



**THE ABILITY OF XI GRADE STUDENTS OF SMK
NEGERI I ANGKOLA TIMUR IN MASTERING
MODAL AUXILIARY VERB**

A THESIS

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

Written By:

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ENGLISH EDUCATIONAL DEPARTMENT

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

2022



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Assalamu a'laikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **JULIANI NASUTION** entitled "**The Ability of the XI Grade Students of SMK Negeri I angkola Timur in Mastering Modal Auxiliary Verb**". We approved that thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

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Wassalamu a'laikum warahmatullah wabarakatuh

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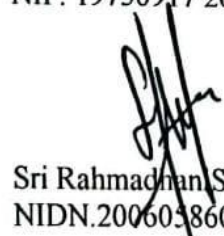

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Angkola Timur in Mastering Modal Auxiliary Verb.**

ABSTRACT

Modal auxiliaries are kinds or categories in grammar which function as such as auxiliaries for showing the truth, prediction or possibility. The aims of the research were to find out how the ability, the difficulties and the efforts of XI grade students of SMK Negeri I Angkola Timur in mastering Modal Auxiliary Verb

The research was conducted by mixed research. The population of the research was the students of grade XI SMK Negeri I Angkola Timur. The researcher chose XI RPL2 class as the sample which consist of 21 students. Then there were instruments in collecting data: test and interview. Data was processed and analysed with descriptive analysis and quantitative process. Descriptive analysis was used to analyse the interview from the students and the English teacher and quantitative process was used to analyze students' means score after doing the test, it was multiple choice.

After doing the research to the students of grade XI SMK Negeri I Angkola Timur, it could be concluded that the ability of the grade XI students of SMK Negeri I Angkola Timur tapanuli Selatan in mastering modal auxiliary verb based on the test have done, the researcher concluded that the students ability in mastering modal auxiliary verb text was categorized into very good category. It was 85,44 mean score. After interviewing the students of grade XI of SMK Negeri I Angkola Timur.

The researcher concluded that the students' problem in mastering modal auxiliary verb was in vocabulary mastery, low of understanding about how touse modal auxiliary, and the last is about the formula of modal auxiliary. While, the efforts were done by the English teacher were always keeping the students to learn, review, and explain detailed about the difficulties that the students got.

Key Words: Students Ability in Using Modal, Descriptive Qualitative research, Modal auxiliary Verb

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Dalam Menguasai Modal Auxiliary Verb.**

ABSTRAK

Modal auxiliaries adalah jenis atau kategori dalam grammar yang berfungsi seperti auxiliaries untuk menunjukkan kebenaran, prediksi atau kemungkinan. Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan, kesulitan dan upaya siswa kelas XI SMK Negeri I Angkola Timur dalam menguasai Modal Auxiliary Verb.

Penelitian ini dilakukan dengan penelitian campuran. Populasi dalam penelitian ini adalah siswa kelas XI SMK Negeri I Angkola Timur. Peneliti memilih kelas XI RPL2 sebagai sampel yang terdiri dari 21 siswa. Adapun instrumen dalam pengumpulan datanya yaitu tes dan wawancara. Data diolah dan dianalisis dengan analisis deskriptif dan proses kuantitatif. Analisis deskriptif digunakan untuk menganalisis wawancara dari siswa dan guru bahasa Inggris dan proses kuantitatif digunakan untuk menganalisis nilai rata-rata siswa setelah melakukan tes, itu adalah pilihan ganda.

Setelah dilakukan penelitian pada siswa kelas XI SMK Negeri I Angkola Timur dapat disimpulkan bahwa kemampuan siswa kelas XI SMK Negeri I Angkola Timur tapanuli Selatan dalam menguasai modal auxiliary verb berdasarkan tes yang telah dilakukan, peneliti disimpulkan bahwa kemampuan siswa dalam menguasai modal auxiliary verb text termasuk dalam kategori sangat baik. Itu adalah 80,71 skor rata-rata. Setelah mewawancarai siswa kelas XI SMK Negeri I Angkola Timur.

Peneliti menyimpulkan bahwa kendala siswa dalam menguasai modal auxiliary verb adalah pada penguasaan kosakata, rendahnya pemahaman tentang cara menggunakan modal auxiliary, dan terakhir adalah tentang formula modal auxiliary. Sedangkan upaya yang dilakukan oleh guru bahasa Inggris adalah selalu menjaga siswa untuk belajar, mengulas, dan menjelaskan secara rinci tentang kesulitan yang dialami siswa.

Kata Kunci: Kemampuan Siswa dalam Menggunakan Modal, Penelitian Deskriptif Kualitatif, Modal bantu Verb

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Researcher

Juliani Nasution
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CURRICULUM VITAE

CHAPTER I

THE INTRODUCTION

A. Background of the Problem

English is one of the international language which used by many people to communicate in the world. Nowadays, English has become more and more important in sides of life, including education, economic, business. English is also as the language of science and knowledge. People can find many books written English that is way, people who always want to keep up with the growth of this globalization era must master English.

In 2013 curriculum, English as the foreign language has an important position in all levels of school in Indonesia. It is considered as one of compulsory subject since in the junior high school up to university. English is also one of subject that must be based on educational curriculum.

The English essential studied at school, English is the first language in many aspects in human life, such as in everyday life, technology, business, information and the especially in education. Globalization era brought the big effect to all level in society and we as a society must be prepare to encounter all of changes in all sector. In this era students must communicate with international community in globalization era trough English well.

The efforts in increase English have been made, the government efforts in increasing English by changing the curriculum, the new curriculum in Indonesia can answer global challenges faced by all of levels society. Therefore, school in Indonesia can create the graduation who reliable and

students have a high competitive to build their country. Not only system that changed by government, but the principal also has an effort to improve English there are many schools in Indonesia applied new system in their school for encounter the global changes. One of system in their school is how to master English well with create English day program or anything method. The teacher also has an effort in increasing English, teacher use strategies that provide a variety of learning activities that have implications for the variety of learning experiences gained by students.

The condition of English in Indonesia is poor. The teacher still focuses on the old learning model. Based on interview with Mrs. SS, she said that many students still unable to use English well, especially in English grammar in using modal auxiliary. They still confused about use can and could, they have no infinitive and the third person singular no "s".

The factors of English mastering, here are so materials of teaching English that must be mastered by students. They are four are listening, speaking, reading and writing. Beside that another aspect in material of English teaching they are structure, grammar and vocabulary¹. So, it can help students more easy to understand about English.

Grammar is one of the language aspect which is taught to every language learner. It is as the basic knowledge and as important role in understanding the English language. "Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar is a

¹Meita Lukitawati, "*Exploring The Use of Modal Auxiliary Verb*". Vol.21. No.2 Juli 2019. Hal.166. di akes pada 05 Desember 2019

description of the rules that govern how languages sentences are formed. Language without grammar can cause confusion in comprehending the ideas, opinions, feelings of the person who expresses oral or written. English person who is good at grammar can communicate with language better than person that is low at grammar. The aspect of grammar and its components are such as morphology, syntax, modal auxiliary, auxiliary, article and so on.

Modal auxiliary verb is the word that help the other words to make function of grammatical. In addition, help the word to have a meaning. A modal verb is a type of verb that is used to indicate modality that is like likelihood, ability, permission, request, capacity, suggestion, order, obligation or advice. Modal auxiliary verb such as can, could, shall, should, ought to, will and would that is usually used with another verb to express ideas.

In English grammar, modal auxiliary is used to collaborate verb that means to add and to limit the function of sentence which is important to be learn by students. It is needed to be learn because modal auxiliary have relation with grammar rule. Someone expresses his or her ideas by using grammar through sentence that consist of modal.

Base on explanation above, the researcher is highly motivation in investigation the student achievement in modal auxiliary verb. The researcher interest to conduct a classroom action research through the title; the student ability in mastering modal auxiliary verb at XI grade SMK Negeri I Angkola Timur.

B. The definition of Key Terms

1. Student Ability

The students a person have capacity or power in understanding vocabulary that the students is studying in university.² Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It also can be determined as the skills, expertness or talent.

2. Mastery

Mastery is great skillfulness and knowledge of some subject or activity. It means mastery is one's ability I understand the material or concept that can be realized both of theory and practice.

3. Modal Auxiliary Verb

Modality is concerned with the codification of the speaker's attitude towards "the proposition that the sentence expresses or, in other words, with the "speaker's assessment of, or attitude towards, the potentiality of a state of affairs. Modal verbs may express more than one type of modality, such as possibility, probability, necessity, obligation, and so on.

So base on the explanation above there is researcher title is the ability of the XI Grade students of SMK Negeri 1 Angkola Timur in mastering modal auxiliary verb.

² Eka Sustri Harida and Fitri Rayani, 'An Analysis On The Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAINPadangsidempuan', 1.2 (2013), 101–17.

C. The Limitation of Problem

The limitation of problem identification of the problems above, there are many problems included in English. It impossible to search all. So, the researcher limit the problem on Student ability in using modal auxiliaries verb (Can, could, May, Might, Must and should) in the theoretical not in practice.

D. Formulation of the Problem

Base on the background of the study above as well as the identification of problem, the problem of formula as follows: they still have difficulties to make the sentence using auxiliaries and to decide the meaning of the modal. In this case the writer is interested to know students ability in modal auxiliaries mastering.

To specify this problem, the specific research question sare formulated as follows:

1. How is the student ability in the mastery modal auxiliaries verb?
2. What are the difficulties of XI grade students SMK Negeri I Angkola Timur in mastering modal auxiliary verb?
3. How the teacher overcome the difficulties of XI grade students SMK Negeri I Angkola Timur in mastering modal auxiliary Negeri I Natal?

E. Aim of the Research

Based on the formulation of the problem above, the aim of the research are:

1. To find out how the ability of the ability of the XI grade students of SMK Negeri I Angkola Timur

2. To find out difficulties of the XI grade student of SMK Negeri I Angkola Timur
3. To find out the efforts in the English teacher of SMK Negeri 1 Angkola Timur to overcome the students difficulties in mastering reading recount text.

F. Significances of the Research

The significances of this research are as follows:

1. For English teacher; to overcome the problems in teaching grammar that can make it more enjoyable and interesting to study especially for study modal auxiliary verb.
2. For headmaster; to encourage English teacher to do the best for teaching
3. For readers especially the English Learners that is research, it is expected to be able to improve their knowledge in learning modal auxiliaries verb

G. The Outline of the Script

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

In chapter one is introduction. It consists of the background of the problem, the identification of problem, the limitation of problem, the formulation of the problem the objectives of the research, aim of research and the significant of the research,

In chapter two is theoretical description. This chapter will discuss about modal auxiliary verb.

In chapter three is research methodology. It deals the place and time of the research, the method of research, the source of the data, instrument of the research, validity and reliability of the instrument, Technique of data analysis

In chapter four is research result. It concludes data presentation and discussion of the findings.

In chapter five involves conclusion of the research and suggestion for all.

CHAPTER II

LITERATURE REVIEW

A. THEORITICAL DESCRIPTION

1. Definition of Modal Auxiliary Verb

Modal auxiliary in Random House Unabridged Dictionary is “modal auxiliary verb or helping verbs that can modify the grammatical mood (or mode) of verb”.³ Further, Longman’s Dictionary, “Modal is defined as any of the auxiliary verb which indicated attitude of the speaker or writer to words the state or event expressed by another verb”. It means that modal auxiliary can give that user modal is the expression to show what they feeling.

Modal Auxiliaries verb is a word that is placed before the main verb (the main verb) to modify the meaning of the meaning of the main verb.⁴ Modal auxiliaries verbs is the word that help the other words to make function of grammatical. In addition, help the word to have a meaning. In other words, modal auxiliary verbs can help the other word to become a stronger explanation. Modal auxiliary verb are needed in the sentences or in the words, because it can help the verb in the sentences.

According to Penston “modal auxiliary verbs is as conveying the mood or opinion of the speaker such as expressing ability, obligation,

³ “Modal auxiliary verb” Def.1. *Random House Unabridged Dictionary*.1997

⁴ Jhon Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), p104

advice and possibility”.⁵ In other word modal auxiliary verb can help that advice and possibility.⁶ other word to become a stronger explanation. In English, a lot of important meanings are expressed by changes in the verb, for example: questioning, negation, time, completion, continuation, repetition, willingness, possibility, and obligation

Modal auxiliaries are kinds or categories in grammar which function as such as auxiliaries for showing the truth, prediction or possibility.⁷ it means that modal auxiliary verb have many function in the writing or in the express speakers. That possible of the speakers or the writers use modal can choose by what they want to express in their talking or writing. Because modal auxiliary verbs are not only have function, but have the meaning to show.

These auxiliaries add to the verb a special semantic component such as ability, obligation, possibility, some of modal auxiliaries express the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between modal and mood).⁸

Based on explanation above, it can be concluded that modal auxiliary verb is the verb can help the speaker or writer to express attitudes or mood, for example modal can express a speaker feels something necessary, advisable, permission, possible, and addition. Modal auxiliaries verb are use to uniquely shift the meaning of the meaning of the main verb

⁵ Tony Penston, *A Concise Grammar for English Language Teacher* (Ireland: Tp. Publication, 2005)

⁶ Tony Penston, *A Concise Grammar for English Language Teacher* (Ireland: Tp. Publication, 2005)

⁷ Irma Rosita Gloria Barus and friends, *“Bahasa Inggris II”*, (Jakarta: Pusat Penerbitan Universitas Terbuka, 2004), p. 24

modify, expressing things such possibility, likelihood, ability, permission, obligation, or intention. As will see, how and when we use modal verbs greatly affects the meaning of our writing and speech

a. Characteristic of Modal Auxiliary verb

Modal auxiliary verb have characteristic for differentiate from. auxiliary and modality.

Modal auxiliaries generally have no –s suffix for third person, and no infinitive or participial form. They have only two formal tenses, the presents and the past, which are used with the simple form of the lexical verb (may offer, might offer) or the passive form (may or might be offered).⁹

From the explanation above the characteristics of modal auxiliary verb are:

Modal auxiliary verb is finite. It means that in sentence the modal auxiliary verb is not preceded by another verb. Modal auxiliary as grammatical functions, but also has certain meaning if it is use as main verb. Modal auxiliary verb is followed by infinitive without to. Modal auxiliary verb usually use in present and past tense. Modal auxiliary verb more than one meaning.

b. The classification of Modal Auxiliaries verb

There are two types of modal Auxiliaries verb epistemic and deontic. Epistemic is to show possibility. Deontic is to show obligation and permission.

1) Epistemic

Epistemic is concerned with the speaker attitude and

⁹. Marcela Prank...95-96

expresses the meanings via the concept of human interaction. In other words, language user's use epistemic to make judgment about the possibility of necessity of entire proposition.

Epistemic shows the speaker's judgment about the factual status of the "proposition", while evidential modality reflects "the evidence" the speaker has for its "factual status. When we are concerned about the possibility and necessity of an issue, we tend to use epistemic modality, which is also regarded as "inference" in a cognitive sense.¹⁰ It means epistemic modality which expresses a judgment about the truth a proposition (whether it is possible or necessarily true).

Epistemic refers to types or knowledge the speaker or writer has about what he is saying and writing. It deals with what the speakers and the writer knows about the world. Besides, it implies that the speaker assesses the probability that the preposition is true in terms of modal certainly, modality meanings are can, could, may, might, need, will, would. Specially, epistemic express possibility may, like hood, can, could, might, necessity must, should, have to, prediction is will, would, certainly will, would-weaker certainly, probability as may and might.

Epistemic deals with the possibility, probability and

¹⁰ Peter Knapp and Watkins, *Genre, Text, Grammar* (Australia: University of New Wales, 2005).p.55

impossibility of a certain proposition.¹¹

a) Probability use for likely something is to happen.

Example: The sun will rise tomorrow.

Pretty sure that will happen.

Ashely will be late.

b) Possibility use to say that something is possible, but not certain. It can be use may, might, and could.

Example: They may come by car (Maybe they will come by car)

They might be at home. (Maybe they are at home)

If we do not hurry, we could be late. (Maybe we will be late)

c) Impossibility

To say that something is impossible, it can use cannot

Example: That cannot be true.

You cannot be serious

They know the way here. They cannot have got lost!

2) Deontic Modal Auxiliaries Verb

Deontic is concerned with necessity or possibility. Thus is used to express desires, wants, commands, obligation, necessity, undertaking and permission. ¹²The criterion by which speaker the researcher decide which future events are necessary, possible, and desirable.

¹¹Richard J. Watts, *An Analysis Of Epistemic Possibility And Probability* . English Studies. Vol. 65. No.2.13 Augustus 2008. P.130. <http://doi.org.10/1080/00138388408598312>

¹² Herlina Endah Atmaja, "The Meaning Auxiliary Verb in Movie *The Perks of Being a Wallflower*" Lexicon. Vol.2 No.2, October 2013. P.140

Deontic modality is the expression of the judgment of possibility including permissibility necessity including obligation of an action, state, event by speaker in which control of the action, state, event is external to the subject of the clause.¹³ Deontic is dependent of some kind of authority, often the speaker, in other word, the ability of an event to occur comes from the permission granted by the speaker or some other authority as opposed to the subject.¹⁴ Deontic, which involves the giving of directives (in terms such notions as permission and obligation).

Deontic is the necessity of a person to do or not to do in certain way. It shows the speaker's desire for the proposition expressed by the utterance.

Example: I cannot teach because I am sick

You must leave immediately

You must submit your assignment next week by the latest.

c. The Kinds of Modal Auxiliaries Verb

Beside in the meaning modal auxiliaries verb is expresses the speaker attitude or moods. Modal auxiliaries verb have the different function from one and another. The researcher discusses about modal auxiliaries verb. Modal auxiliaries and meaning, they are as seen in the bellow.

¹³Chaer. p...264

¹⁴ Hasan Alwi, *Tata Bahasa Baku Indonesia* (Jakarta: Balai pustak, 1998).p.10

Modal auxiliary can use for stated ability, request, possibility.
 Could use for stated willingness habitual, possibility, wishes, desire.
 Should use for stated Futurity, willingness, intention, suggestion, insistence. Would use for stated willingness, intention, prediction, insistence, request. May use for stated permission, possibility, wishes, purpose, concession. Might use for stated permission, possibility, wishes, purpose, concession. Must use for stated express prohibition, obligation (liability) or necessity (needs).

1) Can (ability, permission, request, possibility)

Can means be able to. ¹⁵ Can use to say something is possible or that someone has ability to do something. Modal auxiliary can usually express ability or capacity. Modal auxiliary can express ability in the present or future.¹⁶ People use can when they are asking for permission to do something.

The formula of using can :

(+) subject + can + infinitive + complement

Example: (+) Muhammad can speak Arabic language

(-) subject + can+ not +infinitive + complement

Example: (-) Muhammad cannot speak Arabic language

(?) can + subject + infinitive + complement.

Example: Can we go tomorrow?

¹⁵ George e. wishon and Julia M.burks, *Let's Write English*, revised (new york: van nostrandt reinhold, 1980).p.230

¹⁶ Betty Schramfer, *Understanding and Using Grammar*, Second Edi (NewJersey: Prentice Hall Regents, 1989).p.68

The modal auxiliary *can* is used to talk ability to do things.

- a) Can is used to express ability (in the sense of being able to do something or knowing how to do something).

Example: He can speak Spanish but he can't write it very well.

I can play the guitar.

I can cook a cake.

- b) To expression permission (in the sense of being allowed or permitted to do something).

Example: Can I talk to my friends in the library waiting room?

Can I open the window in here?

Can we sit here?

- c) To express theoretical possibility

Example: American automobile makers can make better cars if they think there's a profit in it.

We can stay here for evening.

Any child can grow up to be president.

2) Could

Could express ability, subject to certain condition which probably do not exist. In this use, Modal auxiliary could, can refer to the present, the past, or future.¹⁷ Some time could is the past participle of can, could is used especially with this verb. Could also use to say someone the generally ability to do something.

The formula of using could:

¹⁷ Andre Wicaksono, *English Grammar* (Jakarta: Pustaka Ilmu, 2010). p.36

(+) Subject + could + infinitive + complement.

Example : I could go now.

(-) Subject + could + not + infinitive + complement

Example : Ibrahim could not bring our book into the class

(?) could + subject + not + infinitive + complement

Example : Could I borrow your pencil

a) To express an ability in the past.

Example: I could always beat you at tennis when we were kids.

I could swim when I was five.

I could read when I was four.

b) To express past or future permission.

Example: Could I bury my cat in your back yard?

When I was a child, I could do basically anything that
wanted to do

Could I please have some water?

c) To express present possibility.

Example: We could always spend the afternoon just sitting
around talking.

You could be right.

They could still be waiting for us.

d) To could polite request¹⁸

Example: Could I have something to drink?

¹⁸ Modal verb [http://www. Gramming.com/2020/02/09](http://www.Gramming.com/2020/02/09)

Could I borrow your stapler?

Could not he come with us?

3) Will and would

Use will and would when you are asking someone to do something and to offer something or to suggesting something.¹⁹ We use will to talk about what people want to do or are willing to do and to talk typical behavior things that often to do. Will is used in the simple construction. Would express the result of the condition in a contrary to fact situation.²⁰ Would use as the past tense of will, to talk about people wanted to do or were willing to do in the past. To talk about typical behavior.

a) Will can be used to express willingness

Example: I'll wash the dishes if you dry. We're going to the movies.

Will you join us?

He will always help you if you need something

b) It can also express intention (especially in the first person).

Example: I'll do my exercises later on.

I will leave this town and live a better life.

I will tell you anything you wanted to know about him.

c) Prediction.

Example: Specific: The meeting will be over soon.

Timeless: Humidity will ruin my hairdo.

¹⁹M.burks... 230

²⁰George E.Wishon...231

Habitual: The river will overflow its banks every spring.

d) Would can also be used to express willingness:

Example: Would you please take off your hat?

You *would* act that way. and characteristic activity:

customary: After work, he would walk to his home in
West Hartford.

e) Typical (casual) ²¹.

Example: She would cause the whole family to be late, every time.

My cocker spaniel would weigh a ton if I let her eat what
she wants (In a main clause, would can express a
hypothetical meaning).

4) Shall and should

You can use shall and should to ask for advice, offer something and suggest something. Should is using in the first person should is using in the second and third persons to express command, a promise, or threat. Auxiliary Verb 'shall' is used to express an offer, suggestion, expectation or to give advice. Should is past form shall.²² Mainly use to ask questions politely for the future tense. Should often use in modal auxiliary to express an opinion suggestion, preference, or idea. All the uses of 'shall' have been described below with examples:

a) To offer or suggest politely auxiliary verb 'shall' is used to offer, when the speaker is assured of an affirmative reply.

²¹ Richard Nordquist, 'By Richard Nordquist Modal' (product Disclosure), <http://www.thoughtco.com/Richard-nordquist-1688331>. Accessed October 10, 2019

²² M. burks...232

Example: Shall we start eating now? (offer)

We shall stay for few more days. (suggestion)

You shall quit smoking. (suggestion)

b) To ask a question

Example: Should' is used to ask a question if the speaker is not sure of the events. For Example :

Should I call him?

Should I call police?

c) The negative form of 'should' can also be used to express questions.

Example: Shouldn't I call him?

Shouldn't I call police?

d) To make predictions/expectations

Example: The project should be finished on time.

The train should arrive soon.

It should work as expected.

e) The negative form of should- 'shouldn't' can also be used to negate an expectation²³

Example: The project shouldn't be finished on time.

The train shouldn't arrive soon.

You shouldn't complain about it.

²³ Lulu Meiliana Alfiyani, 'An Analysis of Grammatical Errors In Writing among The Second Semester Students of English Department of Yogyakarta State University in The Academic Year Of 2011/2012'

5) Must

Modal auxiliary Verb 'must' indicates a necessity or urgency or very important that something happens in the present or future.²⁴ Must used to be obligated, to expressing opinion about something that is logically very likely.

- a) Must that mean strongly intend to do something, as expressed in the sentence.

Example: He must leave now. (urgency)

She must behave properly. (necessity)

You must teach him a lesson. (necessity)

- b) Use must to talk about things that you have to do.

Example: I must mail this letter today

6) May and might

Use may to ask if you are allowed to do something and to tell someone that they are allowed to do something and talk about things that are possible or likely.²⁵ Both of may and might can be used in request and in expression of possibility for the present and future. May used to give permission, particularly when applied to you, he, she, they or a proper noun, to show that the speaker is allowing something. May often use in politeness, to make an order appear as a request.

²⁴ Dollinger...

²⁵ Howard Sargeant, *Basic English Grammar* (Singapore: Saddleback Educational Publishing, 2007) p. 88-94.

Might is used when someone is trying to do persuade another person to do something.

Modal auxiliary verb 'May' can be used into different forms as described below:

a) To Express Possibility .

Example: He may come for the meeting. (future possibility)

There may be a power cut today. (future possibility)

The fight may be delayed.

People may refuse to obey.

She may decline the proposal.

b) The negative form of the 'may' can be used to express the negative.

Example: He may not come for the meeting. (future improbability)

There may not be a power cut today. (future improbability)

The flight may not be delayed.

People may not refuse to obey.

c) To Make Requests

Example: May I borrow your book? (request politely)

May we go together? (polite request)

May she call you today?

Auxiliary Verb Might

- a) To express possibility

Example: He might lose all his belongings.

He might be able to reach on time.

They might revoke his suspension.

- b) May expresses an almost true possibility while 'might' expresses a remote possibility.

Example: He might have lost everything, had his friends didn't help him.

You might have reached on time, if the train had not been delayed.

They might have sacked you, had they not considered your good conduct.

d. The form of modal auxiliary

Sentence is a group of word that contains at least object and one verb.

A sentence expresses a complete thought.

1) Positive sentence

The pattern of modal auxiliaries in the positive sentence is:

S + modal auxiliaries + V (infinitive without „to“+o/c)

2) Negative sentence

The pattern of modal auxiliary in the positive sentence is:

S+ Modal auxiliaries verb+ not+ V (infinitive without „to“+o/c)

3) Interrogative sentence The pattern of modal auxiliary in the interrogative sentence is:

Modal auxiliaries + S+ V (infinitive without „to“+o/c)
--

²⁶

e. Use of modal Auxiliary verb

The following chart of modal auxiliary outlines the special meaning these auxiliary have and the present, past and future time they have express

Table 2.

²⁶ Sudirman, Analysis On Student Difficulties in Learning Modal Auxiliaries Verb “Can and Could” (A case study at the second of Mts Muhammadiyah 1 Ciputat)(Jakarta: UIN Syarif Hidayatullah, 2010)p.9

Time express

Meaning added to the verb by the modal auxiliary	Present time	Past tense	Future tense
Ability Can Be able to	Can offer Am } Is } able to Are offer	Could offer Was } able to Were offer	Can offer Shall } be able Will offer
Permission May Can	May } Might } offer Can Could	Might offer(only for sequence of tenses) Could offer (only for sequence of tenses)	May } Might } offer Can could
Obligation, advisability Should Ought to	Should offer Ought to offer	Should have offered Ought to have offered	Should offer Ought to offer
Necessity Must Have to	Must offer Have } to Has offer	Had to offer Had to offer	Must offer Will } have Shal } to offer
Possibility May	May } Might offer	May } have Might offered	May } Might offer

Source: Marcela Prank²⁷

From the table above we can use modal auxiliary for show:

1) Ability

²⁷ Marcela Prank....97

Ability is the physical or mental power or skill needed to do something. Ability in this case is something that you can or can't do in one particular situation.

Example:

I can play the piano.

She can speak English.

We cannot come now.

Three kinds of ability may be indicated by can and be able to. One is physical ability (I can live this stone): a second is a learned ability, in the sense of knowing how to do something (she can type) .the third type of ability is more general –it is equivalent to have the power to do something.(I can see you tonight). While the first two kinds of ability are used mostly for live beings, especially human beings, the third type can be used for things as well as persons (this factory can produce dozens of machines a day). It is only in this sense of ability, which is related to possibility, that can and be able to may be used for future time.²⁸

We express ability by means of the modals can, could and semi modal be able to. Can use to talk about ability in the present and in the future and to someone has the ability to do something. Modal auxiliary could use to talk ability in the past.

2) Permission

Permission is the action of officially allowing someone to do a particular thing. Modal auxiliary verb can be used to give or ask for permission.

Example:

²⁸ Marcela Prank...97

May I use calculator on the test?

Could I bring a friend to do party?

You may sleep on the sofa.

Strict schoolbook rules say we must use only may for permission. However, in informal speech, cultivated speakers frequently also use can for permission. Of the two past forms denoting permission, might is more is a tone than could is.²⁹

Based on the explanation above may use for formal situation. Can use for informal situation. Could and would be more polite than may and can.

3) Necessity

Necessity is something that you need, especially in order to live. Modal auxiliary verb can be used talk about necessity and obligation do something.

Example:

We must not make noise in this room. The sign says don't have to make noise.

He must attend the meeting tomorrow.

He must not be late for meeting.

The difference between obligation and necessity is often one of degree only. While statements is with should and ought to suggest a desirable course of action³⁰.

²⁹ Marcela Prank...

³⁰ Marcela Prank...99

The modal verb of necessity show obligation in the past, present or future. It can be necessary action that was required over and over again, or something that occurred just once.

2. The Material of Teaching Modal Auxiliary Verb

The material of modal auxiliary verb at SMK negeri 1 Natal in Chapter 1 with topic Offers and suggestions³¹

Picture 1.

³¹Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris* (Jakarta:Pusat Kurikulum dan Pembukuan,20

CHAPTER 1

Offers & Suggestions

KOMPETENSI DASAR

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can.*)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks

Responding to Suggestions

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.

Table 1.2 Responding to suggestions

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offer can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

Social function: to facilitate interpersonal communication between different people.

For example:

- Shall I take you home?
- Do you want help with your homework?

Expressions/Gambits

When making offers, we often use the following expressions.

- May I ...?
- Can I ...?
- Shall I ...?
- Would you ...?
- How about I ...?

³² Source: Buku Bahasa Inggris Revisi 2017 kelas XI SMA/MA/AMK/MAK

Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Table 1.4 Sentence structure to offer something

Picture 2.
Exercise of Modal auxiliary Verb

Bahasa Inggris 7

8 Kelas XI SMA/MA/SMK/MAK

14

Bahasa Inggris 9

15

C Let's Practice

A. Choose the best option for each sentence given below.

1. Hey Siti, _____ go star-gazing tonight?
a. are you c. shall them
b. how about d. would you like to
2. Sam: "Would you like to go watching a movie this weekend?"
Carly: "I can't, I am low on cash right now. _____ stay at home and watch TV instead."
a. How about c. What about
b. Let's d. I think
3. What shall we do today? _____ we go to the library?
a. Shall I c. Why don't
b. Let's d. Would you
4. _____ like a cup of coffee?
a. Can I c. Would you
b. I'll do d. Should I
5. _____ the washing, if you like.
a. Can I c. I'll do
b. Would you d. Let's
6. Edo: "I have a lot of work to finish; I don't know how I will manage."
Sam: "_____ half of it if you want."
a. Would you c. Why don't
b. I think d. I will help you with
7. Carly: "I submitted my essay to the teacher a few days ago, but I haven't received any response from her."
Edo: "_____ go and ask her?"
a. Shall us c. Why don't you
b. I'll do d. I propose

B. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.

1. Let's to go to the sushi of restaurant for lunch.

2. Shall we do have a meeting on afternoon Saturday?

3. Can I do get you a glass juice of?

4. Let me take you home.

5. If you want, I'll car the wash for you.

3. Review of Related Findings

This research related to describe the student Ability in using modal auxiliary verb. There are some findings support this.

Mariatul Azizah found some case that are : the students ability in using modal auxiliary “must and have to” was still low , 44% go fails score, 40% students go poor score, and 16% got fair score. The reasons of students got low score were 72% students were confuse in using “must and have to”, they did not know usage “must and have to” in sentence, they did not know past form of “must and have to” , and 80% they did not know when they must use “must and have to”.³⁴

Yanti Ismayanti, the student ability in using modal auxiliaries verb was 80,03 with very good category. In addition, the highest score in the test was 90.it was gained by three students. The lowest score was 75 gained by two students. The item of modal auxiliaries that got the highest percentage of students answer correctly was 10% and the lowest one the use of modal auxiliaries was 40%.³⁵

Andri Hakim, concluded the students’ modality mastery at third semester of English Education Department IAIN Padangsidempuan could be categorized weak (59,91) . the dominant difficult type in the students’ modality mastery was using modals 46 items with frequency of error was 10,22%.

³⁴ Mariatul Azizah, *Analysis of Modal auxiliary “ Must and “Have to” Used By The Eighth Grade Students of MTs Darul Iman Palangka Raya,”* 2017, <http://digilib.iain-palangkaraya.ac.id/819/>.Retrieved on December on 05 Maret 2019.

³⁵ Yanti Ismayanti, “*Analyzing The Ability of The Third Semester Students’ Ability in Using Modal Auxiliaries At On Private University in Jambi Acedemic Year 2014/2015*”

Next, Dita Putry Ayu, found that the students' difficulties in using modal auxiliaries consist of three variables that difficulty in determining ability, willingness and request in modal auxiliaries. Based on the test, some students did not understand about modal auxiliary.³⁶

The last, Sudirman, concluded that the mastery of second years students (class VIII-2) in modal auxiliary especially in determining the meaning and function also the form of "Can and Could" were still low in mastering modal auxiliary. The student were still confused to differentiate the meaning and function of modal auxiliaries.³⁷

Based on the related findings above researcher concluded that ability of student still low in using modal auxiliary verb. So the researcher wanted to know how about the researcher result from another participant.

³⁶ Ayu Dita Putri, *An Analysis of Student Difficulties in Using Modal Auxiliaries Verb of second Year at SMA N 2 Koto XI 2017*,1-5, <http://jim.stkp-pgri-sumbar.ac.id/jurnal/view/Pgnp>.

diakses pada 05 Agustus 2019

³⁷ Sudirman...

CHAPTER III RESEARCH METHODOLOGY

A. Place and Time of the Research

This research is conducted SMK Negeri I Angkola Timur. It is located at Simandalu, Desa Pargarutan, Kabupaten Tapanuli Selatan, the grade XI Students at SMK Negeri I Angkola Timur 2018/2019 Academic years.

B. Method Research

This type of research is a combination of qualitative research and quantitative research. Sugiono states that this “combination research method combining qualitative and quantitative to be use together in a research activity in order to obtain more comprehensive, valid reliable and objective data.”³⁸

Whereas Nusa and Hendraman mentioned

Mixed research is a combination of research quantitative and qualitative starting from the level or stage of collection and data analysis, use of research techniques, design research to the level of approach in one single study.³⁹

In addition, Creswell suggests

Mixed methods research is a research approach combining or associating quantitative forms and qualitative forms. This approach involves

³⁸ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2013) p.19

³⁹ Nusa and Hendraman, *Metode Riset Campur Sari Konsep, Strategi dan Aplikasi* (Jakarta. Indeks:2013) p.49

philosophical assumptions, applications quality and quantitative approaches, and mixing the two approaches into one study.⁴⁰

From the above explanation, it can be concludes mixed method study is a combination of quantitative and qualitative research conducted together. Mixed method consists of several types, one of which is a combination research with sequential explanatory models, characterized by data collection and quantitative data analysis in the first stage, and followed by qualitative data collection and analysis in the second stage, in order to strengthen the results of quantitative research conducted in the first stage.⁴¹ That this research is the quantitative and qualitative descriptive that is describing the student ability in modal auxiliary by measuring the students score in numeral data and non-numerical data by using interview at to the students and the English teacher at grade XI SMK Negeri I Angkola Timur.

⁴⁰ Creswell J. W. *Disgn: Pendekatan Kualitatif, Kuantitatif Dan Mixed* (Yogyakarta:PT. Pustaka Pelajar, 2010) p.48

⁴¹⁴¹ Creswell J. W...49

C. Population and Sample

1. Population

Population is the whole of research subject, if someone wants to research all of the elements in research area his research is called population research on census study.⁴² Whereas, Fraenkel and Wallen stated that a population is the group to which the results of the study are intended to apply. It is defined as all members of any well define class of people, events, or objects. Based on the explanation, the population of this research is all of the students at Graden XI SMK Negeri I Angkola Timur. So, it can be seen the table follow:

Table 3.1
The population of grade XI SMK Negeri I Natal

No	Class	Number of students
1	XI TBSM 1	31 students
2	XI TBSM 2	38 students
3	XI RPL 1	19 students
4	XI RPL 2	21 students
5	XI ATPH	28 students
6	XI AK	10 students
Total Population		147 students

Sources: Administration Data of SMK Negeri I Angkola Timur

⁴² Suharsimi Arikunto, *procedure penelitian: suatu pendekatan praktek* (Jakarta: PT.Rineka Cipta,2000), p. 108

2. Sample

A sample is any subset of the population of individuals or things under study. Then, according to Gay and Airasian stated that sample was a number of individuals for a study in such a way that they present the large group from they were selected.⁴³

This research use random sampling technique to take the sample. It takes one class as a sample. Rajit Kumar says that with draw the entire sample by using random sampling technique, because in the data are homogeneous. Class selection was not carried out by means of placement test, the student directly chose the majors they were interested in. Each element in the population has equal opportunities and probabilities to choose. The class was XI (21 students) choose as the sample.

D. Definition of Operational Variable.

Based on the title of the thesis, this research in consisted of two variables, so that the definition of variable as follow :

1. Modal auxiliary Verb

Modal auxiliary verb is the verb can help the speaker or writer to express attitudes or mood, for example modal can express a speaker feels something necessary, advisable, permission, possible, and addition. Modal auxiliaries verb are use to uniquely shift the meaning of the meaning of the main verb modify, expressing things such possibility, likelihood, ability, permission, obligation, or intention.

⁴³L.R. Gay & Peter Airaisan, *Educational Research for Analysis and Application* (America: Prentice Hall, 2000), p. 121.

As will see, how and when we use modal verbs greatly affects the meaning of our writing and speech, can, could, may, might, must, will, would and shall and should which are included in the modal auxiliary verb.

E. The Instrument of Collecting Data

Instrument is very important to support every research. 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 researcher will prepare the available instrument. In collecting the data the researcher used test as an instrument.

1. Test

Test is method of measuring someone. It is used multiple choice test. Then the test is used to know the student ability in mastering modal auxiliary verb. Net the multiple choices consist of for option on analyze A,B,C, and D. The number item test is 100 items. The right answer has 1 credit and the wrong answer has 0 credits for each item.

Then the indicator of students test in modal auxiliary can be seen as table below:

Table 3.2.
Indicator test

No		Indicator	Number	score
1	Simple present tense	Student are able to used “can”	43,44,45,46,47,48,49,50,51,52,53,54,55,56	14
		Student are able to use “may”	58,59,60,61,62,63,64,65,66,67,68	11
		Student are able to use “must”	6,32,33,34,35.36.37.38.39,40,41	11
2	Simple past tense	Student are able to use “could”	21, 22, 23, 24, 25, 26,27,28,29,30,31,42	12
		Student are able to used “might”	82,83,84,85,86,87,88,89,90,91,92,93,	12
		Student are able to used “would”	7,8,9,10,,94,95,96,97,98,99,100	11
3	Simple future	Student are able to used “shall”	1,2.11,12,13,14,15,16,17,18,19,20	12
		Student are able to used “will”	69,70,71,72,73,74,75,76,77,78,79,80,81	13
Total				100

To applying the research, the researcher validated multiple choice test. The test mean to analyze the items of the test comprehensively, and the basic question is : Do the items of the test measure what is supposed to measure? in this case, because the test functions is to measure the ability of XI grade students in modal auxiliary mastering. So the test should be multiple choices test which is answered by modal auxiliary verb first.

This process of analysis has showed the content validity of the test, in order words, the reseacher concludes that the multiple choice will be validated by cheking the test to the expert the person. He is the English

teacher of grade XI student it self. The English teacher will be check and recheck wether the test has been suitable to the syllabus and curriculum of grade XI or not. More, the test was signe by the English teacher and legalized by the headmaster of XI student of SMK Negeri I Angkola Timur.

2. Interview

According to Winarno, interview is usually calls as interviews or tongue questionnaires that dialogue conducted by the interviewer for obtain the information from the interviewee.⁴⁴ Peter Airasian stated: "Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person."⁴⁵ in addition Interview is tehniqe of data collection by asking question to the respondents and the answer be noted or recorded.⁴⁶ This research will use structural interview. As known that in structural interview, the researcher prefers the alternative question of the answer will be given to the respondent. So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting.

Interview is for getting the data about the problems that usually faced by the students at grade XI SMK Negeri I Angkola Timur. Interview also had done to get information from the headmaster and the English teacher about situation of the school and also about the teacher ability in

⁴⁴ M.E Winarno, *Metode Penelitian Dalam Pendidikan Jasmani* (semarang: Universitas Negeri Malang (UM Press), 2018).

⁴⁵ Gay & Peter Airasian...p. 219.

⁴⁶ M. Iqbal Hasan. *Pokok-pokok Metode Penelitian Dan Aplikasinya* (Jakarta: Ghalia Indonesia, 2002),p. 219

learning English process, to complete the researcher information about the school.

Table 3.3
Indicator interview

No	Aspect	Indicator
	To know the students' difficulty face in using modals	Ask the teacher about what are the students' difficulty face in using modals, they are: a) Students' difficulty related to the applying modal auxiliaries. b) Students' difficulty in the forms of main verb. c) Students' difficulty in determining the function of modals.

F. Validity and Reliability test

1. Validity test

Anas Sudijono states that validity is a characteristic of the good test. To get the validity of a achievement test can be used two ways. In this research the researcher had used content and tem validity to find out the validity of instrument. Where the test consist of 100 making a multiple choice.

To know the validity of the each question will be refer to list r be serial with r , in 5 % significant: 0.361 and 1% significant: 0.463., so, if r account To know the validity of the each question will be refer to list r biserial with r , in 5% signjificant: 0,361 and 1% significant 0,463. So, if r account $> r$ table the test is classified valid.

To get validity of the test, the formula of r point biserial can be used as follow :

$$r_{pbl} = \frac{M_p - M_t \sqrt{p}}{SD_t q}$$

Where :

r_{pl} : coefficient item validity

M_p : mean score of the total score

SD_t : standart deviation of the total score

P : presentation of the right answer of the item tested validity

q : presentation of the wrong answer of the item tested validity.

2. Reability test

Reability is the degree of accuracy or precision in the measurements made by a research instrument. ⁴⁷ To get the rability of the test, Suharsimi arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20. ⁴⁸

The formula

$$R11 = \left(\frac{n}{n-1} \right) \left(\frac{srz - \sum pq}{sr^2} \right)$$

Where :

⁴⁷ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, 181

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta:PT Rineka Cipta, 2007) p. 188

R11	: Reability of the instrument
N	: Total og question
Sr^2	: Variants Total
P	: $\frac{\text{Proporsi Subject Who is right Answer (1)}}{N}$
Q	: $\frac{\text{Proporsi Subject Who is Wrong Answer (1)}}{N}$

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable $r \text{ count} > r \text{ table}$ using formulation KR-20 with $r \text{ table}$ 0.70.

From the explanation above, the researcher takes content validity of the instrument because content validity refers to the extent to which instrument represented the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content universe under consideration. As stated by Rajit Kumar” Content Validity is judge on the basis of the extent to Which Statements or questions represent the issue they are supposed to measure, as judge by you as a researcher, your readership and expert in the field”.⁴⁹ In this case, the researcher uses the multiple choices test as the starting point of making the test.

⁴⁹ Rajit Kumar, *Research Methodology: A Step-by-Step Guide for Beginner*, (New Delhi: SAGE Publication, 2011), 180

G. Techniques of Collecting Data

After preparing the test, the researcher give the test to the sample of the research, than tried to find out the result. There are some steps to collect the data.

1. The researcher make preparation of the test for the students which are all the items of the tests related to the material, modal auxiliary verb test.
2. The researcher make validity of the test by checking it to the English teacher and legalized by the headmaster. It is content validity.
3. After making the item test valid, the researcher gave students the test and the time to do the tests.
4. Collecting the items of students answer.
5. Coming again to the school to get the observation data from the school includes places, facilities, subject of research, event, time and experience.
6. Giving the list of interview to both of the English teacher and students.
7. Analyzing the data from the test and interview.

H. Techniques of Data Analysis

After the collecting data, the researcher analized the data by quantitative data: it is presen ted in statistic formula. Data in analized by statistical analysis with following steps:

1. Identifying and correct the answer the subject research from the test.
2. Using mean score to analyze the test result

3.

$$X = \frac{\sum x}{N} \times 100\%$$

Explanation: \bar{x} :The mean of the student.

$\sum x$:The total scores.

N :The student size

4. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.

Table 3.4.

Interpretation of mean score

No	Range of Real score	Category
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Poor
5	21-40	Weak
6	0-20	Very weak ⁵⁰

5. Next, student result with mean score will be calculated into the classification quality.

6. In the table of percentage, the researcher used the formula as follow:

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

P = Number of percentage

F = Frequency of wrong answer

⁵⁰ Riduan, *Belajar Mudah penelitian untuk guru-karyawan dan Peneliti*, (Bandung: alfabeta, 2005), p.89

N = Number of Sample.

After calculating of the errors, then calculate the average mark by using this

$$\text{formula: } P = \frac{F}{N \times n} \times 100\%$$

P = Percentage

F = Frequency of wrong answer

N = Number of sample

n = number of item test

7. Take conclusion from two instruments (test and interview) it be done to conclude the discussion solidly and briefly.

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of Data

1. The Description of the Ability of the XI Grade Students in SMK Negeri I Angkola Timur

Based on the data central tendency result of the ability of the XI grade students in SMK Negeri I Angkola Timur in mastering Modal Auxiliary Verb based on the test have done, the reseacher concluded the data by using statistic count, from the test score above the data were tabulated as follow;

Table 4.1
The Resume of Variable Score in Mastering Modal Auxiliary Verb of XI Grade Students.

No	Statistic	Variable
1	Highest Score	92
2	Lowest Score	68
3	Sum	1709
4	Class klasify	5
5	Class interval	5
7	Mean Score	80,71
8	Mode	80
9	Median	80

So, based on the table above, it shows that the mean score of the ability of the grade XI RPL2 student of SMK Negeri I Angkola Timur in mastering modal auxiliary verb was categorized into “good category” category; it was 80,71 the total score of all the students was 1709, the highest score that the student of XI RPL2 grade gotten was 92, while, the lowest score that the student of grade XI RPL2 gotten was 68,while mode score was 80 and median score was 80 . While, the lowest score

in gotten by the initial name of ‘FN’. Next the calculation of how to get it can be seen in the appendix 6.

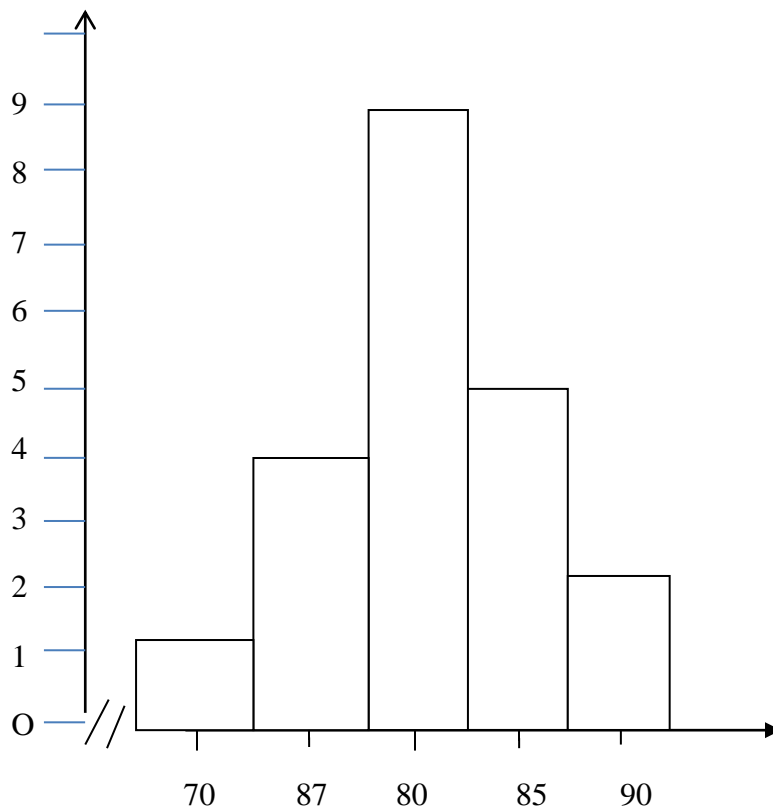
Then to know the description about classification or the criteria of mean score the ability of the XI grade students of SMK Negeri I Angkola Timur in mastering modal Auxiliary Verb in 2019/2020 academic year, look the following table:

Table 4.2.
The Frequency The Students Score in Distribution of The Students
Score in Mastering Modal Auxiliary Verb

No	Interval Class	F	Mid Point	Percentages
1	68-72	1	70	4,76%
2	73-77	4	87	19,05%
3	78-82	9	80	42,86%
4	83-87	5	85	23,81%
5	88-92	2	90	9,52%
Total				100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency



From the diagram above ,it was known that the variable revelation of willingness to communicate shown that the respondent at interval 68-72 were 1 students (4,76%), interval 73-77were 4 students (19,05%), interval 78-82were 9 students (42,86%), interval 83-87were 5 students (23,81%) and interval 88-92 were 2 students (9,25%)

From the data above, it could be found that formula of mean score as below;

$$\text{Mean} = X = \frac{\sum xi}{N}, x = \frac{1792}{21} = 80,71$$

Thus, the value of mean score could be categorized into good category. It could be said that the students' ability in mastering modal auxiliary verb was good. In addition, the description data of the students' ability in mastering modal auxiliary verb could be applied into the distribution frequency.

Next, to know the description about classification or criteria of mean score ability of the XI grade students in mastering modal auxiliary verb in SMK Negeri I Angkola Timur it can be looked at the following table.

Table 4.3.
Percentage Of Students' Prequency Score in Mastering
Modal Auxiliary Verb

Students range frequency score (lowest to highest)	Category	Amount of Students
68-72	Very poor	5
73- 77	Poor	9
78 - 82	Enough	3
83 - 87	Good	4
88-92	Very good	2

From the table frequency distribution above show that the students good score.

2. The Description of Students Difficulties in Mastering Modal Auxiliary Verb

The following tables was classification the percentage of student difficulties in the form of multiple choice to know the difficulty students face in modal auxiliary verb.

Table 4.3
The Frequency of Error

No	Modal Auxiliary verb	Number of item	Frequency of errors%	Total Frequency of errors%
1	Shall	Item 1	42%	27,75%
2		Item 2	33%	
3		Item 11	9%	
4		Item 12	14%	
5		Item 13	19%	
6		Item 14	23%	
7		Item 15	19%	
8		Item 16	33%	
9		Item 17	42%	
10		Item 18	28%	
11		Item 19	33%	
12		Item 20	38%	
13	Must	Item 3	47%	29,04%
14		Item 4	47%	
15		Item 5	33%	
16		Item 6	28%	
17		Item 32	14%	
18		Item 33	14%	
19		Item 34	19%	
20		Item 35	28%	
21		Item 36	4%	
22		Item 37	9%	
23		Item 38	9%	
24		Item 39	4%	
25		Item 40	33%	
26		Item 41	9%	
27	could	Item 21	9%	
28		Item 22	9%	
29		Item 23	9%	
30		Item 24	9%	
31	Could	Item 25	9%	8,16%

32		Item 26	9%	
33		Item 27	4%	
34		Item 28	4%	
35		Item 29	9%	
36		Item 30	14%	
37		Item 31	9%	
38		Item 42	4%	
39		Item 7	23%	23,41%
40		Item 8	9%	
41		Item 9	19%	
42		Item 10	14%	
43		Item 94	28%	
44	Would	Item 95	28%	
45		Item 96	19%	
46		Item 97	19%	
47		Item 98	19%	
48		Item 99	14%	
49		Item 100	47%	
50		Item 43	19%	10,26%
51		Item 44	9%	
52		Item 45	4%	
53		Item 46	19%	
54		Item 47	4%	
55		Item 48	4%	
56		Item 49	9%	
57	Can	Item 50	4%	
58		Item 51	4%	
59		Item 52	0%	
60		Item 53	28%	
61		Item 54	9%	
62		Item 55	9%	
63		Item 56	19%	
64		Item 57	4%	
65	May	Item 58	9%	12,63%
66		Item 59	19%	
67		Item 60	4%	
68		Item 61	4%	
69		Item 62	4%	
70		Item 63	19%	
71		Item 64	9%	
72		Item 65	19%	
73		Item 66	19%	
74		Item 67	19%	
75	May	Item 68	14%	

76	Will	Item 69	19%	13,76%
77		Item 70	4%	
78		Item 71	4%	
79		Item 72	14%	
80		Item 73	19%	
81		Item 74	4%	
82		Item 75	4%	
83		Item 76	4%	
84		Item 77	42%	
85		Item 78	28%	
86		Item 79	4%	
87		Item 80	19%	
88		Item 81	14%	
89	Might	Item 82	0%	9,25%
90		Item 83	19%	
91		Item 84	4%	
92		Item 85	4%	
93		Item 86	4%	
94		Item 87	4%	
95		Item 88	4%	
96		Item 89	14%	
97		Item 90	0%	
98		Item 91	0%	
99		Item 92	47%	
100		Item 93	14%	

From the table above, it can be see the frequency of errors in modal auxiliary shall is 27,75%, the frequency of errors in modal auxiliary must is 29,41%, the frequency of errors modal auxiliary could is 8,16%, the frequency of errors modal auxiliary would is 23,41, the frequency of errors modal auxiliary can is 10,26%, the frequency of errors modal auxiliary may 12,63, the frequency of errors modal auxiliary will is 13,76% and frequency of errors modal auxiliary might is 9,25%. The modal auxiliary with the smallest frequency is at modal auxiliary might and the modal auxiliary with largest error frequency in must.

From the table above, it can be conclude there are three modal auxiliaries that are difficult for student From the table above.

Table 4.5
The Frequency of Student difficulties

No	Modal Auxiliary Verb	Frequency of student difficulties
1	Shall	27, 75%
2	Must	29,04%
3	Would	23, 41%

From the table above, it can be see the student difficulties in using modal auxiliary must 27,75% frequency of errors, would in 29,04% frequency of errors and shall 23,41% frequency of errors.

3. The Efforts of Teacher at The XI Grade Students in SMK Negeri I Angkola Timur in Mastering Modal Auxiliary Verb Based on the Interview the English Teacher

In this discussion, it can be afforded to reveal the real problems in which students got in learning about modal auxiliary verb. It can be had conducted interview to the grade XI students at SMK Negeri I Angkola Timur and English teacher to get the data needed in this research. To validate the it can be conducted deep interview with participants to minimize the data error, however, the reseacher realized that could not avoid doing mistake.

The interviewed Ts, as an English teacher of XI grade SMK negeri I angkola Timur, he said,that many students still unable to used English well, expecially in Modal Auxiliary verb they still confused how to used modal auxiliary verb in the sentence, they less motivation

to learn English.⁵¹ The students also lazy to bring dictionary to interpret the vocabulary.

From Ts statement, it can be might conclude that students' problem in developing skill were not diffrent with the previous learning. So, it can be conluded the points of the students' difficulties at the grade XI students of SMK Negeri I Angkola timur in mastering modal auxiliary verb based on the interview to the verb :

- a. The student were still confused about using modal must
- b. The student were still confused the difference about use would and could
- c. less understanding about the difference about will and shall

To check of the data above, the researcher used participatory modes of research (deep interview). It is the technique of validating data. The researcher checked the result of the all interviews with the participants. If the answer from all participants had similarities it means that the data already valid.

After interviewing the teacher, it can be concluded that the validity of the data had already been valid, because the researcher had the validated the data by comparing the result of the interview from participants, the researcher found that the similarities of answer concerned the ability at grade XI SMK Negeri I Angkola Timur.

⁵¹English Ts, Teacher, 'Interview', 2020.

Based on the English teacher said above, there were some difficulties that the students got. They were:

a. Modal Auxiliary Must

The student were still confused about the meaning and function of modal auxiliary because they were confused in determining which kinds of modal auxiliary, and they confuse about the difference use must and should.

So the effort of the teacher :“Students and I often repeat the lesson then gave the more examples which the near example or familiar example with students life. The English teacher was make the table of differences must and should in the class.

b. Modal Auxiliary Shall

Students had difficulty in applying modal auxiliary shall, they still confused to differentiate how to use shall and will

So, the efforts of the teacher was; in this case the teacher more explain the differences about modal auxiliary will and modal auxiliary shall, the teacher make the media like a picture and map mapping in the class, so the student can look the media every day and the teacher also make a conversation about shall in every beginning of the lesson to make the student understand and memorized about shall.

c. Modal auxiliary would

Student had difficulty in the form of modal, student's difficulty in determining the function of modal would. The still confused how to use modal auxiliary would.

So, the efforts of the teacher are: "Students and the teacher often repeat the lesson then gave the more examples which the near example or familiar example with student, life, for example for a polite request something. The teacher also was make a conversation about to give their option and the English teacher make the picture about the formula of modal auxiliary verb as media in the class.

The result interview in above show, that the teacher has made various efforts to overcome and improve the students' abilities in mastering modal auxiliary.

B. Discussion

After analyzing the data, it was know that the ability of the XI grade students of SMK Negeri I Angkola Timur in mastering reading recount text was categorized into good category or 80,71 score; it was gotten from the result of students' mean score in doing about modal auxiliary. Next, the difficulties in mastering modal auxiliary verb at XI grade SMK Negeri I angkola Timur In addition, during the research the researcher found that the students had the deep difficulty in modal of " must, shall, and should difficulty in the form of modal, determining the function of modal, and

how to applying modal. The first, the student had difficulties in the meaning and function of modal auxiliary.

Base on the result of the problems above, it can be concluded that the students' difficulty faces in using modal explained in the theory were happened to the students, that is in Ayu⁵² and Sudirman⁵³ that students' difficulty related to the applying modal and the form of the main verb in modal. Furthermore, finding of this research also supported by Nia that students' difficulty in using modal is in the function of modal. After the researcher analyzed and found the finding of the research, hopefully the researcher gave the contribution of the research to better way. Mastering in using modal should be supported by master vocabulary, tenses and understanding.

In conclusion from above, the ability of students in mastering modal auxiliary verb is enough. Students difficulties in using modal function, they do not understand about simple pattern. Mastering in using modal should supported by master vocabulary, tenses and understanding

C. Threats of the Research

In conducting this research, the researcher realized that there were so many threats in doing research about mastering modal auxiliary verb. It started from arranging proposal until finishing thesis. The researcher realized that the conducted a mixed research needed long time research.

⁵² Ayu Dita Putri, 'An Analysis of Student Difficulties in Using Modal Auxiliaries Verb of Second Years at SMA Koto XI', 2017 <<http://jim.sktp-pgri-sumbar.ac.id/jurnal/view/Pgnp>>.

⁵³ Sudirman, 'Analysis On Student Difficulties in Learning Modal Auxiliaries Verb "can And Could" (A Case at the Second of Mts Muhammadiyah 1 Ciputat)' (UIN Syarif Hidayatullah, 2010).

Due to limitation of the time and finance, and materials; this research was conducted in short time which made it far from perfection it was two month because of new normal as a result of the COVID Nineteen.

In conducting the interviews, the result obtain might be less valid, due to the grade XII students who might not be serious in answering any questions from the interview, there was a mutual cheating, bias and phsycological support in activities and limit time available, because of the reseacher's is far from the research field, This research get the difficulties to go there. Next, because of the students' time limitation is not enough, while the gave many interviews question. The last the student not serious in doing the reading text test, because there was not their English teacher observed their class while the researcher did the research there. Some of them are still busy to look their friends answer or they answered randomly without considering the answer carefully.

However, the research had done the best in this research, the reseacher was very aware of the threats that exist in this paper, but with hard work. This paper could be fully resolved. Therefore to get a fix for this paper , this research expected suport from teachers, both of the reseacher's advisors, friends and readers.

CHAPTER V

CONCLUSION

A. Conclusion

After the collecting data, the researcher take the conclusion about this research as the follow :

1. The result of this research which the title ‘the ability of the XI Grsde students of SMK Negeri I Angkola Timur in mastering modal auxiliary verb “can be categorized into good category. It can be seen in the value Of the percentage from mean score gotten by the students, that is 80,71 score.
2. The students difficulties in mastering modal auxiliary in mastering modal auxiliary verb at grade XI SMK Negeri I Angkola Timur
 - a. The students were still confused About the meaning and function of modal auxiliary verb because they were confused in determining which kinds of modal auxiliary
 - b. The students difficult in modal auxiliary shall, would, and must. They got low score in test.
 - c. The students less understanding about formula of sentence pattence of modal auxiliary verb.
3. The effort of English teacher in modal auxiliary verb at grade XI SMK Negeri I Angkola Timur.

a. Modal auxiliary Must

So the effort of the teacher :“Students and I often repeat the lesson then gave the more examples which the near example or familiar example with students life. The English teacher was make the table of differences must and should in the class

b. Modal auxiliary shall

So, the efforts of the teacher was; in this case the teacher more explain the differences about modal auxiliary will and modal auxiliary shall, the teacher make the media like a picture and map mapping in the class, so the student can look the media every day and the teacher also make a conversation about shall in every beginning of the lesson to make the student understand and memorized about shall.

c. Modal auxiliary would

So, the efforts of the teacher are: “Students and the teacher often repeat the lesson then gave the more examples which the near example or familiar example with student, life, for example for a polite request something. The teacher also was make a conversation about to give their option and the English teacher make the picture about the formula of modal auxiliary verb as media in the class.

The result interview in above show, that the teacher has made various efforts to overcome and improve the students’ abilities in mastering modal auxiliary.

B. Suggestions

In order to reduce the ability of the student in mastering modal auxiliary verb the researcher wants to give suggestion about the result of this research.

To present some suggestion the English teacher and the students themselves.

1. It is suggested on the headmaster to motivated his teacher to keep motivating their students in studying English
2. The teachers to give more exercises either oral or written form and review before getting the new chapter or material
3. the teacher have to be more active in motivating the students to be afraid of making mistakes, because in process to gain success
4. the student should pay more attention to the teacher's explanation
5. They do not only have to listen the teacher's explanation but also on practice materials they have already given.

To end the writing of the Thesis, the researcher would like to extend she hopes the constructive criticism is highly appreciated and welcome to make this Thesis better.

APPENDIX I

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi Sekolah (SMK Negeri 1 Angkola Timur)
(The Location Of The School SMK Negeri 1 Angkola Timur)
2. Sarana Dan Prasarana Sekolah
(The Facilities Of The School SMK Negeri 1 Angkola Timur)
3. Guru-Guru Bahasa Inggris di SMK Negeri 1 Angkola Timur
(English Teacher in SMK Negeri 1 Angkola Timur)
4. Siswa-Siswa Kelas SMK Negeri 1 Angkola Timur
(The Grade VIII Students of Mtsn 3Tapanuli Selatan)

APPENDIX 2

The List of Interview

A. Interviews to the teachers

1. Metode-metode dan teknik teknik apa saja yang di gunakan Bapak/Ibu dalam mengajar modal auxiliary verb

(What are the methods/ techniques that used by the English teacher in teaching modal auxiliary verb?)

Answer:

Tanya jawab

Diskusi

2. Apa-apa saja yang Bapak/Ibu ajarkan sebelum menugaskan siswa untuk memahami modal auxiliary verb

(What are that English teacher teach before order the students to make a sentence about modal auxiliary verb?)

Answer:

Mengajarkan apa-apa saja yang berhubungan dengan modal auxiliary verb

Menuliskan beberapa kata kerja/verbs yang baru dan memberikan contoh menggunakan verbs kedalam sebuah kalimat, contoh;- I can speak English

Meminta siswa agar memberikan contoh dalam meminta sesuatu

3. Kesulitan apa saja yang dihadapi siswa dalam belajar modal auxiliary verb?

(what are the students's difficulties in reading recount text?"

Answer:

Siswa sulit dalam mengemukakan atau mengaplikasikan modal auxiliary sesuai dengan fungsinya, siswa juga kesulitan dalam menggunakan rumus atau formula yang ada.

Siswa sulit dalam membedakan penggunaan will dan shall

Siswa sulit dalam penggunaan must

Siswa sulit dalam mengerjakan dan membedakan penggunaan would dan could

Siswa sulit dalam menempatkan verbnya/kata kerjanya

Siswa dalam menentukan modal apa yang harus digunakan. Contohnya dalam penggunaan could and can

4. Bagaimana Bapak/Ibu memecahkan masalah tersebut ?

(how the English teachers solve this problem ?)

Answer:

Mengajarkan siswa mengenai modal auxiliary verb

Meminta siswa agar lebih sering menggunakan atau mengaplikasikan dalam kehidupan sehari-hari

Mendengarkan cara pengucapan kata-kata yang benar melalui kamus elektrik lebih sering dan mengulangi

APPENDIX 3

Modal auxiliary

Petunjuk

1. Pilihlah jawaban yang benar dari pilihan tersebut (A, B, C dan D).
2. Tesi ini hanya untuk mengetahui data dari siswa-siswi tentang kemampuan siswa dalam menguasai dan memahami pelajaran membaca.
3. Name :
4. Class :

Choose the correct answer

Fill in the blanks by choosing the correct modal auxiliary verbs from the choices give below ever question!

1. I ... make be happy like before
 - a. Can
 - b. Must
 - c. Will
 - d. Could
2. All students... come to school at 7.a.m.
 - a. Should
 - b. Has to
 - c. Must
 - d. Have to
3. I borrow your pen?
 - a. Can
 - b. Could
 - c. May
 - d. Might
4. A years ago, Laura ... get in contact with her brother because he changed his number
 - a. Must
 - b. Cannot
 - c. Could
 - d. Couldn't
5.you like pizza or pasta for dinner?
 - a. Will
 - b. Would
 - c. Shall
 - d. May
6. We... have done something to help you.
 - a. May
 - b. Might
 - c. Can
 - d. Could

7. You ... be so selfish
- a. Must
 - b. May
 - c. Should
 - d. Shouldn't
8. I... buy new bag if I have enough money
- a. Will
 - b. Could
 - c. Would
 - d. Will
9. I ... win this competition
- a. Can
 - b. Could
 - c. Shall
 - d. Will
10. My mom... fly to singapura. She has an invitation to attend.
- a. Shall
 - b. Will
 - c. Will not go
11. You ... follow me
- a. Might
 - b. Can
 - c. May
 - d. Could
12. Students.... eat in the classroom
- a. Should
 - b. Shouldn't
 - c. Mustn't
 - d. Must
13. We ... come home, it's rain
- a. Cannot
 - b. Will
 - c. Could
 - d. May
14. Ruli and Yuna.... celebrate their birthday together because it's on the some day
- a. Will
 - b. Will not
 - c. Would
 - d. Could
15. Her grandmother was bilingual, she ... speak both English and Spanish
- a. Must
 - b. Could
 - c. Could not
 - d. Can
16. I don't think you ... smoke so much
- a. Should
 - b. Shall
 - c. Could
 - d. Can

17. He become our president

- | | |
|----------|----------|
| a. Could | c. Will |
| b. Can | d. Shall |

18. We pay a premium to support a family farm

- | | |
|----------|-----------|
| a. Might | c. Must |
| b. May | d. Should |

19

19. I tink you try to speak to her

- | | |
|----------|-----------|
| a. Will | c. Can |
| b. Would | d. Should |

20. I sit here?

- | | |
|----------|----------|
| a. Might | c. Could |
| b. May | d. Can |

21. They park here. There is a "NO PARKING" sign.

- | | |
|-------------|---------------|
| a. Must not | c. Must |
| b. Should | d. Should not |

22. I will invite you to my house, I make a delicious food for you.

- | | |
|---------|----------|
| a. Can | c. Would |
| b. Will | d. Could |

23. Show me where we ... eat.

- | | |
|----------|----------|
| a. Must | c. May |
| b. Would | d. Might |

24. Even if he had come a little earlier, he have got a seat in the front row

- | | |
|---------------|--------------|
| a. Should not | c. Would not |
| b. Might not | d. Could |

25. In 1950, people..... use mobile phones

- | | |
|---------|--------------|
| a. Can | c. Could |
| b. Will | d. Could not |

26. You are overnight, you go on a diet.

- | | |
|-----------|----------|
| a. Should | c. Will |
| b. Must | d. Shall |

27. I am tired, I think I ... go to bed now
- a. Must
 - b. Will
 - c. Shall
 - d. Will not
28. My baby sleep well last night, I am tired and sleepy now.
- a. Will
 - b. Will not
 - c. Would
 - d. Would not
29. you play piano for me?
- a. Can
 - b. Could
 - c. May
 - d. Might
30. When his mother was young she skate but she can't do it any longer
- a. May
 - b. Could
 - c. Must
 - d. Can
31. We.... submit this task
- a. May not
 - b. Must not
 - c. Can
 - d. Could not
32. If I were you, I... accept his apology
- a. Could
 - b. Can
 - c. Would
 - d. Will
33. You ... always knock on the door before entering. This is a private office!
- a. Could
 - b. Must
 - c. Can
 - d. Could
34. I ... go to school. I think it's much better.
- a. Might
 - b. May
 - c. Will
 - d. Can
35. Here... be there by 9.00
- a. Will
 - b. Shall
 - c. Would
 - d. Could
36. Keenan is getting married. He ... be very happy.
- a. Must
 - b. Has to
 - c. Should
 - d. Have to

37. You look pale. You go to clinic.
- | | |
|----------|-----------|
| a. Will | c. Should |
| b. Shall | d. Must |
38. That model in TV is so skinny. She eat more, I tink!
- | | |
|----------|---------|
| a. Must | c. Will |
| b. Would | d. Can |
39. Radha... participle in the competition tomorrow.
- | | |
|-------------|-----------|
| a. Will not | c. Can |
| b. Shall | d. Should |
40. Pia...take care of everything for her.
- | | |
|---------|----------|
| a. Will | c. Can |
| b. Must | d. Shall |
41. I ... like to eat dessert, please.
- | | |
|----------|--------------|
| a. Could | c. Will |
| b. Would | d. Would not |
42. He....have wanted to come
- | | |
|-------------|--------------|
| a. Will not | c. Might not |
| b. May | d. Must |
43. Mozard....play piano when he was a child.
- | | |
|----------|----------|
| a. Could | c. Would |
| b. Can | d. Will |
44. They ... gather in this room
- | | |
|---------|----------|
| a. Can | c. May |
| b. Will | d. Might |
45. Mr. Young ... attend the meeting because he's sick.
- | | |
|------------|----------|
| a. Can | c. Will |
| b. Can not | d. Would |
46. You.... drink a cup of coffee
- | | |
|--------|----------|
| a. May | c. Could |
| b. Can | d. Would |

47. Peter.... play a tennis last Monday. He had broken his arm!
- a. Could not
 - b. Could
 - c. Can
 - d. Will not
48. The rain... be worse this afternoon.
- a. Can
 - b. Will
 - c. Must
 - d. Could
49. Januar ... participate in mathematics competition this year.
- a. Would
 - b. Can
 - c. Could
 - d. Will
50. Mr. Hardy... sell his car. He needs money for his son's treatment.
- a. Can
 - b. Will
 - c. Would
 - d. Will not
51. The police officer warned the crowd that he..... order shooting, if they created trouble.
- a. Could
 - b. Would
 - c. Might
 - d. Will not
52. Passengers.....not smoke inside the bus.
- a. Will
 - b. Should
 - c. Must
 - d. Might
53. I have a wor with you.
- a. Will
 - b. Shall
 - c. Can
 - d. Would
54. Parents..... not accompany their children to the school.
- a. Must
 - b. Can
 - c. Would
 - d. Shall
55. There was a time whwn I..... stay up late, but these day's i go to bed early.
- a. Used to
 - b. Ought to
 - c. Should
 - d. Can

56. The principal said the candidates without hall tickets.....not be permitted inside examination hall.

- | | |
|----------|-----------|
| a. Could | c. Should |
| b. Would | ought to |

57. You.....tell me. I know everything.

- | | |
|-------------|-----------|
| a. Must not | c. Cannot |
| b. Need not | d. Could |

58. You.....throw litter from your vehicle because it can pose risk to the environment

APPENDIX 4

Key Answer

1. a	21. d	41. b	61. b	81. a	101.c
2. a	22. a	42. c	62. b	82. c	102.d
3. a	23. a	43. a	63. a	83. c	103.d
4. c	24. c	44. c	64. b	84. d	104.d
5. b	25.d	45. b	65. c	85. c	105.c
6. b	26. a	46. d	66. c	86. d	106.c
7. a	27. a	47. a	67. b	87. d	107.b
8. a	28. d	48. a	68. a	88. a	108.d
9. b	29. c	49. d	69. b	89. a	109.a
10. b	30. d	50. b	70. b	90. c	110.a
11. a	31. a	51. a	71. b	91. d	
12. a	32. d	52. c	72. d	92. a	
13. a	33. a	53. a	73. a	93. b	
14. a	34. c	54. c	74. a	94. c	
15. a	35. b	55. c	75. a	95. a	
16. d	36. a	56. a	76. a	96. b	
17. d	37. b	57. a	77. a	97. d	
18. d	38. d	58. a	78. a	98. c	
19. a	39. d	59. b	79. c	99. b	
20. a	40. b	60. d	80. a	100. b	

APPENDIX 5

The Grade VIII-1 Students Score in Mastering Reading Recount Text.

No	Student's Intial	Total Score
1	FAG	86
2	AGF	69
3	AH	74
4	Mhd S	91
5	PYH	76
6	HGN	76
7	FHR	76
8	SHH	76
9	RD	76
10	AAS	59
11	WK	75
12	PAN	49
13	IAH	54
14	FA	86
15	SRS	56
16	AJ	73
17	AA	81
18	SNA	79
19	NPS	69
20	DS	93
21	MSrg	75
22	RA	84
23	PHT	72
24	PR	52
25	EK	68
26	ZAH	76
27	ATS	85
28	ARN	56
29	APS	88
30	FS	72
31	NL	85
32	MN	91
33	AS	69
34	Msir	85
35	ZDN	79
Total of Score		2611

$$\text{Mean} = x = \frac{\sum Xi}{N}, X = \frac{2611}{35} = 74,6$$

NO	M _p	M _t	SD _t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t}$	r_t on 5% significant	Interpretation
1.	89	87.57	0.12	0.5	0.5	11.08	0.433	Valid
2.	88.36	87.57	0.12	0.6	0.4	8.03	0.433	Valid
3.	88.55	87.57	0.12	0.4	0.6	7.34	0.433	Valid
4.	88.64	87.57	0.12	0.4	0.6	0.66	0.433	Valid
5.	88.45	87.57	0.12	0.6	0.4	5.89	0.433	Valid
6.	87.87	87.57	0.12	0.6	0.4	0.02	0.433	Invalid
7.	87.93	87.57	0.12	0.6	0.4	3.66	0.433	Valid
8.	87.75	87.57	0.12	0.6	0.4	1.83	0.433	Valid
9.	87.61	87.57	0.12	0.7	0.3	0.50	0.433	Valid
10	92.76	87.57	0.12	0.7	0.3	64.74	0.433	Valid
11	87.61	87.57	0.12	0.7	0.3	0.50	0.433	Valid
12	87.6	87.57	0.12	0.8	0.2	0.50	0.433	Valid
13	87.84	87.57	0.12	0.8	0.2	3.6	0.433	Valid
14	88	87.57	0.12	0.7	0.3	5.44	0.433	Valid
15	83.56	87.57	0.12	0.6	0.4	5.0	0.433	Valid
16	88	87.57	0.12	0.7	0.3	5.44	0.433	Valid
17	87.35	87.57	0.12	0.6	0.4	2.23	0.433	Valid
18	89	87.57	0.12	0.5	0.5	11.92	0.433	Valid
19	87.93	87.57	0.12	0.6	0.4	4.54	0.433	Valid
20	87.08	87.57	0.12	0.5	0.5	-4.08	0.433	Invalid
21	88.61	87.57	0.12	0.5	0.5	4.91	0.433	Valid
22	88.16	87.57	0.12	0.5	0.5	4.91	0.433	Valid
23	87.52	87.57	0.12	0.7	0.3	-1.89	0.433	Invalid
24	87.84	87.57	0.12	0.7	0.3	3.42	0.433	Valid
25	87.94	87.57	0.12	0.8	0.2	6.16	0.433	Valid
26	87.84	87.57	0.12	0.7	0.3	3.42	0.433	Valid
27	87.84	87.57	0.12	0.8	0.2	5	0.433	Valid
28	87.73	87.57	0.12	0.8	0.2	2.66	0.433	Valid
29	87.78	87.57	0.12	0.8	0.2	3.5	0.433	Valid
30	87.6	87.57	0.12	0.8	0.2	0.5	0.433	Valid
31	87.65	87.57	0.12	0.8	0.2	1.32	0.433	Valid
32	87.84	87.57	0.12	0.8	0.2	4.5	0.433	Valid
33	88.0	87.57	0.12	0.7	0.3	5.44	0.433	Valid
34	87.15	87.57	0.12	0.8	0.2	-7	0.433	Invalid
35	87.77	87.57	0.12	0.7	0.3	2.52	0.433	Valid
36	88.0	87.57	0.12	0.7	0.3	5.44	0.433	Valid
37	88.05	87.57	0.12	0.7	0.3	6.08	0.433	Valid
38	94.13	87.57	0.12	0.6	0.4	66.6	0.433	Valid
39	97.65	87.57	0.12	0.8	0.2	1.32	0.433	Valid
40	87.68	87.57	0.12	0.8	0.2	1.82	0.433	Valid
41	87.65	87.57	0.12	0.7	0.3	1.003	0.433	Valid
42	87.78	87.57	0.12	0.8	0.2	3.5	0.433	Valid

43	88.36	87.57	0.12	0.6	0.4	8.03	0.433	Valid
44	87.78	87.57	0.12	0.8	0.2	3.5	0.433	Valid
45	87.75	87.57	0.12	0.8	0.2	3	0.433	Valid
46	88.17	87.57	0.12	0.7	0.3	7.6	0.433	Valid
47	87.68	87.57	0.12	0.8	0.2	1.82	0.433	Valid
48	88.18	87.57	0.12	0.6	0.4	6.19	0.433	Valid
49	88.23	87.57	0.12	0.7	0.3	8.36	0.433	Valid
50	87.65	87.57	0.12	0.8	0.2	1.32	0.433	Valid
51	87,25	87.57	0.12	0.8	0.2	5,32	0.433	Valid
52	87.78	87.57	0.12	0.8	0.2	3.5	0.433	Valid
53	87.6	87.57	0.12	0.8	0.2	0.5	0.433	Valid
54	87.57	87.57	0.12	0.8	0.2	4	0.433	Valid
55	87.7	87.57	0.12	0.8	0.2	2.16	0.433	Valid
56	87.86	87.57	0.12	0.6	0.4	2.94	0.433	Valid
57	87.84	87.57	0.12	0.8	0.2	4.5	0.433	Valid
58	87.68	87.57	0.12	0.8	0.2	1.82	0.433	Valid
59	88.11	87.57	0.12	0.7	0.3	6.84	0.433	Valid
60	87.6	87.57	0.12	0.8	0.2	0.5	0.433	Valid
61	87.84	87.57	0.12	0.8	0.2	4.5	0.433	Valid
62	88.23	87.57	0.12	0.7	0.3	4.77	0.433	Valid
63	87.7	87.57	0.12	0.8	0.2	2.16	0.433	Valid
64	87.7	87.57	0.12	0.8	0.2	2.16	0.433	Valid
65	87.6	87.57	0.12	0.8	0.2	0.5	0.433	Valid
66	87.76	87.57	0.12	0.7	0.3	2.4	0.433	Valid
67	87.73	87.57	0.12	0.8	0.2	2.66	0.433	Valid
68	87.73	87.57	0.12	0.8	0.2	2.66	0.433	Valid
69	87.94	87.57	0.12	0.8	0.2	4.68	0.433	Valid
70	87.80	87.57	0.12	0.7	0.3	2.90	0.433	Valid
71	87.94	87.57	0.12	0.8	0.2	4.68	0.433	Valid
72	87.80	87.57	0.12	0.7	0.3	2.90	0.433	Valid
73	87.77	87.57	0.12	0.7	0.3	2.52	0.433	Valid
74	87.65	87.57	0.12	0.8	0.2	1.32	0.433	Valid
75	87.75	87.57	0.12	0.8	0.2	3	0.433	Valid
76	87.38	87.57	0.12	0.7	0.3	2.40	0.433	Valid
77	87.94	87.57	0.12	0.7	0.3	4.68	0.433	Valid
78	87.75	87.57	0.12	0.8	0.2	3	0.433	Valid
79	87.75	87.57	0.12	0.8	0.2	3	0.433	Valid
80	89	87.57	0.12	0.5	0.5	11.92	0.433	Valid
81	87.4	87.57	0.12	0.6	0.4	17.72	0.433	Valid
82	87.7	87.57	0.12	0.8	0.2	2.16	0.433	Valid
83	87.80	87.57	0.12	0.7	0.3	2.90	0.433	Valid
84	87.36	87.57	0.12	0.8	0.2	-3.5	0.433	Invalid
85	87.3	87.57	0.12	0.8	0.2	-0.06	0.433	Invalid
86	87.447	87.57	0.12	0.8	0.2	-0.94	0.433	Invalid

87	87.17	87.57	0.12	0.7	0.3	6.66	0.433	Valid
88	87.80	87.57	0.12	0.7	0.3	2.90	0.433	Valid
89	87.79	87.57	0.12	0.8	0.2	3.66	0.433	Valid
90	87.79	87.57	0.12	0.8	0.2	3.66	0.433	Valid
91	87.6	87.57	0.12	0.8	0.2	0.5	0.433	Valid
92	87.25	87.57	0.12	0.8	0.2	5.32	0.433	Valid
93	87.7	87.57	0.12	0.8	0.2	2.26	0.433	Valid
94	87.84	87.57	0.12	0.8	0.2	4.5	0.433	Valid
95	87.88	87.57	0.12	0.7	0.3	3.92	0.433	Valid
96	87.77	87.57	0.12	0.7	0.3	2.52	0.433	Valid
97	87.6	87.57	0.12	0.8	0.2	0.5	0.433	Valid
98	87.84	87.57	0.12	0.8	0.2	4.5	0.433	Valid
99	88.45	87.57	0.12	0.6	0.4	5.89	0.433	Valid
100	93.17	87.57	0.12	0.7	0.3	70.83	0.433	Valid
101	85,6	87.57	0.12	06	04	8,6	0.433	Valid
102	86	87.57	0.12	08	04	65,24	0.433	Valid
103	85,53	87.57	0.12	07	07	49,4	0.433	Valid
104	84,78	87.57	0.12	08	02	-6	0.433	Invalid
105	84,90	87.57	0.12	08	02	-4	0.433	Invalid
106	84,90	87.57	0.12	08	02	-4	0.433	Invalid
107	85,11	87.57	0.12	07	02	1,86	0.433	Valid
108	85,35	87.57	0.12	07	07	2,18	0.433	Valid
109	86	87.57	0.12	08	02	9,33	0.433	Valid
110	85,10	87.57	0.12	08	02	0,66	0.433	Valid

From the table above, it can be seen that 10 items was invalid and 100 items was valid. So, the researcher took 100 items for mastering reading recount text..

NO		1	2	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	FAG	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1
2	AGF	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1
3	AH	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1
4	Mhd S	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1
5	PYH	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1
6	HGN	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	0
7	FHR	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	0
8	SHH	0	1	1	1	0	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0
9	RD	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
10	AAS	1	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1
11	EK	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1
12	PAN	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1
13	IAH	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
14	FA	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15	SRS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	AJ	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1
17	AA	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1
18	SNA	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	0	1	0	0
19	NPS	0	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0
11	DS	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1
1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1

[illegible]

[illegible]

108	109	110	Xt	Xt^2	
1	1	1	83	6889	
0	1	1	81	6561	
0	1	1	82	6724	
1	1	0	68	4624	
1	1	0	92	8464	
1	0	0	82	6724	
1	1	1	82	6724	
1	1	1	80	6400	
1	1	1	84	7056	
1	1	1	82	6724	
1	1	1	77	5929	
1	1	1	81	6561	
1	1	1	83	6889	
0	1	1	91	8281	
1	1	1	88	7744	
1	0	0	77	5929	
1	1	1	83	6889	
1	1	1	80	6400	
1	1	1	77	5929	
1	1	1	82	6724	

APPENDIX 8

Description of Data

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

68	75	77	77	77	80	80
81	81	82	82	82	82	82
83	83	83	84	87	91	92

1. High score = 92
2. low score = 68
3. Range = High score – low score = 92– 68 = 21
4. Total of classes $= 1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (21)$
 $= 1 + 3,3 (1,32)$
 $= 5,3 = 5$
5. Interval (i) $i = 20 = \frac{25}{5,35} = 4,48 = 5$
6. Mean Score (X) $= \frac{\sum fixi}{fi}$

Interval Class	F	X	Fixi	Fkb
68 - 72	1	70	70	1
73 – 77	4	75	300	5
78 - 82	9	80	720	14
83 - 87	5	85	425	19
88 - 92	2	90	180	21
I= 4	21		1.695	

$$X = \frac{\sum xi}{N}, x = \frac{1695}{21} = 80,71$$

7. Median

$$\begin{aligned}
 X_{ii} (l) &= 78 - 0,5 = 87,5 & Me &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\
 N &= 21 & &= 77,5 + 5 \left(\frac{10,5 - 5}{9} \right) \\
 F &= 5 & &= 77,5 + 5 \left(\frac{5,5}{12} \right) \\
 p &= 5 & &= 77,5 + 2,25 \\
 f &= 9 & &= 79,75 = 80
 \end{aligned}$$

8. Modus

Interval Class	F	X	Fixi	Fkb
68 - 72	1	70	70	1
73 - 77	4	75	300	5
78 - 82	9	80	720	14
83 - 87	5	85	425	19
88 - 92	2	90	180	21
I= 5	21		1.695	

$$\begin{aligned}
 Mo &= b + p \left(\frac{b_1}{b_1 + b_2} \right) & Mo &= 77,5 + 5 \left(\frac{4}{4 + 5} \right) \\
 b &= 77,5 & &= 77,5 + 2 \\
 b_1 &= 4 & &= 78,38 = 80 \\
 b_2 &= 5 \\
 p &= 4
 \end{aligned}$$



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15 November 2018

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Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M. Pd (Pembimbing I)
2. Fitri Rayani Siregar, M. Hum (Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. 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	: Juliani Nasution
NIM	: 1520300047
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Sk	: The Ability of Grade Students of SMK Negeri I Angkola Timur In Mastering Modal Auxiliary Verb

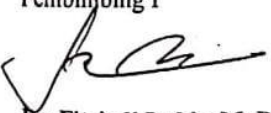
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Nomor : B - 356 /In.14/E/TL.00/07/2020
Hal : Izin Penelitian
Penyelesaian Skripsi.

/0 Juli 2020

Yth. Kepala SMK Negeri 1 Angkola Timur
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Juliani Nasution

NIM : 1520300047

Program Studi : Tadris/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability of Grade Students of SMK Negeri 1 Angkola Timur in Mastering Modal Auxiliary Verb".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

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PEMERINTAH PROVINSI SUMATERA UTARA
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SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 ANGKOLA TIMUR
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No : 238/424/SMKNIAT/VI/2020
Hal : Pelaksanaan Penelitian Skripsi
Sifat : penting

Angkola Timur, 13 Juli 2020

Dengan Hormat,

Sesuai dengan surat Wakil Dekan Bidang Akademik Nomor : B-356/In.14/E.1/TL.00/07/2020 Tanggal 10 Juli 2020 tentang Permohonan Ijin Tempat Penelitian Skripsi, maka dengan ini kami memberikan ijin kepada:

Nama : Juliani Nasution
NIM : 1520300047
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Penelitian di SMK Negeri 1 Angkola Timur mulai tanggal 13 Juli sampai 15 Juli 2020 dengan judul "The Ability of Grade XI Students of SMK Negeri 1 Angkola Timur in Mastering Modal Auxiliary Verb".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Kepala SMK Negeri 1 Angkola Timur

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