inggris II* (jakarta: pusat Penerbitan Universitas Terbuka, 2004).p.24

¹³ Humanities Education, Laleh Khojasteh, and Humanities Education, "Modal Auxiliary Verbs in Prescribed Malaysian English Textbooks," *English Language Teaching* 4, no. 1 (2011): 79–89, http://www.researchgate.net/publication/50211266-Modal_Auxiliary-Verb-In_Prescribed_Malaysian_English_Textbooks.

- 1) Muhammad can read Al-qur'an
- 2) Ahmad can drive motorcycle
- 3) Risky can cook
- 4) Nila can sing
- 5) Fitri can make a cake

b. Will

- 1) Muhammad read Al-Quran to night
- 2) Ahmad will drive motorcycle next year
- 3) Risky will cook rice two minutes latter
- 4) Nila will sing in Indonesian idol competition
- 5) Fitri will make a cake in her sister law tomorrow. ¹⁴

c. Could

1. She could speak English when she was in junior high school
2. I could see when I was six months old
3. He could be a doctor
4. You could speak Indonesian language in this room

d. May

1. May I borrow your car?
2. The may in Singapore
3. I may come late tonight
4. I may pass in the test

¹⁴ Example She, "Verbs : Modals and Auxiliaries," n.d., <http://wps.personed.com/wps/media/objects/10705/10961975/Cornerstone-6-Modals.pdf>.

5. Your mother may allow you to come home a little late¹⁵

e. might

1. You said that you might go to Europe soon

2. I thought that he might love the girl

3. She might get married on may next year

4. Might I be excused early

5. I might come to her party net Sunday¹⁶

f. would

1. Would you be kind enough to do this for me ?

2. Would you turn of the television, pleas?

3. I would like to eat fried-rice

4. They would study in Texas University, America

5. He said that he would sleep.¹⁷

3. Kinds of modal Auxiliaries

According to Dra. Grace Widjaja, the types of modal auxiliaries can be divided into two kinds. First, modal auxiliaries with different meaning and such : can, could, shall, should, will, would, may, might, ought to, must, need, had better, be going to, be able to, used to, be used to, have/has to.

So many kinds of modal auxiliaries, The researcher only discusses two modal auxiliaries as stated in the focus of the researcher but in

¹⁵ Dra.Grace Widjaja, *Complete English Grammar And The Exerccises*.p.249

¹⁶ Wicaksono Andrea, *English Grammar* (jakarta : pustaka ilmu, 2010).p.36

¹⁷ Dra.Grace Widjaja, *Complete English Grammar And The Exerccises*.

this discussion the researcher discuss some kinds of modal auxiliaries they are as seen in the table below:¹⁸

Table 1. Modal Auxiliaries and meaning

Modal Auxiliaries	Meaning attached
Can	Ability, permission, request, possibility
Could	Willingness, habitual, possibility, wishes, desire
Should	Futurity, willingness, intention, suggestion, insistence
Would	Willingness, intention, prediction, insistence, request
May	Permission, possibility, wish, purpose, concession
Might	Permission, possibility, wishes, purpose
Will	Certainty, willingness polite request.

a. Can

Can used (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. People often use can when they are asking for permission to do something.¹⁹

The formula of using Can

¹⁸ Dra.Grace Widjaja.p.254

¹⁹ Windy Novia s.pd, *Essential English Grammar*, 1st ed., 2009. P.

Positif sentences:

Subject + Can + Verb I + Complement ²⁰

Example : Muhammad can read Al – Qur’An well.

Negative sentences:

Subject + Can +Not+ Verb I + Complement

Example : Muhammad can not read Al –Qur’An well.

Interrogative sentences :

Can+ Subject + Verb I + Complement?

Example : can Muhammad read Al-Qur’An well?

Sometimes talk about permission when we are not giving it or asking for it.²¹

1. Can is used to express ability in the present of future

Ex: Annisah can give some information to you

Rasyid can try to speak to him

2. To express capacity²²

Ex: My Friend can work heard

My father can build a house

3. To express promise

²⁰ Andrea, *English Grammar*.36

²¹ Anne Seaton. Y.H.Mew, *Basic English Grammar For English Learners* (Printed In United States Of America, 2007). 112

²² Sam. A Soesanto dra.Mun.Fika , Sam. S.Warib, *Complete English Grammar* (APOLLO LESTARI, Surabaya, 2014).p.10

Ex: Can I speak to manager now?

Can I go early today?

4. To express a polite a request .²³

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.

Aisyah can speak English if you try.

b. Could

Sometimes could is the past of can. Could is used especially with this verb. We also used could to say that someone had the general ability to do something. Could can be used when there is an idea of condition.¹⁴ In this using, could can refer to the present, the past or the future.

The formula of using could

Fositive sentences:

Subject +Could +Verb I + Complement

Example : Musa could bring our book into class.

²³ Decapua Andrea, *Grammar for Teaches , A Guide to American English For Native Speakers* (new york springer science +Bussiness Media, 2009).

Negative sentences:

Subject + Could + not + Verb I + Complement

Example : Musa couldn't bring our book into class.

Interrogative sentences:

Could + subject + Verb I + Complement

Example: could Musa bring our book into class ?

1. Could is used to express past ability

Ex : I could walk longer if I tried harder.

Alim could work long when she was young.

2. Could is used in indirect speech

Ex: Ummy told me that she could help me.

They said they could lend me money.

3. Could may be used to express possibility

Ex: If were you, I could do it easily

If only Warhamni were here, I could ask her

about it

4. Could 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 permission.

Ex: Could I talk to your brother?

Could I have your Al Qur'an for a while?

c. May

Is used to express permission. In spoken English can often replaces may. May is used to express possibility in affirmatives sentence.²⁴ Using 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.²⁵ Using may to ask if you are allowed to do something and to tell someone that they are allowed to do something.

The formula of using may:²⁶

positive sentences :

Subject + May + Verb I + Complement

Example : I may come to your house tonight.

Negative sentences :

Subject + May + not + Verb I + Complement

Example : I may not come to your house tonight

²⁴ Ahmad Kardimin, *Fundamental English Grammar* (Yogyakarta:Pustaka Pelajar Offset, 2009).p.76

²⁵ Anne Seaton. Y.H.Mew, *Basic English Grammar For English Learners*.p.114

²⁶ Marcella Frank, *Modern English a Practical Reference Guide* (New York University, 1972).p.69

Interrogative sentences :

May + Subject + Verb I + Complement

Example : may I come to your house tonight?

1. May is using to express permission

Ex: Akila may open the window?

May I sue your phone?

2. May is also used to express possibility

Ex: Rita may come tomorrow.

You may pass the exam.

3. May is using to express a wish

Ex: May good bless you!

May good help you!

d. Might

Is used to express permission. In spoken English can often replaces might. Might is used to express possibility in affirmatives sentence. Using might to ask if you are allowed to do something, or to give someone permission to do something. Might is also used to talk about things that are likely to happen.

Using might to ask if you are allowed to do something and to tell someone that they are allowed to do something.²⁷

The formula of using Might

Positive sentences :

Subject +Might +Verb I+ Complement

Example : I might come to her birthday party next Sunday.

Negative sentences :

Subject +Might + Not +Verb I+ Complement
--

Example : I might not come to her birthday party next

Sunday

Interrogative sentences :

Might +Subject +Verb I+ Complement

Example: might I come to her birthday party next Sunday?

e. Will

Will used to talk about what is going to happen in the future, especially things that are planned.²⁸

The formula of using will:²⁹

Positive sentences

²⁷ Education, Khojasteh, and Education, "Modal Auxiliary Verbs in Prescribed Malaysian English Textbooks."p.7

²⁸ Windy Novia s.pd, *Essential English Grammar*.p. 75

²⁹ Eastwood, *Oxford Guide to English Grammar*.p.87

Subject + Will + Verb I+ Complement

For example : ayu will meet with her friend tomorrow.

Negative sentences:

Subject + Will + Not + Verb I+ Complement

For example : Ayu will not meet with her friend tomorrow.

Interrogative sentences :

Will + subject + Verb I+ Complement

For example : will ayu meet with her friend tomorrow?

Will is used to express ³⁰

Will is used :

1. Present to future tense:

For example: Sean will leave tomorrow. She will be back in a few days.

If it rains, the soccer game will be put off.

2. Express willing

For example: If you won't go and help him, I will.

I will wash the dishes if you cook

³⁰ Robert Korn, *English Sentences Structure* (The University of michigan press, 1971),p.109

f. would

should and would as helping verbs or auxiliary verbs to form the future tense. Using would asking someone to do something.³¹

The formula of using would :

Positive sentences :

Subject + Would + Verb I + Complement

Example : he said that he would sleep

Negative sentences :

Subject + Would + Not + Verb I + Complement

Example : he said that he would not sleep

Would + subject + Verb I + Complement

Example : would he said that the sleep

B. Related finding

In conducting this research, there are some previous researcher:

The first by Sudirman had done research about “Analysis on students’ difficulties in learning modal auxiliaries ‘can’ and could’ a case study At The Second Year Students of Mts Muhammadiyah I ciputat. In her

³¹ Jurnal Ilmu-ilmu Sosial and Humaniora Issn, “Sosiohumaniora - Jurnal Ilmu-Ilmu Sosial Dan Humaniora ISSN 1411 - 0903 : eISSN: 2443-2660,” *Jurnal Ilmu Sosial Dan Humaniora* 21, no. 2 (2019): 166–72, <https://doi.org/10.24198/sosiohumaniora.v21i2.19970>.

research on the student difficulties in modal auxiliaries categorized was low . It can be the mean score 50 %.³²

Second, journal Nurjannah had research about “ The Difficulty Faced By The Students in learning Modal Auxiliaries SMPN 184 Jakarta. Based on the her journal, the result of the data analysis in difficulty faced by the students in learning modal auxiliaries of SMPN 184 shown that the students ability had low level , it can be the score 46,51%.³³

The third, in Maisaroh Lubis under the title “ Students’ Ability Using Modal Auxiliaries At Grade XI SMA Negeri 4 Padangsidempuan. In her thesis started that has high score . it can be we seen from the mean score were 70,86³⁴.

The fourth , research done by Nurlaila which title“*The Ability of the Students in Modal auxiliaries At Grade XI SMA Negeri 2 Padang Bolak in 2011/2012 Academic Years can be categorized into low category (34,55 %)*³⁵

The last, the research has been done by Nancy Dina Mangangantung which title “*Kata Kerja Bantu Modal Dalam Novel” Jungle Nurse” Karya Irene Roberts*”. In which the results of the data obtained in this study that the total modals found in the novel *Jungle*

³² Sudirman, *An Analysis on Students’ Diffulties in Learning Modal Auxiliaries “Can” and Could*, ed. SUDIRMAN (jakarta, 2010), <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/177/1/101090-SUDIRMAN-FTIK.PDF>.

³³ Nurjannah Departement, English, “The Difficuly Faced by the Students in Learning Modal Auxiliary,” *Deiksis* 4, no. 1 (2012): 13–25, <http://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/445>.

³⁴ Maisaroh Lubis, “English Education Department Tarbiyah And Teacher Training Faculty State Institute For Islamic Studies State Institute For Islamic Studies,” 2017.

³⁵ Nurlaila, *The Ability of the Students in Modal Auxiliaries, At Grade XI SMA Negeri 2 Padangbolak*, unpublishe (padangsidempuan ,STAIN, 2012).

Nurse Roberts's work is as much as 750 times, and the most widely used by the authors that will form.³⁶

So, that the problem is concern on students' problem in English grammar, same as those research in this research the researches about English grammar which becomes the students' problem. base on the previous research above, the resear's want to look up for information deeply. It about " Students Ability using Modal Auxiliaries At Grade VIII In MTsN Sipagimbar Saipar Dolok Hole Tapanuli Selatan.

C. The hypothesis

The hypothesis is needed to show the researcher's thinking and expectation about outcomes of the researcher related to this research. The hypothesis of this research is a follows: Students' Ability In Modal Auxiliary use At Grade VIII Sipagimbar Saipar Dolok Hole is still low ability.

³⁶ Nancy Dina Mangangantung, *Kata Kerja Bantu Modal Dalam Novel " Jungle Nurse"* karya Irene Robert (A thesis ,Universitas SAM Ratulangi Fakultas Ilmu budaya Manado, 2014).

CHAPTER III

RESEARCH METHODOLOGY

A. The place and time of the research

The research will be held at MTsN Sipagimabar Saipar Dolok Hole Kabupaten Tapanuli Selatan , which is located on Jln MTsn, Sipagimbar. It is not far only about 20 minutes from the writer's lodging house. These research will be doing the observation at school and the subject of the research is grade VIII students of MTsN Sipagimabar Kabupaten Tapanuli Selatan in 2020/2021 academic years.

B. The Research Design.

This research will be conclude by using descriptive method with quantitative approach. In research is a procedural plan that is adopted by the researcher to answer question validity, objectively, and economicaly. Thought a research design you propose to use, how you are going to collect information from your respondents, how the information you are going to collect information from your respondents, how the information you are going to collect is to be analyzed and how you are going to communicated your findings.³⁷

From the explanation above , the research use Quantitative research. Quantitative research and the method of the research was

³⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Quantitative,kualitatif Dan R&D* (bandung: Alfabeta, 2012),p.94

descriptive method. According to L.R Gay & peter Airasian that “Quantitative approach is based on the collected and analysis data by numeral usually obtained from the questionnaires, test, checklist and other formal paper”.³⁸ In this research, the descriptive method used to describe the Ability In modals Auxiliary At Grade VIII Sipagimbar Saipar Dolok Hole Kabuten Tapanuli Selatan.

C. Population and Sample

1. Population

The population is the whole subject of the study if one wishes to examine all elements present in the study area, the research is a population study or census study population is generalization region consisting of object or subject that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusion.³⁹ So that the population is not just people, but also objects and another object.

Table.1
The population Of MTsN Sipagimbar Saipar Dolok Hole Tapanuli Selatan

No.	Class	Number of students
1.	VIII 1	36 Students
2.	VIII 2	32 Students
3.	VIII 3	32 Students
4.	VIII 4	33 Students
5.	VIII 5	40 Students
Total population		173 Students

³⁸ Peter Airasian & L.R.gay, *Educational Research* (USA : prentice, 2000).P.34

³⁹ peter airasian & L.R.gay.

2. Sample

sample is a small part of the members of the population taken according to certain procedures so as to present the population. according to Gay and Airasian state the sample is a number of individuals for study in such a way that they represent the large group from they were selected.⁴⁰ While, Hornby stated that sample is one one of a number of things, or one part of whole, that can be examined in order to see what the rest is like.⁴¹ So, researcher concludes that sample is part of individual members which is chosen to present of the whole population.

To get the sample, the researcher applies multiple choice technique. The research use random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. Homogeny means” member of population are considered to have homogeneous characteristic (same tendency). It means that students are not grouped according to their abilities, there was no placement test of the class. So, every students had the same opportunity to be selected as a participant.

Tis research used simple random sampling, in taking the sample was used lottre. The step were, the name of population

⁴⁰ sugiyono, *Metode Penelitian Pendidikan Pendekatan Quantitative,kualitatif Dan R&D.*

⁴¹ Hornby, *Oxford Advanced Learnes Dictionary of Current English.*,p.1040

were written on a small paper, after that the papers were rolled up put in the box, then shake it all. Finally, took out the papers as much as need. So, in conclusion the name on the paper that came out of the box became participant.

The formulation for calculating the sample size of population is using Solvin's formula, the formula as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

n = the total sample

N = the total of population

e = the limit of error tolerance.

So, this research will use the formulation above to determine the sample size, with limit tolerance 20 % as follows:

$$N = 173$$

$$E = 20\% (0,2)^2$$

$$n = \dots\dots?$$

$$n = \frac{173}{1 + 173 \cdot 0,2^2}$$

$$n = \frac{173}{1 + 173 \cdot 0,04}$$

$$n = \frac{173}{7,92}$$

$$n = 22$$

Based on the explanation above, the sample of research can be seen in the table below:

From the calculation above, the total of sample in this research is 22.

Table-2
The sample of Research from MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan

No	Class	Number Of Students
1.	VIII-1	4
2.	VIII -2	3
3.	VIII -3	5
4.	VIII – 4	4
5.	VIII - 5	6
Total Number		22

The participant or sample in this research were the students at VIII-1 until VIII-5 in MTsn Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan . in this research, there are four students from VIII-1, three students from VIII-2, five students from VIII-3, four students from VIII-4, and six students from VIII-5. So. Total of the participants as a sample was 22students. This is quantitative method .

D. Instrument Collecting Data

Instrument of research is a technique or instrument used to collect the data. The data was made with procedures. The instrument is chosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the research will prepare

the available instrument. In collecting the data researcher used test. And instrument is very important to support every researcher⁴². The data collected by using exercise from text book , bahasa inggris MTsN Sipagimbar the number of test was 20 and the time this test was 45 minutes.

The researcher take the letter for this research from academic office in Tarbiyah and teacher Faculty. After that, the researcher go to MTsN Sipagimbar come into the class and prepare the test for the students. This test is given to known to the students' ability in using modal auxiliary. in this research, the research made the indicator of the test. The test was made in multiple choice test form as instrument of collecting data. The total of the test is 20 items, the score of a question is 5, and the total score of all the test is 100.

$$SCORE = \frac{\text{Number of correct Answer}}{\text{Number of Items Tested}} \times 100$$

The indicators of the students' ability in modal auxiliary use at looking from the table below:

⁴² Carrie Williams, "Research Methods," *Journal of Business & Economic Research* - March 2007 5, no. 3 (2007): 65–72, <http://clutejournals.com/index.php/JBER/article/view/2532>.

Table.3
Indicator of Modal auxiliaries

No	Indicator	Item	Number	Score
1.	Students are to used " can " in daily activity	10	3,6,7,9, 11,14,16,18, 19, 20,	50
2.	Students are able to use "will"	10	1,2,4,5,8,10,12, 13,15,17,	50
TOTAL		20	20	100

Based on the table of the indicators of the test above, the research give 100 values respondents, correct answer of using totality.

E. Technique of collecting Data.

In this research, the researcher designed technique for collecting data. the researcher give the test to the sample the research then tried to find out the result. There are some steps to collect the data as a follows:

1. Preparing the test.

The researcher made the test in multiple choice and fill in blank about modals Auxiliary at Can and Will

2. Giving students list of the question of modal auxiliaries test .

3. The researcher makes validity of the test by checking it to the English teacher.

4. After making the item valid, the researcher gives students the test and the time to do the test.

5. Collecting of the items of the students answer.
6. Analyzing the data from the test
7. Discussing the data to the expert to make sure the result data is in a systematic way.

F. The technique of the Data Analysis

After the collecting the data, the researcher will analysis the data by quantitative data, it was presented in statistic formula. The researcher presented the result of the test in descriptive data with the formula as a following:⁴³

$$M = \frac{\sum Xn}{n}$$

Explanation

M : Mean score (Average)

$\sum \mathbf{x}$: total the result

n: the number of the students

After the researcher get the data, it would enter in frequency table the following:

$$Z\text{- tes} \quad Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

⁴³ Ridwan M.B.A, *Pengantar Statistika Untuk Penelitian : Pendidikan Sosial, Komunikasi, Ekonomi, Dan Bisnis*, 2013.p.23

Explanation

x = data that includes hypothesis categories.

n = all of the data.

p = hypothesis proposition.⁴⁴

If $Z_{\text{count}} < Z_{\text{table}}$. So the Hypothesis is rejected

If $Z_{\text{count}} > Z_{\text{table}}$. So the hypothesis is accepted

After the researcher get the data, it has been present in frequency tables as a following.

Table. 4
The Classification Quality of the Students' Score:⁴⁵

No	Range Score	Category
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough
4.	40-59	Poor

After the researcher find the mean scores of all students', it would consult to the criteria as following:

1. If the value of mean score is 0 – 20, it can be categorized into poor ability.
2. If the value of mean score is 21 – 40, it can be categorized into poor ability.
3. If the value of mean score 41-60, it can be categorized into enough ability.

⁴⁴ Ahmad Nizar, *Statistik Penelitian Pendidikan* (Medan ; perdana mulya sarana, 2014).p.80

⁴⁵ Riduan, *Belajar Mudah Penelitian Untuk Guru Dna Karyawan Untuk Peneliti Pemula* (bandung : Alfabeta, 2005).p.89

4. If the value of mean score 61- 80, it can be categorized into good ability.
5. If the value of mean score 81- 100, it can be categorized into very good ability.

CHAPTER IV

RESULT OF THE RESEARCH

As explain in the previous chapter about an students ability in modal auxiliaries at grade VIII Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan. After the researcher done the research, the researcher has calculated the students' test the result relate to this. Quantitative descriptive was used maen score to get all of their general scores. Then to test the hypothesis, the researcher used formula of Ztest by using program SPSS application (*Statistical Product and Service solution*) version 21, and using manual. For more detailed explanation of the data as below:

A. Description of the Data .

1. The description of the students ability using modal auxiliaries at grade VIII Sipagmbar Saipar Dolok Hole.

In this research, the test was used to know ability at grade VIII in using modal auxiliaries. Test as instrument used to collecting the data. In this research, the students were answer the test in multiple choice . this research used simple random sampling, where the random sampling is the students to get sample as a participants. So , there are some students every class.

The chapter present the result of the test about students' ability using modal auxiliaries, based on the data central tendency result of the ability in MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli

Selatan in using modal auxiliaries . Absolutely, to know the extent of the students' ability in using modal auxiliaries the researcher used the essay test as instrument of the collecting the data. the score of the students' in using modal auxiliaries is on below;

Table.5
The Students' Total Scores In Using Modal Au xiliaries

No	Students' initial	Class	Total score
1.	AR	VIII-1	45
2.	APS	VIII-1	60
3.	HP	VIII-1	80
4	ISR	VIII-1	65
5.	DRP	VIII-2	55
6.	RB	VIII-2	60
7	WR	VIII-2	85
8	AHR	VIII-3	65
9	AR	VIII-3	55
10	DFS	VIII-3	70
11	GR	VIII-3	60
12	IR	VIII-3	65
13	ASG	VIII-4	45
14	EYP	VIII-4	70
15	FAZR	VIII-4	55
16	LK	VIII-4	75
17	AB	VIII-5	60
18	DR	VIII-5	45
19	ES	VIII-5	70
20	JH	VIII-5	65
21	KM	VIII-5	75
22	MR	VIII-5	55
Total score			1. 380
Mean score			62,86

Based on the table above, the total scores of grade VIII students of MTsN sipagimbar- saipar dolok hole kabupaten tapanuli selatan in using modal auxiliaries is 1.380. It can also seen that there were students have got 85 as the highest score and there

were have many got 45 as the lowest score. Thus, to know the quality score each of the students in using modal auxiliaries can be seen as below:

Table.6

The Students' Total Quality Scores In Using Modal Auxiliaries

No	Students' initial	Class	Total score	Quality score
1.	AR	VIII-1	45	Poor
2.	APS	VIII-1	60	Enough
3.	HP	VIII-1	80	Very good
4	ISR	VIII-1	65	Enough
5.	DRP	VIII-2	55	Poor
6.	RB	VIII-2	60	Enough
7	WR	VIII-2	85	Very good
8	AHR	VIII-3	65	Enough
9	AR	VIII-3	55	Poor
10	DFS	VIII-3	70	Good
11	GR	VIII-3	60	Enough
12	IR	VIII-3	65	Enough
13	ASG	VIII-4	45	Poor
14	EYP	VIII-4	70	Good
15	FAZR	VIII-4	55	Poor
16	LK	VIII-4	75	Good
17	AB	VIII-5	60	Enough
18	DR	VIII-5	45	Poor
19	ES	VIII-5	70	Good
20	JH	VIII-5	65	Enough
21	KM	VIII-5	75	Good

22	MR	VIII-5	55	Poor
Total score			1.380	
Mean score			62,86	

Based on the table above, it is clearly that the quality score the students' score in using Modal Auxiliaries is differently. Whereas, there were many students have enough, high, and very high ability. It means that the ability at grade VIII MTsN Sipagimbar 2020-2021 academic years in using Modal Auxiliaries is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table.7
The Resume of Variable Score in using Modal Auxiliaries.

No.	Statistic	Variable
1.	High score	85
2.	Low score	45
3.	Mean score	62,86
4.	Median	64,8
5.	Modus	61,58
6.	Range	40
7.	Class interval	7
8.	Sum	1.380

From the above table, it was known that the high score for variable of modal auxiliaries had been searched from 22 students, and based on the total of sample research the high score is 85 and low score is 45 mean score is 62,86, median is 64,8 an modus is 61,58. (see appendix IV)

Based on the calculation means score was 62,86. So application in modal auxiliaries was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in using modal auxiliaries which interval 7.

Table.8
The Frequency Distribution in Using Modal Auxiliaries at grade VIII Sipagimbar Saipar Dolok Hole

No	Interval Class	Frequency Absolute	Frequency Relative
1.	45-51	3	14%
2.	52-58	4	18%
3.	59-65	8	36%
4.	66-72	3	14 %
5.	73-79	2	9 %
6.	80-86	2	9 %
<i>i= 5</i>		22	100%

Based on the above table, it was known that the variable revelation in using modal auxiliaries shown that the respondent at 45-51 were 3 students (14 %). interval 52-58 were 4 students (18%). interval 59-65 were 8 students (36%). interval 66-72 were 3 students 14%), interval 73-79 were 2 students (9%). interval 80-86 were 2students (9%).. So, the meaning of interval in this research is showing the count of sample who got score in percentage

Based on table above, it is clearly that quality score the students' score in students ability in using modal auxiliaries is not enough. There were two students have high criteria than low

criteria. It means that the ability of students at grade VIII MTs sipagimbar in students ability in using modal auxiliaries was low.

B. Hypothesis Testing

The hypothesis of research is “The students’ Ability in using modal Auxiliaries in MTs sipagimbar was low. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be seen as follow:

Calculation Z count :

$$\begin{aligned}
 Z &= \frac{\frac{X}{n} - p}{\frac{\sqrt{p(1-p)}}{n}} \\
 Z &= \frac{\frac{7}{22} - 0,7}{\sqrt{\frac{0,7(1-0,7)}{22}}} \\
 &= \frac{0,31 - 0,7}{\sqrt{\frac{0,7(0,3)}{22}}} \\
 &= \frac{0,31 - 0,7}{\sqrt{\frac{0,21}{22}}} \\
 &= \frac{0,31 - 0,7}{\sqrt{0,009}} \\
 &= \frac{-0,39}{0,094} \\
 &= -4,14
 \end{aligned}$$

Calculation Z_{table} :

$$Z(1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2}(0.05)$$

$$Z = -4,14$$

$$0.025 = 0.3264$$

$$Z_{\text{count}} = -4,14 < Z_{\text{table}} = 0,3264$$

Based on calculation it can be concluded that $Z_{\text{count}} = -4,14$ was more than $Z_{\text{table}} = 0,3264$ ($Z_{\text{count}} = 4,14 < Z_{\text{table}} = 0,3264$) by level 0,05. So, from the result above the researcher concluded that the hypothesis was rejected. So, The Students' Ability in using Modal auxiliaries at Grade VIII MTsN sipagimbar were enough ability according the The Classification Quality of the Students' score. The meaning in the level 36 % The Students' Ability in using modal auxiliaries at Grade VIII MTsN Sipagimbar have enough ability.

C. Discussion.

After the researcher analyzing the data, it was known that students ability in using modal Auxiliaries At Grade VIII Sipagimbar Saipar Dolok Hole Kecamatan Tapanuli Selatan,into enough category or 62,86 score, it was gotten from the result of students' mean score in doing the test by using modal auxiliaries. The category not same with researcher before that had been done:

The first by Sudirman had done research about "Analysis on students' difficulties in learning modal auxiliaries 'can' and could' a case study At The Second Year Students of Mts Muhammadiyah I ciputat. In

her research on the student difficulties in modal auxiliaries categorized was low . It can be the mean score 50 % .⁴⁶

Second, journal Nurjannah had research about “ The Difficulty Faced By The Students in learning Modal Auxiliaries SMPN 184 Jakarta. Based on the her journal, the result of the data analysis in difficulty faced by the students in learning modal auxiliaries of SMPN 184 shown that the students ability had low level , it can be the score 46,51%.⁴⁷

The third, in Maisaroh Lubis under the title “ Students’ Ability Using Modal Auxiliaries At Grade XI SMA Negri 4 Padangsidempuan. In her thesis started that has high score . it can be we seen from the mean score were 70,86⁴⁸.

The fourth , research done by Nurlaila which title “The Ability of the Students in Modal auxiliaries At Grade XI SMA Negeri 2 Padang Bolak in 2011/2012 Academic Years can be categorized into low category (34,55 %) ⁴⁹

The last, the research has been done by Nancy Dina Mangangantung which title “Kata Kerja Bantu Modal Dalam Novel” Jungle Nurse” Karya Irene Roberts”. In which the results of the data obtained in this study that the total modals found in the novel *Jungle*

⁴⁶ Sudirman, *An Analysis on Students’ Diffulties in Learning Modal Auxiliaries “Can” and Could.*

⁴⁷ Departement, English, “The Difficulty Faced by the Students in Learning Modal Auxiliary.”

⁴⁸ Lubis, “English Education Department Tarbiyah And Teacher Training Faculty State Institute For Islamic Studies State Institute For Islamic Studies.”

⁴⁹ Nurlaila, *The Ability of the Students in Modal Auxiliaries, At Grade XI SMA Negri 2 Padangbolak.*

Nurse Roberts's work is as much as 750 times, and the most widely used by the authors that will form.⁵⁰

So, the researcher concluded that an students' ability in modal auxiliaries done by 5 researcher was different and category among the researcher above, it can be seen a follow

Table.9
The result Of Previous Research

No.	Name of researcher	Result of Researcher in students Ability in modal auxiliaries	Category of Mean Score
1.	Sudirman	50	Enough
2.	Nurjannah	46,51	Low
3.	Maisaroh lubis	70,86	High
4.	NurLaila	34,55	Low
5.	Nancy Dina Mangangantung	50	Enough

From the explanation above can be seen, the table of frequency distribution shown that the students' ability using modal auxiliaries were enough ability.

2. The description of students' Ability Using Modal Auxiliaries At Grade VIII Sipagimbar Saipar Dolok Hole

In this discussion, explain about the students' aability using modal auxiliaries at grade VIII Sipagimbar Saipar Dolok Hole . The students' difficulties can be seen from the test result.

a. Can

In part completion test, students' answered correctly in some modal auxiliaries. Such like Can in number

⁵⁰ Mangangantung, *Kata Kerja Bantu Modal Dalam Novel " Jungle Nurse" karya Irene Robert.*

(3,6,7,9,11,14,16,18,19,20). Where the students' in number three , get eleventh students' get correct answer. At number six got fourteen students' got the correct score.at number eleventh got seventeen students' got the correct score, at number nine got fourteen students' got correct score , at number eleventh got twelve students' got the correct score, at number fourteen got twelve students' got correct answer, at number sixteen students' got fourteen students got correct answer, at number eighteen got twelve students' got correct answer, at number eighteen got teen students' got correct answer, and the last, at number twenty, got sixteen students' correct answer. In addition, students having more difficult in vocabulary, it can be seen from the result in the test. (see in appendix).

b. Will

in part completion test, students' answer correctly in some modal auxiliaries. Such like Will in number (1,2,4,5,8, 10,12, 13, 15,17). Where the students in number one get nineteen students' got correct answer,got fourteen st at number two got eighteen students' got correct answer, a number fourteen students got correct answer, at number five got students' twelve students' correct answer, at number eigh got twelve student' got correct students', at number nine got twelve students' got correct students', at number thirteen got fifteen got students' correct answer, at number fifteen got

eleven students' got correct answer, and the last , at number seventeen got thirteen students' got correct answer.

D. The threats of the Research

In this research, the researcher believed that there were many treats of the researcher. It starter from the titled until the technique 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 with was given to be students' not enough. And also the students' did not do the test seriously. So, the researcher look the answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there were threats the writer, the researcher the helping from the entire advisers, headmaster and English teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the result of the research and calculation of the data, the researcher got the calculation that the “Students’ Ability in using Modal auxiliaries at Grade VIII Students MTsN Sipagimbar the researcher gave conclusion as follows: “Students’ Ability in using Modal auxiliaries at Grade VIII Students are categorized into enough ability”. Then, the hypothesis was rejected by using $Z_{\text{-test}}$. Because $Z_{\text{count}} = 4,14 < Z_{\text{table}} = 0,3264$ it means that the students’ ability in using modal auxiliaries at grade VIII MTsN Sipagimbar is enough category.

After the collecting the data, the conclusion can be taken as follows:

1. student ability using modal auxiliaries can be recognized into enough. It can be seen from mean score of students’ ability using modal auxiliaries MTsN Sipagimbar Saipar Dolok Hole Kabupaten Tapanuli Selatan, it was 62,86.
2. The students’ difficulties using modal auxiliaries ,as a follows :
 - a. in modal auxiliaries “ Can “ the student have difficulties in using can in positive sentences , because students still low in vocabularies still must using dictionary.
 - b. in modal auxiliaries “Will “ the students’ have difficulties interrogative sentences they are still confuse using interrogative and negative.

B. The suggestions

After formulating the conclusion, the researcher wanted to give the suggestion concern with the result of this research. It could be seen as below:

1. To the English teacher at MTsN Sipagimbar Tapanuli selatan, to motivate the students' to improve their ability in learning modal auxiliaries.
2. To headmaster much add an English teacher for teaching in MTsN sipagimbar Tapanuli Selatan, because with many teacher that school can be support of students' more practice the English language everyday.
3. To the reader especially learner more improve their knowledge in sentences especially in using modal auxiliaries.
4. It is suggested to other researcher which is the same as a topic of this research, in order to delve deeper into this research because it is far from perfect and hopefully this research can be a guide for other researchers.

REFERENCES

- Abdul Khadir & friends. *Dasar Dasar Pendidikan*. Jakarta : Kencana Prenada Media Group, 2012.
- Ahmad Kardimin. *Fundamental English Grammar*. Yogyakarta:Pustaka Pelajar Offset, 2009.
- Ahmad Nizar. *Statistik Penelitian Pendidikan*. Medan ; perdana mulya sarana, 2014.
- Andrea, Decapua. *Grammar for Teachers , A Guide to American English For Native Speakers*. New York Springer Science +Business Media, 2009.
- Andrea, Wicaksono. *English Grammar*. Jakarta : Pustaka Ilmu, 2010.
- Anne Seaton. Y.H.Mew. *Basic English Grammar For English Learners*. Printed In United States Of America, 2007.
- Departement, English, Nurjannah. "The Difficulty Faced by the Students in Learning Modal Auxiliary." *Deiksis* 4, no. 1 (2012): 13–25. <http://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/445>.
- Dra.Grace Widjaja. *Complete English Grammar And The Exercises*. 7th ed. PT Bhuana Ilmu Populer, 2013.
- dra.Mun.Fika , Sam. S.Warib, Sam. A Soesanto. *Complete English Grammar*. APOLLO LESTARI, Surabaya, 2014.

Eastwood, Jhon. *Oxford Guide to English Grammar*. New York: Oxford University Press, 1994.

Education, Humanities, Laleh Khojasteh, and Humanities Education. "Modal Auxiliary Verbs in Prescribed Malaysian English Textbooks." *English Language Teaching* 4, no. 1 (2011): 79–89. [http://www.researchgate.net/publication/50211266-Modal -Auxiliary-Verb-In_Prescribed_Malaysian_English_Textbooks](http://www.researchgate.net/publication/50211266-Modal_Auxiliary-Verb-In_Prescribed_Malaysian_English_Textbooks).

Hardjanto, Tofan Dwi. "Hedging through the Use of Modal Auxiliaries." *Humaniora* 28, no. 1 (2016): 37–50. <http://jurnal.ugmac.id/jurnal-humaniora/article/view/11412>.

Harida, Eka Sustris, and Fitri Rayani. "An Analysis on the Students' Ability In Understanding Vocabulary At First Year Students Of English Education Study Program (Tbi)" 1, no. 2 (2013): 101–17. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/view/1252/1053>.

Hornby. *Oxford Advanced Learners Dictionary Of Current English*, n.d.

———. *Oxford Advanced Learnes Dictionary of Current English*. New York: Oxford University press, 1995.

Irma Rosita Gloria and Friends. *Bahasa Inggris II*. Jakarta: pusat Penerbitan Universitas Terbuka, 2004.

Lubis, Maisaroh. "English Education Department Tarbiyah And Teacher Training Faculty State Institute For Islamic Studies State Institute For Islamic

Studies,” 2017.

Mangangantung, Nancy Dina. *Kata Kerja Bantu Modal Dalam Novel “ Jungle Nurse” karya Irene Robert*. A thesis ,Universitas SAM Ratulangi Fakultas Ilmu budaya Manado, 2014.

Marcella Frank. *Modern English a Practical Reference Guide*. New York University, 1972.

Michael Swam. *Practicle English Usage*. Oxppord : Oxpord Unisity press, 1980.

Nurlaila. *The Ability of the Students in Modal Auxiliaries, At Grade XI SMA Negri 2 Padangbolak*. Unpublishe. padangsidimpuan ,STAIN, 2012.

Otong Setiawan DJuharie. *English Functional Grammar*. Bandung, Yrama Widya, 2008.

peter airasian & L.R.gay. *Educational Research*. USA : prentice, 2000.

Riduan. *Belajar Mudah Penelitian Untuk Guru Dna Karyawan Untuk Peneliti Pemula*. bandung : Alfabeta, 2005.

Ridwan M.B.A. *Pengantar Statistika Untuk Penelitian : Pendidikan Sosial, Komunikasi, Ekonomi, Dan Bisnis*, 2013.

Robert Korn. *English Sentences Structure*. The University of michigan press, 1971.

She, Example. “Verbs : Modals and Auxiliaries,” n.d.
<http://wps.personed.com/wps/media/objects/10705/10961975/Cornerstone-6->

Modals.pdf.

Siregar, Fitri Rayani. "The Students Ability In Morphological Mastery(A Case Study Of Sixth Semester IAIN Padangsidimpuan)." *English Educational Jurnal* 6, no. 2 (2018): 125–40. <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/view/1252/1053>.

Sosial, Jurnal Ilmu-ilmu, and Humaniora Issn. "Sosiohumaniora - Jurnal Ilmu-Ilmu Sosial Dan Humaniora ISSN 1411 - 0903 : eISSN: 2443-2660." *Jurnal Ilmu Sosial Dan Humaniora* 21, no. 2 (2019): 166–72. <https://doi.org/10.24198/sosiohumaniora.v21i2.19970>.

Sudirman. *An Analysis on Students' Diffulties in Learning Modal Auxiliaries "Can" and Could*. Edited by SUDIRMAN. jakarta, 2010. <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/177/1/101090-SUDIRMAN-FTIK.PDF>.

sugiyono. *Metode Penelitian Pendidikan Pendekatan Quantitative,kualitatif Dan R&D*. bandung: Alfabeta, 2012.

Williams, Carrie. "Research Methods." *Journal of Business & Economic Research* - March 2007 5, no. 3 (2007): 65–72. <http://clutejournals.com/index.php/JBER/article/view/2532>.

Windy Novia s.pd. *Essential Engliah Grammar*. 1st ed., 2009.

Appendix 1

No	Indicator, responden	CAN										WILL										Score
List	Test	3	6	7	9	11	14	16	18	19	20	1	2	4	5	8	10	11	13	15	17	18
1	AR	0	0	5	0	0	5	5	5	0	5	5	0	5	0	5	5	0	0	0	0	45
2.	APS	5	0	5	0	5	5	5	5	5	5	0	5	0	5	5	5	5	0	0	0	60
3.	HP	5	5	0	5	5	5	5	0	5	5	5	5	5	8	0	5	0	0	5	80	
4.	ISR	0	5	5	5	0	5	0	0	5	0	5	5	5	0	0	5	5	5	5	5	65
5.	DPR	0	5	0	5	5	5	5	5	0	5	5	5	0	5	0	0	0	5	0	0	55
6.	RB	5	5	5	5	0	5	5	5	0	0	5	5	0	5	0	0	5	0	5	0	60
7.	WR	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	0	0	0	85
8.	AHR	5	0	5	0	5	0	0	5	5	5	5	0	0	5	5	5	0	5	5	5	65
9.	AR	0	0	5	5	5	0	0	0	0	0	5	0	5	5	0	5	5	0	5	5	55
10.	DFS	0	0	5	5	0	0	5	5	0	5	5	5	5	5	0	0	5	5	5	5	70
11	GR	5	5	0	0	0	0	5	0	5	0	5	5	5	0	5	5	0	5	5	5	60
12.	IR	0	5	5	5	0	5	5	5	0	0	5	5	0	5	0	5	5	5	0	5	65
13.	ASG	0	5	0	5	0	5	5	5	0	5	0	5	5	0	0	0	5	0	0	0	45
14.	EYP	5	5	0	0	0	5	5	5	5	5	0	5	5	0	5	5	5	0	5	5	70
15.	FAZR	0	5	5	0	0	5	5	0	0	0	0	5	0	5	0	5	5	5	5	0	55
16.	LK	0	0	5	5	5	0	0	5	0	5	5	5	5	5	5	5	5	5	5	0	75
17.	AB	0	0	5	5	0	5	5	0	0	5	5	5	5	5	0	0	0	5	5	5	60
18.	PR	5	5	5	5	5	5	0	0	0	0	5	5	0	0	5	0	0	0	0	0	45
19.	ES	5	5	5	0	5	0	0	0	5	5	5	5	5	0	5	0	5	0	5	5	70
20.	JH	5	5	5	5	5	0	0	0	5	5	5	5	5	0	5	0	5	0	0	5	65
21	KM	5	0	5	5	5	0	0	0	5	5	5	5	0	5	5	5	5	5	5	5	75
22	MR	0	5	5	0	5	0	5	5	0	5	5	5	0	0	0	0	5	5	5	5	55
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1.
		1	4	7	4	2	2	4	2	0	6	9	8	4	2	2	2	5	1	3	3	380

The Students' Difficulties In Using Modal Auxiliaries

NO	Students' Initial	CAN	WILL
1.	Ar	5	6
2.	AGS	2	5
3.	HP	2	3
4.	ISR	5	2
5.	DRP	2	6
6.	RB	3	5
7.	WR	1	3
8.	AHR	4	3
9.	AR	6	3
10.	DFS	5	3
11.	GR	6	2
12.	IR	4	3
13.	ASG	4	7
14.	EYP	3	3
15.	FAZR	6	3
16.	LK	5	1
17.	AB	5	3
18.	DR	4	7
19.	ES	4	3
20.	JH	3	3
21.	KM	3	1

22.	MR	4	6
	Total of Each Difficulties		1380
	Percentage		
	Total of All Dificulties		

Appendix 2

A. Petunjuk

1. Bacalah pertanyaan secara baik dan benar !
2. Kerjakan soal sesuai dengan petunjuk yang telah di berikan !
3. Apabila ada pertanyaan yang kurang jelas , bias ditanyakan langsung kepada guru
4. Waktu yang disediakan 30 menit

Name:

Class :

Choose A,B,C or D to answer the blank following question below

1. He ,,,,, have finished the whole job by this evening
 - a. Would
 - b. Could
 - c. will
 - d. may
2. They ,,,,, be `having dinner .
 - a. Will
 - b. Would
 - c. may
 - d. could

3. I,,,,,, ask for fact
- a. Could
 - b. Can
 - c. may
 - d. would
4. I,,,,, help you to do the task
- a. Must
 - b. Will
 - c. could
 - d. would
5. ,,,,, you send me the bill, please?
- a. Must
 - b. May
 - c. would
 - d. will
6. I,,,,, read and understand vacancy ads.
- a. Can
 - b. Would
 - c. may
 - d. may not
7. I,,,,,, comprehend descriptive text.
- a. Must
 - b. Can
 - c. would
 - d. could
8. You,,,, also have interview on the premise.
- a. Can
 - b. may
 - c. will
 - d. could
9. I,,,,,, choose popper diction to deliver my point.
- a. Can
 - b. Would
 - c. will
 - d. may
10. you come to the job expo?
- a. Shall
 - c. can

b. Could

d. can

19. Desi ,,,,, do that she has promised me.

a. Will

c. may

b. Must

d. should

20. I ,,,,,use modals correctly.

a. Can

c. must

b. Will

d. may

Appendix 3

ANSWER

1. Will
2. Will
3. Can
4. Will
5. Will
6. Can
7. Can
8. Will
9. Can
10. Will
11. Can
12. Will
13. Will
14. Can
15. Will
16. Can
17. Will
18. Can
19. Will
20. Can

Appendix 4

The Students' Total Scores In Using Modal Auxiliaries

NO	Students' Name	Total Score
23.	Ar	45
24.	AGS	60
25.	HP	80
26.	ISR	65
27.	DRP	55
28.	RB	60
29.	WR	85
30.	AHR	65
31.	AR	55
32.	DFS	70
33.	GR	60
34.	IR	65
35.	ASG	45
36.	EYP	70
37.	FAZR	55
38.	LK	75
39.	AB	60
40.	DR	45
41.	ES	70
42.	JH	65

43.	KM	75
44.	MR	55
	Total	1380

Appendix 5

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score.

45 45 45 55 55 55
 55 60 60 60 60 65
 65 65 65 7070 70 75
 75 80 85

2. High score = 85
 3. Low score = 45
 4. Range = High Score – Low Score
 = 85 – 45
 = 40
 5. Total of classes (BK) = $1 + 3,3 \text{ Log}(n)$
 = $1 + 3,3 \text{ log}(22)$
 = $1 + 3,3(1,34)$
 = $1 + 4,42$
 = 5,4
 6. Interval (i)

$$I = \frac{R}{\text{total class}} = \frac{40}{5,4} = 7,4 = 7$$

7. Mean Score

$$(x) = \frac{\sum fixi}{\sum fi}$$

No	Interval	F	X	X	Fx	X ²	Fx ²	fixi
1.	45-51	3	48	3	9	9	81	144
2.	52-58	4	55	2	6	4	36	220
3.	59-65	8	62	1	4	1	16	494
4	66-72	3	69	0	0	0	0	207
5.	73-79	2	76	-1	-2	1	1	152
6	80-86	2	83	-2	-4	8	64	166
	I= 7	N=	13					1.383
		22	80					

$$\text{Mean} = \frac{\sum fixi}{fi} \qquad \sum \frac{1.383}{22} = 62,86 = 63$$

8. Median

$$\begin{aligned}
Me &= b + p \left(\frac{\frac{1}{2}n - F}{F_1} \right) \\
&= 58,5 + 7 \left(\frac{\frac{1}{2} \cdot 22 - 4}{8} \right) \\
&= 58,5 + 7 \left(\frac{11 - 4}{8} \right) \\
&= 58,5 + 7 (0,9) \\
&= 58,5 + 6,3 \\
&= 64,8
\end{aligned}$$

9. Modus

$$\begin{aligned}
Me &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
&= 58,5 + 7 \left(\frac{4}{4 + 5} \right) \\
&= 58,5 + 7 (0,44) \\
&= 58,5 + 3,08 \\
&= 61,58 \\
&= 61,6
\end{aligned}$$

Appendix 6

Calculation Z count :

$$Z = \frac{\frac{X}{n} - p}{\frac{\sqrt{p(1-p)}}{n}}$$

$$\begin{aligned}
 Z &= \frac{\frac{7}{22} - 0,7}{\sqrt{\frac{0,7(1-0,7)}{22}}} \\
 &= \frac{0,31 - 0,7}{\sqrt{\frac{0,81(0,19)}{40}}} \\
 &= \frac{0,31 - 0,7}{\sqrt{\frac{0,21}{22}}} \\
 &= \frac{-0,39}{\sqrt{0,094}} \\
 &= \frac{-0,39}{0,094} \\
 &= -4,14
 \end{aligned}$$

Calculation Z_{table} :

$$Z(1/2 \alpha) = Z_{\text{table}}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2}(0.05)$$

$$Z = -4,14$$

$$0.025 = 0.3264$$

$$Z_{\text{count}} = -4,14 < Z_{\text{table}} = 0,3264$$

Appendix 7

Documentation







CURRICULUM VITAE

A. Identity

Name : Masdayanni RJ Rambe
 Nim : 1620300107
 Place and Birthday : simanosor Julu , 25 juli 1998
 Sex : Female
 Religion : Islamic
 Address : Jl. Sidap dap simanosor ,desa
 simanosor julu kabupaten
 Tapanuli selatan

B. Parent

Father's name : Parsaulian Rambe
 Father's Job : farmer
 Mother's name : Renlita Ritonga
 Mother's Job : farmer
 Address : Jl. Sidap dap simanosor ,desa
 simanosor julu

C. Educational background

1. Graduated from primary school SD Negeri No. 101920 Sidap dap 2004-2010
2. Graduated from MTsN Sipagimbar Kabupaten Tapanuli Selatan in 2010-2013
3. Graduated from MAN Sipirok Lokasi Sipagimbar Tapanuli Selatan in 2013-1016
4. Be University student in IAIN Padangsidimpuan on 2016



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
 Telephone (0634) 22080 Faximile (0634) 24022

31 Oktober 2019

or : 184 /In.14/E.6a/PP.00.9/09/2019

al : -

al : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Zainuddin, M. Hum
2. YusniSinaga, M. Hum

(Pembimbing I)

(Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

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

Nama : Masdayanni RJ Rambe
 NIM : 1620300107
 Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
 Judul Skripsi : **Students' Ability In Using Modal Auxiliaries At Grade VIII MTsN Sipagimbar Saipar Dolok-Hole Kabupaten Tapanuli selatan**

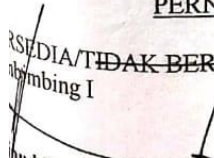
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

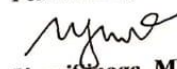

 Putri Rayani Siregar, M. Hum
 NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
 Pembimbing I


 Zainuddin, M. Hum
 NIP. 19760610 200801 1 016

BERSEDIA/TIDAK BERSEDIA
 Pembimbing II


 YusniSinaga, M. Hum
 NIP. 197007152005012010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN
MADRASAH TSANAWIYAH NEGERI 2 TAPANULI SELATAN
Jln. Pendidikan Kelurahan Pasar Sipagimbar Kecamatan Saipar Dolok Hole

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : B.047 /Mts.09.02/KP.00.3/03/2021

MADRASAH Tsanawiyah Negeri 2 Tapanuli Selatan Kecamatan Saipar Dolok Hole Kabupaten Tapanuli Selatan menerangkan bahwa :

Nama : **Masdayanni rj Rambe**
 NIM : **1620300107**
 Prodi : **Tadris Bahasa Inggris**
 Jurusan : **Tarbiyah dan Ilmu Keguruan**
 Judul : **Student Ability Using Modal Auxiliaries At Grade VIII Mtsn Sipagimbar – Saipar Dolok Hole Kabupaten Tapanuli Selatan**

nama tersebut diatas telah melaksanakan penelitian tanggal 26 Februari 2021 di Madrasah Tsanawiyah Negeri 2 Tapanuli Selatan dengan Judul : **“STUDENT ABILITY USING MODAL AUXILIARIES AT VIII MTsN Sipagimbar – Saipar Dolok Hole Kabupaten Tapanuli Selatan”**.

Surat Keterangan ini dibuat dan untuk dapat dipergunakan sebagaimana perlunya.

Sipagimbar, 01 Maret 2021
 Kepala MTsN Negeri 2 Tapanuli Selatan



RIYONGA, M.Pd.I
 NIP. 198006132007101004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan T. Rizal Nurdin Km. 4,5 Sihatang 22733
 Telepon (0834) 22080 Faksimile (0834) 24022

Nomor : B - **197** /In.14/E/TL.00/02/2021
 Hal : **Izin Penelitian**
Penyelesaian Skripsi.

19 Februari 2021

Yth. Kepala MTsN Sipagimbar - Saipar Dolok Hole
 Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Masdayanni Rambe

NIM : 1620300107

Program Studi : Tadris/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability In Using Modal Auxiliaries at Grade VIII MTsN Sipagimbar - Saipar Dolok Hole Kecamatan Tapanuli Selatan".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan

Dr. Hilda, M.Si.

NIP. 19720920 200003 2 002