ERROR ANALYSIS IN USING MODAL AUXILIARIES OF THE XI GRADE STUDENTS SMA IT AL-HUSNAYAIN PANYABUNGAN MANDAILING NATAL

A THESIS

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

Written By :

ALFI RAHMA SAFITRI
Reg. No. 17 203 00127

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022**

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2022**

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Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan, 27 March 2022

a.n. **Alfi Rahma Safitri**

To:**Dean**

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Assalamu'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Alfi Rahma Safitri** entitled **"Error Analysis in Using Modal Auxiliaries of the XI Grade Students SMA IT Al-Husnayain Panyabungan Mandailing Natal"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.
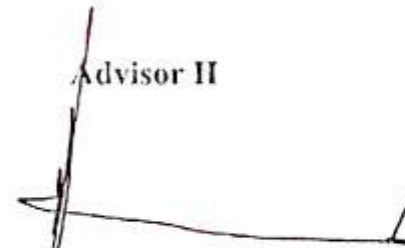
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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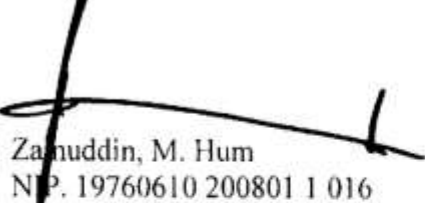Eka Sustri Harida, M.Pd
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Time : 14.00 WIB until finish
Result/Mark : 76 (B)
IPK : 3.58
Predicate : Pujian

LEGALIZATION

Thesis : **Error Analysis of Using Modal Auxiliaries of The XI Grade Students of SMA IT Al-Husnayain Panyabungan Mandailing Natal**

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ABSTRACT

The research is focussed on students error in usingmodal auxiliaries. The problem of this research is difficulty to understand the forms of modal auxiliaries for Indonesian learners, because Indonesian language does not have modality to express ability, possibility, probability, and so on. The reasons why students made error in usingmodal auxiliaries are because lack of vocabulary, less attention during process of learning, and less understanding in using modal auxiliaries.

There were two purposes of the research, the first is to know what are students' errors in using modal auxiliaries, the second is to know what are English teacher' effforts to overcome students' errors in using modal auxiliaries.

This research was conducted through mixed method. Source of data from this research are 36 students from SMA IT A-Husnayain Panyabungan in class XI-2 IPA and English teacher of class XI-2 IPA. The instrument of of this research was modal auxiliaries test and interview.

Based on the result of this research, researcher found that error made by students in using modal auxiliaries were omission, addition, misformation, and misordeing. The number of omission error was 25 items error. The number of addition was 13 items error. The number of misformation error was 13 items error. The number of misordering was 78 items error. Total all of the error were 129 item error. Researcher concluded that dominant error made by students in modal auxiliaries use was in misordering category with the percentage 61.90%. From the result of interview, there were three English teacher's efforts to overcome students error in using modal auxiliaries.Teacher reexplain the material and make an example from the students' daily activity, teacher asked students to memorize the modal auxiliaries, using media as internet for helping students.

Key words: Error Analysis, Modal Auxiliaries.

NAMA	**: ALFI RAHMA SAFITRI**
NIM	**: 17 203 00127**
FAKULTAS	**: Tarbiyah dan ilmu keguruan**
JURUSAN	**: Tadris Bahasa Inggris**
JUDUL SKRIPSI	**: Analisis Kesalahan Penggunaan Modal Auxiliaries Pada Siswa Kelas XI SMA IT Al-Husnayain Panyabungan Mandailing Natal**

ABSTRAK

Penelitian ini difokuskan pada kesalahan siswa dalam menggunakanmodal auxiliaries. Masalah dalam penelitian ini adalah sulitnya memahami bentuk-bentuk modal auxiliaries bagi siswa di Indonesia, karena bahasa Indonesia tidak memiliki modalitas untuk menyatakan kemampuan, kemungkinan, dan sebagainya. Alasan siswa melakukan kesalahan dalam menggunakanmodal auxiliaries adalah karena kurangnya kosa kata, kurang perhatian selama proses pembelajaran, dan kurang pemahaman dalam menggunakan tenses Inggris modal auxiliaries.

Tujuan dalam penelitian ini ada dua, yang pertama untuk mengetahui apa saja kesalahan siswa dalam penggunaan modal auxiliaries, yang kedua untuk mengetahui apa saja upaya guru bahasa Inggris untuk mengatasi kesalahan siswa dalam penggunaanmodal auxiliaries.

Penelitian ini merupakan penelitian campuran menggunakan metode deskriptif. Sumber data dari penelitian ini adalah 36 siswa SMA IT Al-Husnayain Panyabungan kelas XI-2 IPA dan guru bahasa Inggris kelas XI-2 IPA. Instrumen penelitian ini adalah tes modal auxiliaries dan wawancara.

Berdasarkan hasil penelitian, peneliti menemukan bahwa kesalahan yang dilakukan siswa dalam penggunaan tenses Inggris dalam modal auxiliaries adalah penghilangan, penambahan, salah formasi, salah urutan. Jumlah kesalahan penghilangan sebanyak 25 butir kesalahan. Jumlah penambahan sebanyak 13 butir kesalahan. Jumlah kesalahan salah formasi sebanyak 13 butir kesalahan. Jumlah kesalahan salah urutan sebanyak 78 butir kesalahan.Total semua kesalahan adalah 129 butir kesalahan. Peneliti menyimpulkan bahwa kesalahan dominan yang dilakukan siswa dalam penggunaan modal auxiliaries berada pada kategori salah susunan dengan persentase 61,90%. Dari hasil wawancara, ada tiga upaya guru bahasa Inggris untuk mengatasi kesalahan siswa dalam menggunakan modal auxiliaries. Guru menjelaskan kembali materi dan membuat contoh dari kegiatan sehari-hari siswa, guru meminta siswa untuk menghafal modal auxiliaries, menggunakan media sebagai internet untuk membantu siswa.

Kata Kunci: *Analisis Kesalahan, Modal Auxiliaries.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **"Error Analysis in Using Modal Auxiliaries of the XI Grade Students SMA IT Al-Husnayain Panyabungan Mandailing Natal"**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M. Hum., as my first advisor and also as the head of English Education Department Mr. Zainuddin, S.S., M.Hum., as my second advisor, and also who have supported and guided me to make a good thesis, who have been the great advisor for me and gave me many ideas, generous support, advice, constructive, suggestion, criticism, precious time they have given during the completion of this thesis.

2. The Rector of IAIN Padangsidimpuan.

3. The Dean of Tarbiyah and Teacher Training Faculty.

4. All lecturers and all the academic cavities of IAIN Padangsidimpuan who has given knowledge a lot and helped during I studied in this institute.

5. IAIN Padangsidimpuan librarians for their cooperative and permission to use their books.

6. My beloved parents, Mr. Ahmad Noor Rangkuti and Mrs. Nur Asiah Nasution, My beloved brother and sisters Muhammad Asrof, Nur Sahada, Najwa Arifah.

7. Tadris Bahasa Inggris-I friends who always cheer up my day.

8. Headmaster of SMA IT Al-Husnayain Panyabungan, English Teacher and my Co-teacher who helps me to do the research.

9. All people who have helped me to finish my study that I can not mention one by one thank you for your supported, may Allah bless them. Aamiin.

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

Padangsidimpuan, 15 March 2022
Researcher

ALFI RAHMA SAFITRI
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CHAPTER I

INTRODUCTION

1. **Background of Problems**

 Language is one of the wonderful gifts given by God to humanity. It is with the help of language that people are able to communicate and solve a number of problems and has been able to make a lot of achievements in life. In relation with the increasing of human courtesy and the developing of science and technology, people make more interactions one to another. The interaction which is done uses a tool or a media named language. Without language, it is difficult for people to express their views, ideas, feelings, and intellectuality to human beings. Furthermore, there would not have come educational activity into existence, there would not have been law making, preaching, lecturing and nothing like talking, singing, writing and exchanging views and there would not have been books. That is why it is very essential for every man to learn and use a language.

 English is an international language which must be achived. Because English is as one of the most expended languages for the word wide communication, it has attaied global status.[1] In Indonesian, English is the first foreign language which learn beginning from the primary school

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[1] Parupali Srinivas Rao, " The Importance of English in the Modern Era," *Dr. Esha Jain,* Volume 8, No. 1, January 2019 , p. 6, https://scholar.google.com/citations?view_op=view_citation&hl=en&user=mpiU3u8AAAAJ&citation_for_view=mpiU3u8AAAAJ:3fE2CSJIrl8C

up to university level. English is a compulsory subject in Indonesian national curriculum for students in junior high school and senior high school.[2] Grammar is one of the language components which is taught to every language learner. It is as the basic knowledge and as important role in understanding the English language. It is supported by Thornbury, he states that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar is a description of the rules that govern how languages sentences are formed.[3] So, the basic of languange is the grammar or structure.

Grammar is an important component of language. As stated by Richards and Rodgers that today, English is the worlds most widely studied foreign language.[4] It can be concluded that English as the international language needs to be mastered by people in the world. In English grammar, modal auxiliary is used to collaborate verb that means to add and to limit the function of sentence which is importat to be learn by students.[5] It is needed to be learn because modal auxiliary have relation with grammar rules, someone expresses his or her ideas by using grammar through sentences that consist of modals. English has an essential role for developing countries such as Indonesia. The functional grammar approach

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[2]Elan Dwi Winarno*, Belajar Cepat Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2008), p.1.

[3]Scott Thombury, *How to Teach Grammar* (England: Person Education Limited,1999), p. 1.

[4] Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching* (Cambridge: Cambridge University Press, 1986), p. 1.

[5] Toni Yunanto, and Fajar Novian Praptono, *Cara Asyik Belajar Bahasa Inggris Lewat Lirik Lagu,* (Jakarta: Tangga Pustaka, 2010), p. 89-93.

is the grammar part of the sentences and look at how the language enable to do things in our daily activities or life, actually it can help the students understand the meaning of the text genre in school. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country. In Indonesia, people use English as a foreign language.

To be able to communicate in English, the students should have to master grammar. Grammar is a great rule in students' acquisition in English. It seems the heart of language. One of its aspects discussed in grammar is tense. Tense is something to express activity that need time relation. Based on curriculum, there are six tenses which are taught in the Junior High School include simple present tense, simple present continuous tense and simple past tense

There are some differences between Indonesian and English, especially about tense, as follows: in Indonesian "*saya pergi ke pasar setiap hari minggu'*. It shows habitually. Then *"saya pergi ke pasar kemarin"*, it shows pass events. Based on two sentences, it can be concluded that Indonesian does not need to change the verb, although the sentences have different time indicators. Meanwhile, in English, *"I go to the market every Sunday*. It shows habitually. Then *"I went to the market yesterday"*, it shows pass events. Based on two sentences, it can be concluded that English needs tenses to change the verb based on time

indicators. From those conclusions, it shows students cannot understand tenses in English by using Indonesian paradigm.

Therefore, tenses is considered as one of difficult materials when students learn grammar. It is proved by some researchers who studied about tenses. As mentioned in some studies such as M. Solahuddin, [6] there are many errors and mistakes in learning English tenses but making errors and mistakes is normal and unavoidable it's natural for the students as human being to make error, even many native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard recording of themselves. In learning English grammar, there are many aspects that students have to know. One of the aspects in English grammar is modal auxiliary. In learning modal auxiliary, students have to be able to distinguish the form of the modal and usage. They have to memorize important grammatical rules.

The rule is simple enough in theory, but in practice, there might not be as expected for a number of reasons. One of the reasons of modal auxiliaries errors is the difficulty to understand the forms of the modal auxiliaries for Indonesian learners, because Indonesian language does not have modality to express ability, possibility, probability, and so on.

Based on the explanation above, the researcher is interested in conducting the research study to investigate students' error in using modal

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[6] Muhammad Solahuddin Al Muharrom, *An Analysis on the Students' Difficulties in Using Simple Present Tense.* Skripsi, (Jakarta: FTIK UIN, 2011), p. 25, https://www.google.com/url?sa=t&source=web&rct=j&url=https://repository.uinjkt.ac.id/dspace/bitstream/123456789/24841/1/Lia%2520Ratna%2520Komala.pdf&ved=2ahUKEwj_0LmnnND4AhV4TmwGHTxxDbUQFnoECAYQAQ&usg=AOvVaw2Hf4O3digkVd1Hn8JiA9OW

auxiliaries. Furthermore, this research is conducted with the purpose to know the errors that students have and to knowing the factor that cause the students' errors in using Modal Auxiliries and so the same errors or same cases would not happen again in the future.

2. **Focus of the Research**

This research focused on Error Analysis of using Modal Auxiliaries (will, would, shall, can, could, may) in simple present tense, future tense and simple past tense used by students in modal auxiliaries at the XI-2 IPA grade of SMA IT Al-Husnayain Panyabugan Mandailing Natal.

3. **Formulation of Problems**

From the background of the problem above, the researcher would like to write the problems of study:

1. What are the students' errors types in using modal auxiliaries?

2. What are English teacher efforts to overcome students errors in using modal auxiliaries?

4. **Objective of the Research**

Based on the formulation of the problem above , the objectives of this research were:

1. To know what are the types of errors made by students in using modal auxiliaries.

2. To know what are English teachers' efforts to overcome students' error in using modal auxiliaries.

5. Significances of the Problem

The results of this research were expected to give significance not only theorytically but also practically. Especially for:

1. Heaadmaster of SMA IT Al-Husnayain Panyabungan, to motivate and give suggestion to teachers, so they can overcome students' error in using modal auxiliries.

2. English teachers to find out the creative method of teaching especially in grammar. So can motivate the students of SMA IT Al-Husnayain Panyabungan.

3. Researchers to do research the same problems as information about the topic, so researcher hopes this research can help other researcher and standing point for studying the other subject. This research can give them information about teaching in grammar.

6. Definitions of Key Terms

1. Error Analysis

An error is something you have done which is considered to be incorrect or wrong, or which should not have been done. Error analysis is a way of looking at error made by the learner of the target language, as a source of information to the teacher, which in turns helps teachers to correct the students' errors, and improves the effectiveness of their teaching.

2. Modal Auxiliaries

Modal auxiliaries are functional words that help verbs to express specific meaning such as ability, probability, possibility, obligatory, etc. So, the kind of modal auxiliaries are can, could, will, would, may, might, must, have to, shall and should.

7. Outline of the Research

This thesis are divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consists of introduction: backgroud of problem, focus of the research, formulation of problems, objective of the problem, significances of the problem, definition of key terms, outline of the thesis.

Chapter two consists of the teoretical description of error analysis, modal auxiliaries, and review related findings.

In chapter three is consists of research metodology which consists of place and time of the research, method of the research, respondents, instrument of collecting data, technique of collecting data, technique of analyzing data, technique of data trustworthiness.

In chapter four is consists of result of the research research findings, discussion, and checking data trustworthiness.

The last is chapter five which consists of conclussion and suggestion. Conclussion is about the result the research and suggestion is about giving suggestion to the students and teacher by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Error Analysis

1. Concept of Error Analysis

a. Definition of error

Error analysis is study or an effort to observe, analyze and classify the students' errors. It also expresses that the teacher will guide the students to avoid errors, both the students and the teacher need to study hard. So, it will be very useful for the language teacher to have an error analysis. This is emphasized by Brown that Error analysis is the fact that learners domake errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners' error.[7] Guntur Tarigan said: "Errors Analysis is a procedure which is usually used by the language researchers and teachers, consisting of the identification sample collection, the explanation of the errors, the classification of the errors based on its cause, and the evaluation of seriousness phase of the errors.[8] So, error analysis very usefull for both teacher and students to avoid error or to find the solution of students' error.

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[7]H. Doughlas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2007), p. 259.

[8]Henry Guntur Tarigan dan Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*(Bandung: Angkasa, 1988), p. 68.

It is inevitable when students make an error in process of language learning. Fundamentally, learning is a process that involves the making of mistakes, errors, misjudgment, etc. So that is why students make errors in the process of acquiring a new language because students find many different language characteristics in their own mother tongue. However, it is important forthe teacher to recognize the errors. Thus, students will not repeat or minimize in making an error.

According to Crystal, Error analysis in language teaching and learning is the study of the unacceptable forms prodeced by someone in learning language, espicially foreign language.[9] Based on the explanation researcher conclude that the error analysis a way of looking at error made by the learner of the target language, as a source of information to the teacher, which in turns help teacher to correct the students' error, and improves the effectiveness of their teaching.

b. Concept of Error and Mistake

Error and mistake are not the same. But most people still misunderstand about the definition of both. As language learners are bound to do some errors and mistakes. It is general to distinguish between errors and mistakes. Mistakes are caused by the learners is not putting into practice something what they have

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[9]David Crystal, *An Encyclopedic Dictionary of Languges*(Oxford: Blackweel, 1992), p. 125.

learned, Julian Edge suggests that we can divide mistake into two broad categories: "slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it).[10] while errors are caused by the learners trying out something completely new and getting wrong. Mistakes reflect occasionallapses inperformance because the learners are unable to perform what they know, Errors reflect gaps in a learner's knowledge, it occur because the learners do not know what is correct. To be more clarified between error ad mistake, Brown states that in order to analyze students' errors in a propper perspective, it is crucial to make a distinction between mistakes and errors. An error is a deviation from the adult grammar of a native speaker which reflects the learner's language competence, while mistake refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly.[11] So, it can cocluded that error can not students self corrected, and mistake can students self correted.

From the explanation above, it can be concluded that error is systematic and the students cannot self-corrected, because it reflects the students' competence in the target language. In

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[10] Jeremy Harmer, *The Practice of English Laguage Teaching*(London: Longman, 2001), p. 99.

[11] H. Douglas Brown, *Principles of Language Learning and Teaching: fifth Edition* (New York: Pearson Education, 2007), p. 226.

contrast, a mistake is an error that students can self-correct, because it is only the result of students' performance.

c. Cause of Errors

According to Richard, there are four causes of errors. They are as follows:[12]

1) Over-generalization

It is the use of previously learned rules in new situation. Over-generalization includes instance where the learners makes a rule on the basis of his or her experience of other rule in the target language.

Example:

Do you go to Bali last year? *Instead of*

Did you go to Bali last year?

2) Ignorance of rule restriction

This type of errors is the result of the failure to observe the restrictions of existing structures, that is, the applicationrules to context where they do not apply.

Example:

The man who I saw him yesterday is my teacher *Instead of.*

The man whom I saw yesterday is my teacher.

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[12]Jack C Richard, *Error Analysis: Perspective on Second Language Acquisition* (England:Longman, 1974), p. 174-179.

3) Incomplete application of rules

This error is the result of the learner's high motivation to achieve communicative ability.in achieving this, learner sometimes produces grammatical incorrect sentence.

Example:

She go to school everyday *Instead of*

She goes to school everyday.

4) False concept hypothesized

This error is the result of the faulty comprehension of distinction in the foreign language, sometimes this error is because of the poor gradation of materials of teaching.

Example:

Some learners think that *is* is the marker of the present tense. So, they produce: *He is talk to the teacher.* Similarly, they think that *was* is the past tense marker. Hence, they say: *It was happened last night.*

d. Types of Error

Every human must have made an error in the language they say. Although they are very mastered the language but certainly not escape from the error. In error analysis, there are types that describe the errors. There are three types of error:

1) Pre-systematic errors occur when the learner is unaware of the existance of a particular rule in the target language. The are

random. Example: a students guessing that a word is similar in meaning to something which looks the same in her language or trying to form a complex sentence with relative clauses that she hasn't yet learned how to do. This is the kind of mistake that was classified at the outset as an attempt.

2) Systematic errors occur when the learner has discovered a rule ut it is the wrong one. Example: you are teaching that the negative of must have is can't have/couldn't have than you can expect error with the forms because it's non-intuitive that the negative of must have is not mustn't have (as it is in many languages).

3) Post-systematic errors occur when the learner knows the correct target language rulebut uses it inconsistenly (i.e. makes a mistakes). Example: it is happen with language the learners have already mastered but are due to carelessness, tiredness or cognitive overload (they have too much else to think about).

Dullay, Burt, and Krashen classify errors into four type :[13]

1) Linguistic Category Taxonomy

These linguistic categories taxonomies classifiy errors according to either or both the language cmponent and the particular linguistic constituent that the error affects. Language components include the phonology (pronunciation), syntax and

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[13] Heidi S. Dullay et. Al., *Language Two* (New York: Oxford University Press, 1982), p. 146-193.

morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

So in this category, errors are classified by language components that include phonology, syntax and morphology, semantics and lexicon and discource. If we want to analyze the errors, we have to determine its category.

2) Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform items or misorder them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language. In this category includes some types, such as omission, addition (double markings, regularization, and simple addition), misformation (regularization errors, archi-forms, and altering forms), and misordering.

a) Ommission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language

learners omit grammatical morphemes much more frequently than content words.

For example:

Mary is the president of the new company. Mary, president, new, company. (Content Morpheme).

Is, the, of, the.(Grammatical Morpheme).

From the sentence "Marry the president of the new company." Then Omission of Grammatical Morpheme "is" and if the sentence "Marry is the president of the new." So Omission of Content Morpheme "company".

b) Addition

Addition errors are the presence of an item which must not appear in a wellformed utterance.

c) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.

Example: The dog *eated* the chicken. (incorrect)

                The dog *ate* the chicken (correct).

From the sentences above, the word 'eated' in the first sentence should be change into 'ate'. Because the past of 'eat' is 'ate'. There are three types of misformation errors,

they are regularization errors, archiforms, and alternating forms.

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this case, the learners makes sentence incorrect order.

Example: (Incorrect) *You don't have* breakfast every

morning?

(Correct) *Don't you have* breakfast every

morning?

3) Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. For example, if we use a comparative taxonomy to classify the errors of Indonesian students studying English, then we can compare the structure of student error that obtains English as the first language.

4) Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner's speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

B. Concept of Modal Auxiliaries

Modal verbs are a kind of auxiliary verb. They facilitate the main verb for suggesting potential, expectation, permission, ability, possibility, and obligation. When used with the main verb, modal verbs do not end with -*s* for the third-person singular. Modal auxiliary verbs never change form, but they have a different form for past tense.

1. **Purpose of Modal Auxiliaries**

Modal auxiliaries generally express a speaker's attitudes, or mood. For example, modal can express that a speaker feels something necessary, advisable, permissible, possible or probable. In addition, they can convey the strength of these attitudes. Hopkins and Cullen define modal auxiliaries as auxiliary verbs that give information about ability, possibility, or necessity. The modals such as can, could, may, might, will, would, shall, should, ought to, and need are followed by the infinitive without to and their form does not change. For example, He could speak French and Italian (not He could speaks). [14]The modal are a complex, heavily used group of words. They should be studied and observed carefully. Some of them change meaning in the negative, so that their true negative must be expressed with other auxiliaries. Notice that they are used with the simple form of the verb.

Based on the explanation above, it can be concluded that modal can express that a speaker feels something necessary, advisable, permissible, possible or probable. In addition, it is used group of words. They should be studied and observed carefully.

2. **Kinds of Modal Auxiliaries**

According to Betty, there are 10 kinds of modal auxiliary. They are can, could, will, would, may, might, must, have to, shall, should.[15] Stig

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[14] Diana Hopkins and Pauline Cullen, *Cambridge Gramar for IELTS* (United Kingdom: Cambridge University Press, 2007), p. 108.

[15] Betty Schramfer Azhar, *Understanding and Using English Grammar 2nd Edition* (New Jersey:rentice Hall Regents, 1989), p. 68.

Johanson et, al stated in their book that, Modals and semi modals can be grouped into three major categories according to their main meanings (excluding used to, which relates to past time).[16] In this research researcher will only discus about can, could, may, will, would and shall.

a. The use of Modal Auxiliaries

1) Can

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

a) Permission.

Example: You can stay here if you like.

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

Example: Can I phone you this evening?

c) Possibility.

Example: They can occupy the house next week.

d) Have an opportunity.

Example: While you are in France you can learn French.

2) Could

Could express:

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[16] Stig Johanson and Geoffry Leechand Douglas Bibes, *Longman Grammar of Spoken and Written English* (London: Edinburg Gate, 2000), p. 485.

a) Ability, subject to certain conditions which probably do not exist. In this use, could can refer to the present, the past, or future.

Example: I could go now, if I wanted to. (I don't want to).

I could dance all night.

Could you go if I came by for you?

b) Past ability.

Example: When I was young I could ran very fast.

c) Past permissions.

Example: He could stay here for three days.

d) "Could I" is used to indicate a polite request (polite request) and has a present or future meaning.

Example: Could I borrow your car tomorrow?

e) "Could + have + past participle" is used to indicate a possibility in the past. Example:

A = I wonder why Ahmad did not answer the doorbell last night.

B = Well, I suppose he could have left for London.

3) May

May expresses:

a) Possibility.

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

b) Permission.

Example: May I smoke in your room?

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

Example: Bert may have been athletic once, but he is not anymore.

4) Will

a) Used in the simple future construction.

Example: I will do it for you tomorrow.

b) To express agreement.

Example: I will do whatever you think best.

c) To express determination.

Example: I will past this course .

d) The negative of will may express refusal.

Example: My uncle will not be there tonight.

5) Would

a) To express the result of a condition I a contrary-to-fact situation.

Example: If I had time, I would go with you.

b) To express refusal.

Example: He would not answer the question.

c) To express the idea willingness.

Example: She says she will go if she can.

    d) To express a habitual action in the past.

Example: When I was young, my grandfather would tell me

     stories.

6) Shall

    a) To express a request for agreement or an offer to do something.

Example: Shall I answer the telephone for you?

    b) To express a threat.

Example: If you speak like that again, you shall be punished.

    c) To express a promise.

Example: You shall receive your diplomas in June.

Based on the explanation above, it can be stated that modal auxiliary

consists of can, could, will, would, may, might, must, have to, shall,

should.

3. **The Material of Teaching Modal Auxiliaries**
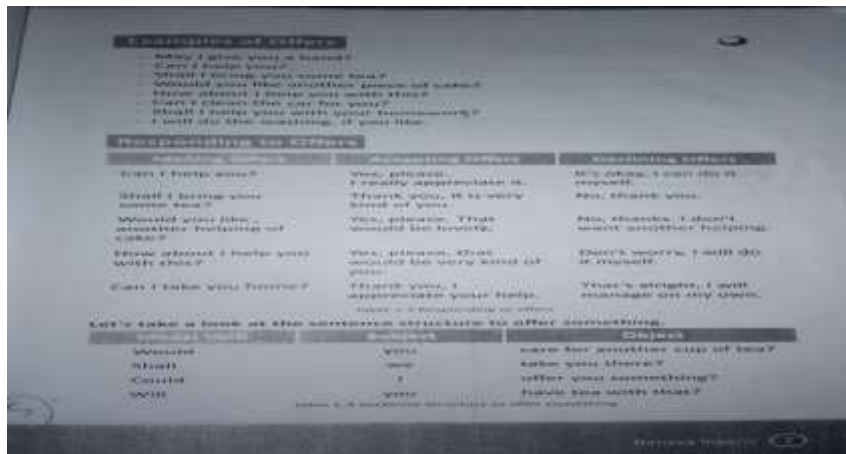
Chapter I with title " Offer & Suggestion"[17]

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[17] Mahrukh Bashir, *Bahasa Inggris* (Jakarta:Kemendikbud, 2017), p. 7.

This topic talks about giving offer and asking suggestion, giving offer in this topic use some modal auxiliaries they are: can, could, may, will, would and shall. And so in this chapter students ask to pay attention to sentence structure to offer something.

Teacher asked students to read the material well, after that teacher asked the explanation what they have read before, then teacher explained the topic. Because based on K'13 teacher only give materials then students have to understand the material.

C. Review Related Findings

Actually there are some researchers who have conducted almost the same research as follow:

First, Dian Putri Pertiwi with the aim of her study to describe the type of modal auxiliary used which is not in line with the usage or semantic meaning and illustrates the errors on the use of modal auxiliary that is often done by English Education Students at Muhammadiyah University of. This study examined 4 types of errors that occurred, namely 'misformation' with the highest number (48.2%), followed by 'addition' (26.5%), and 'omission' (25.2%), while the type was 'misordering' not used in this study.[18]

Second, Maulani Agustin with the aim of his study there are five types of grammatical errors of auxiliary verbs found in students" consecutive interpretation, they are misordering of primary auxiliary verb, misformation

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[18]Dian Putri Pertiwi, "An Error Analysis on the Use of Modal Auxiliary Made By English Education Students At Muhammadiyah University of Surakarta" (Muhammadiyah Universitas of Surakarta, 2019) http://eprints.ums.ac.id/71461/11/1.%20PUBLICATION%20ARTICLE%20rev.pdf.

of primary auxiliary verbs, omission of primary auxiliary verbs, addition of primary auxiliary verbs, and addition of modal auxiliary verbs. The frequency of each type of grammatical errors of auxiliary verbs found in students' consecutive interpretation were 1 item on misordering of primary auxiliary verbs,12 items on misformation of primary auxiliary verbs, 14 items on omission of primary auxiliary verbs, 3 items on addition of primary auxiliary verbs, and also 2 items on addition of modal auxiliary verbs.[19]

Third, Wuwuh Yunhadi with the aim of his study used qualitative design focusing on the errors made by the students of SMK N 1 Tenggarong. The variable of this study was errors on Auxiliary Verbs. The typical errors present on Auxiliary Verbs are classified into four kinds of typical errors: (1) to do, including: errors in adding "do", "does" and "did", misuse in using "do", "does" and "did". (2) to have including: errors in adding "have" and "has", double in marking auxiliary verbs, in this case to be and to have, (3) modal Auxiliary including: false in choosing the right modal auxiliary.[20]

Fourth, M Lizaipi with the aim of his study is to know kind of grammatical errors are made by the students in using modal auxiliary can and could writing based on surface strategy taxonomy. The dominant error of the research were misformation. It was assumed that the students' face difficulty

[19]Maulani Agustin, "An Error Analysis of Modal Auxiliary Verbs Found on Students' Consecutive Interpretation "(IAIN Batusangkar, 2018) https://repo.iainbatusangkar.ac.id/xmlui/bitstream/handle/123456789/10559/1527641968594_AN%20ERROR%20ANALYSIS%20OF%20AUXILIARY%20VERBS%20FOUND%20ON%20STUDENTS.pdf?sequence=-1&isAllowed=y.

[20] Wuwuh Yunhadi, "Error Analysis on the Auxiliary Verbs Made By Vocational High School Students" (Universitas Kutai Kartanegara, 2017), http://www.intelegensia.org/index.php/intelegensia/article/view/34.

to determine an appropriate modal auxiliary can and could in writing sentences. The students' problem in learning modal auxiliary can and could were the students confuse how to use modal can and could and the students have not understood the material. Keywords: Error Analysis, Grammar, Modal auxiliary Can and Could.[21]

Fifth, Irma Yanti Kusuma with the aim of her study is The research was conducted to find out the most common errors on students' auxiliary verbs in writing essay based on surface strategy taxonomy which consisted of omission, addition, misformation, and misordering error. Next, the method that was used on this research was qualitative research method. The data of this research was collected through writing test as the data instrument. While the subject of this research focused on the third semester students of English Language and Literature Department of Adab and Humanity Faculty at Alauddin State Islamic University of Makassar in academic year 2020/2021 which consisted of three classes or 111 students and the participants of this research were consisted of 36 students from AG 5-6. The result of this research was the students made errors in using auxiliary verbs in writing essay. There was omission error which consisted of 52 errors or 50,48%. Next, addition error which consisted of 11 errors or 10,69%. Then, misformation errors which consisted of 40 errors or 38,83%. And the last, in misordering error type, the students did not make errors on it in using auxiliary verbs in writing essay.In conclusion, the students still made errors in

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[21] M Lizaipi, "An Error Analysis of Students' Grammatical Error in Using Modal Auxiliary Can and Could" (UIN Raden Intan Lampung, 2021), http://repository.radenintan.ac.id/14266/.

using auxiliary verbs in writing. In this research the students made three types of error which consisted of omission, addition, and misformation errors. So, the highest type of error in the students auxiliary verbs in writing essay was the omission type of error which consisted of 52 errors or 50,48%.[22]

Based on the related finding above, resarcher concluded that students' still make error when they write a paragraph using Modal Auxiliaries. This research focused on how to solve students' error in using modal auxiliaries at the XI-2 grade students of SMA IT Al-Husnayain Panyabungan.

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[22] Irmayanti Kusuma, "An Error Analysis on Using Auxiliary Verbs in Writing Essay", (Makassar Muhammadiyah University, 2021), https://digilibadmin.unismuh.ac.id

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research was conducted at SMA IT Al-Husnayain that is located in Panyabungan Mandailing Natal. The time of this research was from Juni 2021 until 2022.

B. Method of the Research

This research is conducted by using mixed research. Mixed methods is a research approach where by researchers collect and analyse both quantitative and qualitative data within the same study. Mixed methods research draws on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions.

C. Respondents

Participant of this research consist of two sources, they were: students and English teacher.

1. The students at grade XI-2 IPA of SMA IT Al-Husnayain Panyabungan, they were devided into two classes. Class XI-1 IPA consist of 26 students and XI-2 IPA consist of 36 students. Researcher did research with purposive sampling and took one class to do the research. Researcher choose XI-2 IPA because it could be representative to take the result of the research. Researcher researched on XI-2 IPA which consist of 36 students but only 24 students who did the test because 12 of students were absent.

2. Mrs. Nur Mainnah English teacher of XI-2 IPA SMA IT Al-Husnayain Panyabungan Mandailing Natal.

D. **Instrument of Collecting Data**

This research used two kinds of methods to collect the data. They are test and interview.

1. Test

Test is one kind of instrument that researcher used to measure the students' error and to know what kind of error that students make in subject or the lesson that teacher has been explained. In this research, researcher gave 10 rearrange sentences test to the students to know students' error.

Table 3.1
Indicator of Error

No	Modal Auxiliaries	Surface Strategy Taxonomy			
		Omission	Addition	Misformation	Misordering
1	Can				
2	Could				
3	Will				
4	Would				
5	May				
6	Shall				
	Total				

2. Interview

The second instrument was interview. Interview is a conversation between two people who share information and idea. The interview can be simply described as a form of consultation where the researcher seeks

to know more of an issue as opinionated by the individual being asked.[23]

Researcher applied this technique for getting more information about students difficulties using english tenses in modal auxiliaries.

E. Technique of Collecting Data

1. Test

Researcher collected the data by using test as follow:

1) Prepared the test.

2) Explained what the test is and what students did with the test.

3) Gave the test to students.

4) Gave chance to students to answer the test.

5) Collected the students' answer sheet to analyze.

2. Interview

1) Prepared the tools for interview

2) Researcher made an appointment with the respondent when and where the interview will be heald.

3) Researcher opened the interview with greeting and gave an overview of the topic interview first, then asked some question.

4) Researcher recorded information from respondent used handwriting notes, and record.

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[23] Essa Adhabi, "Literature Review for the Type of Interview in Qualitative Research," *Jurnal,* Volume 9, No. 3, September 2017, p. 88. https://www.researchgate.net/publication/320009898_Literature_Review_for_the_Type_of_Interview_in_Qualitative_Research

F. Technique of Analyzing Data

After the data has been collected, researcher analyzed the data by using some steps as follow:

1) Researcher identified students' error in using English tenses in modal auxiliaries.

2) Researcher classified the errors based on the types of errors.

3) Percentage of the answer subject and to take on table, researcher used this formula:

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

Where:

P = Percentage

f = Frequency of type error

N = Sum of all type error

4) Researcher took the conclution.

After the researcher analyzed the data by test, the researcher analyzed data from the result of interview about what does the teacher did to overcome the students' errors in English tenses.

1) Researcher organized and prepared the data for analyzing by listened to recorded interview.

2) Researcher read through all the data.

3) Researcher made interpretations of the interview that had been heard.

G. Techniques of Data Trustworthiness

Trustworthiness in qualitative research is very important. It is used to contradict assumption about qualitative research is not scientific. There are nine techniques to determine the data trustworthiness stated by Lexy J. Maleong[24] as:

1. The extension of participant is the extension not only do at short time, but need a long time.

2. The application of the research must do reseach careful, detail and continuous to object of the research.

3. Tringulation is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison data.

4. Checking with friends though discussion is do with expos the interm result that gotten discussion with friends.

5. Analyze the negative causes is the research collects example and inappropriate cases with the model and inclination of information that will be collected used as a substance of comparison.

6. The adequate and referential are tolls of them, which using the free time to compare the result of research with critics and collect.

7. Checking the member is the important in checking the ability.

8. The detail description to demand researcher to report of the research result, so description is do carefully and occurately to draw the content of research.

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[24] Lexy J. Maleong, *Metodology Pendidikan Kualitatif,* Edisi Revi (Bandung: Rosda, 2018), P . 324.

9. Editing is used to check the truth abd certainly of data, this poit done well to the process or result and extent.

From the all techniques to determine the data trustworthiness the researcher used point 4 that is are checking with friends, the researcher checking with the English teacher of SMA IT Al-Husnayain Panyabungan.

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Findings

This research is qualitative research followed qualitatif research that used descriptive method. The participant of this research is students at grade XI-2 IPA SMA IT Al-Husnayain Panyabungan, the instrument of test was rearrange sentences. In this research the error made by students at grade XI-2 SMA IT Al-Husnayain Panyabungan using English Tenses in modal auxiliaries were in Surface Strategy Taxonomy. There were four item errors made by studnets were using modal auxiliaries, there were omission, addition, misformation, and misordering.

In this research, the researcher gave the test to students. After that, researcher asked students to rearrange sentences into the correct order. After that researcher collected students' answer sheet. Then, researcher analyzed and conducted the data based on surface strategy taxonimy. This chapter focused on analyzing the data. This chapter gives the details data of the findings. This result of research discussion about the result that considered of description data, calculating the percentage to get their whole result as general explain the students' type error in using English Tenses in modal auxiliaries and English teacher overcome the students error in using English Tenses in modal auxiliaries. As mentioned in earlier chapter in order the students error in using English Tenses in modal auxiliaries at grade XI-2 SMA IT Al-Husnayain Panyabungan.

1. The Students' Types Error in Using English Tenses in Modal Auxiliaries

After knowing the result of test, researcher found there were 4 categories of errors done by students XI-2 IPA SMA IT Al-Husnayain Panyabungan in using modal auxiliaries they were omission, addition, misformation, and misordering.

a. Omission

The first error that researcher found was omission. Omission error is chategorized by absence of an item that must emerge in well formed utterance. After researcher analyzed students' answer sheet, researcher found students' omission error in using modal auxiliaries.

First was found in RS's answer, "So weather is the hot can on turn the fan". It should be "The weather is so hot, can I turn on the fan?". So, student made one item of error caused by omission of modal auxiliary "can".

Second error of omission was found in IZL's answer, "She will you to the...". Should be " She will bring you to the...". Student made one item of error caused by omission of modal auxiliary "will".

Third was found in RAS's answer, "She will you to the place best in this city" it should be "She will bring you to the best place in this city", "Shall I help you carry?" it should be "Shall I help you carry it?". Student made two items of error caused by omission of modal auxiliary "will", and "shall".

Fourth was found in ZSS's answer, "My I help you mopping the floor?", it should be "May I help you mopping the floor?". The student made one item of error caused by omission of modal auxiliary "may".

Fifth was found in SL's answer, "She will bring you to best to place the this city", it should be "She will bring you to the best place in this city". Student made one item of error caused by omission of modal auxiliary "will".

Sixth was found in S's answer, "She will bring you to best to place the this city" it should be "She will bring you to the best place in this city". " My I help mopping the floor?" It should be " May I help you mopping the floor?". "So weathe is the hot, can I on turn the fan?" it should be "The weather is so hot, can I turn on the fan?". So in S answer there were three items of error caused by omission of modal auxiliary "will", "may" and "can".

Seventh was found in IW's answer, "I will help with that some lesson" it should be "I will help you buy the present for her", "My I help you mopping the floor?" it should be " May I help you mopping the floor?". There were two items of error caused by omission of modal auxiliary "will" and "may".

Eighth was found in NAR's answer, "I will do not worry for help the her present" it should be "Do not wrry. I will hep you buy the present for her", "May I help mopping the floor?" it should be "May

I help mopping the floor?". "If you do not I will the cook rice" it should be "I will cook the rice. If you do not mind", "Can I turn the weather so is the hot" it should be "The weather is so hot. Can I turn on the fan?". There were four items of error caused by omission of modal auxiliary "will", "may", "will", and "can".

Nineth was found in LP's answer, "She will bring you to pleace this in the city" it should be "She will bring you to the best place in thus city". Student made one item of error caused by omission of modal auxiliary "will".

Tenth was found from DA's answer, "She will bring you to place best in this city" it should be "She will bring you to the best place in this city". "The weather is so hot. Can I turn on the?" it should be "The weather is so hot. Can I turn on the fan?". Student made two items of error caused by omission of modal auxiliary "will" and "can".

Eleventh was found from SNH's answer, "Would you help some lesson like that?" it should be "Would you like some help with that lesson?". "Do not worry, I will help you buy present for her" it should be "Do not worry, I will help you buy the present for her". Student made two items of error caused by omission of modal auxiliary "would" and "will".

Twelveth was found in RML's answer, "She will bring you to the best plance this city" it should be "She will bring you to the best

place in this city". There was one item of error caused by omission of modal auxiliary "will".

Thirteenth was found from AA's answer, "He would buy car lastweek, but he has not money" it should be "He eould buy your car lastweek, but he had not money". "May I set fire for camp tonight?" it should be "May I set the fire camp for tonight". Student made two item of error caused by omission of modal auxiliary "would" and "may".

Fourteenth was found from K's answer, "Years ago, I could speak arabic well" it should be "10 years ago, I could speak arabic well". Student made one item of error caused by omission of modal auxiliary "could".

Fifthteenth was found from HW's answer, "When he was young, he would do his homework" it should be "When he was young, he would always do his homework". Student made one item of error caused by omission of modal auxiliary "would".

So, there were 25 items of error caused by omission error, 5 items of error caused by omission of modal auxiliary may. 1 items in modal auxiliary shall. 4 items in modal auxiliary can. Students' made error 11 items in modal auxiliary will. 1 item in modal auxiliary could. And 3 items in modal auxiliary would.

b. Addition

The second type of error that researcher found was addition. Addition were categorized by presence of item. First was found in AA's answer, "I will help with that some lesson?" it should be "I will help you buy the present for her". Student made one item of error caused by addition of modal auxiliary "will".

Second was found in SL's answer, "She will bring you to best to place the this city" it should be "She will bring you to the best place in this city". Student made one item of error caused by addition of modal auxiliary "will".

Third was found in S's answer, "She will bring you to best to place the this city" it should be "She will bring you to the best place in this city". Student made one item of error caused by addition of modal auxiliary "will".

Fourth was found in IW's answer, "Do not worry, I will help with that some lesson" it should be "Do not worry, I will help you buy the present for her". Student made one item of error caused by addition of modal auxiliary "will".

Fifth was found in NAR's answer, "May I the set the camp for fire tonight?" it should be "May I set the camp fire for tonight?". Student made one item of error by addition of modal auxiliary "may".

Sixth was found in NAD's anwer, "The what her is so hot can I trun the fan on?" it should be "The weather is so hot, can I turn on the fan?". "She will bring you to pleace the best in this city" it should be "She will bring you to the best place in this city". Student made two items of error by addition of modal auxiliary "can" and "will".

Seventh was found in LP's answer, "She will bring you to pleace this in the city" it should be "She will bring you to the best lace in thid city". "My I seet the fire for camp tonight" it should be "May I set the camp fire for tonight?". Student made two items of error by addition of modal auxiliary "will" and "may".

Eighth was found from AFS's answer, "Shall I help you looks it carry the heavy books" it should be "The box looks heavy. Shall I help you carry it?". "Do not worry. I will help you buy the present for her". Student made two items of error by addition of modal auxiliary "shall" and "will".

Nineth was found from SR's answer, "May I camp to set fire for tonight?" it should be "May I set the fire camp for tonight?". Student made one item of error by addition of modal auxiliary "may".

Tenth was found from DA's answer, "I heavy it the book looks like the box shall help yuo?" it should be "The box looks heavy. Shall I help you carry it?". Student made one item of error by addition of modal auxiliary "shall".

So, there were 13 items of error caused by addition error, 7 items in modal auxiliary will. Students' made error 3 items in modal auxiliary may. 1 item in modal auxiliary can. And 2 item in modal auxiliary shall.

c. Misformation

The third type of error researcher found was misforation. Misformation is characterized of incorrect form of morpheme or structure in an utterance. First was foun in IW's answer, "My I help you mopping the floor?" it should be" May I help you mopping the floor?". "When her was young, he would always do his homework" it should be "When he was young, he would always do his homework". Student made two items of error by misformation of modal auxiliary "may" and "would".

Second was foun in LP's answer, "My I seet the fire for camp tonight?" it should be "May I set the camp fire for tonight?". Student made one item of error by misformation of modal auxiliary "may".

Third was from NAD's answer, "My I help you mopping the floor?" it should be "May I help you mopping the floor?". Student made one item of error by misformation of modal auxiliary "may".

Fourth was found in RML's answer, "So weather is the not can I no trun the fan?" it should be "The weather is so hot, can I turn on the fan?". Student made one item of error by misformation of modal auxiliary "can".

Fifth was found in RS's answer, "The box look heavy shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?". "My I help you mopping the floor?" it should be "May I help you mopping the floor?". Student made two items of error by misformation of modal auxiliary "shall" and "may".

Sixth was from AA's answer, "my I help you mopping the floor?" it should be "May I help you mopping the floor?". Student made one item of error by misformation of modal auxiliary "may".

Seventh was from S's answer, "My I help mopping the floor?" it should be "May I help you mopping the floor?". Student made one item of error by misformation of modal auxiliary "may".

Eighth was from SL's nswer, "My I help mopping the dloor" it should be "May I help you moppig the floor?". "So weathe is the hot can I on turn the fan?" it should be "The weather is so hot, can I turn on the fan?". Student made two items of error by misformation of modal auxiliary "may" and "Can".

Nineth was found from HW's answer, "The box look heary, shall I help you carry it?" it should be "The box loooks heavy. Shall I help you carry it?". Student made one item of error by misformation of modal auxiliary "shall".

Tenth was found from ZSS's answer "My I help you mopping the floor?" it should be "May I help you mopping the floor?".

Student made one item of error by misformation of modal auxiliary "may".

So, there were 13 items of error caused by misformation error, 8 items of error caused by misformation of modal auxiliary may. 1 items in modal auxiliary woulld. Students' made error 2 items in modal auxiliary can. And 2 items in modal auxiliary shall.

d. Misordering

The fourth type of error that researcher found was misordering. Misordering is characterized by the false placement of a morpheme in an utterance. First error of misordering was found in RS's answer, "She will bring you to best place in the this city" it should be "She will bring you to the best place in this city". "Would he buy your car lastweek, but he has not money" it should be "He would buy your car lastweek, but he had no money". Student made two items of error by misordering of modal auxiliary "will", and "would".

Second was found in K's answer, "She will bring you to the place best in this city" it should be "She will bring you to the best place in this city". "Shall I help you it carry?" it should be "Shall I help you carry it?". "When he was young, he always would do his homework" It should be "When he was young, he would always do his homework". "I will The rice cook. Do you not if mind?" it should be "I will cook the rice, if you do not mind". "May I set fire for tonight the camp" it should be "May I set the camp fire for tonight?".

"Can I on turn the fan. The weather is so hot." It shoud be "The weather is so hot. Can I turn on the fan?". Student made six items of error by misordering of modal auxiliary "will", "shall", "would", "will", "may", and "can".

Third was found in IZL's answer, "Shall I help you it carry. The box looks heavy" it should be "The box looks heavy. Shall I help you carry it?". "Would he buy your car lastweek, but he has not money" it should be "He would buy your car lastweek, but he had not money". "I will the cook rice. Do you not if mind?" it should be "I will cook the rise. If you do not mind.". "May I set fire for tonight the camp" it should be "May I set thecamp fire for tonight?". "When he was young, would he always do his homework" it should be "When he was young, he would always do his homework". "Could I speak arabic weel 10 years ago?" it should be "10 years ago, I could speak arabic well". Student made six items of error by misordering of modal auxiliary "shall", "would", "will", "may", and "could".

Fourth was found in NAR's answer, "Shall I hep you heavy the box it carry looks" it should be "The box loos heavy. Shall I help you carry it?". "He always would do his homework when he was young" it should be "When he was young, he would always do his homework". "I could speak arabic well 10 years ago" it should be "10 years ago, I could speak arabic well". "Could you joining mind us?" it should be "Could you mind joining us?". Student made four

items of error by misordering of modal auxiliary "shall", "would", and "could".

Fifth was found in RML's answer, "The box looks heavy. Shall I help you it carry?" it should be "The box looks heavy.shall I help you carry it?". Student made one item of error by misordering of modal auxiliary "shall".

Sixth was found in NAD's answer, "Box the looks heavy.you shall help Icarry it" it should be "The box looks heavy. Shall I help you carry it?". "Would you like help with that some lesson" it should be "Would you like some help with that lesson?"."Do not worry, I will help you buy present for the her" it should be "Do not worry, I will help you buy the present for her". I will cook the rice, do you mind if not" it should be "I will cook the rice, If you do not mind". Student made four items of error by misordering of modal auxiliary "shall", "would", "will" and "will".

Seventh was found in RAS's answer, "She will you to the place best in this city" it should be "She will bring you to the best place in this city". "Shall I help you carry? The box looks heavy" it should be "The box looks heavy, shall I help you carry it?". "When he was young, he always would do his homework" it should be "When he was young, he would always do his homework". "I will the cook rice, do you not if mid?" it should be "I will cook the rice, if you do not mind". "May I set fre for to night the camp?" it should be "May I

set the camp fire for tonight?". "Can I turn the on fan?" it should be "Can I turn on the fan?". "I could peak arabic well 10 years ago" it should be "10 years ago, I could peak arabic well". Student made five items of error by misordering of modal auxiliary "would", "will", "may", "can", and "could".

Eighth was found in ZSS's answer, "The box looks heavy, shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?". "So weather is the hot, can I on turn the fan?" it should be "The weather is so hot, can I turn on the fan?". "He always would do his homework when he was young" it should be "When he was young, he would always do his homework". "I could speak arabic well 10 years ago" it should be "10 years ago, I can speak arabic well". Student made four items of error by misordering of modal auxiliary "shall", "can", "would" and "could".

Nineth was found in AA's answer, "The box looks heavy, shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?". "So is weather the hot, can I on turn the fan?" it should be "The weather is so hot, can I turn on the fan?". "When he was young. He always would do his homework" it should be "When he was young, he would always do his homework". "10 years ago. Could I speak arabic well?" it should be "10 years ago, I could speak arabic well". Student made four items of error by misordering of modal auxiliary "shall", "can", "would" and "could".

Tenth was found in SL's answer, "The box looks heavy, shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?". "Would he buy your car lastweek, but he has not money" it should be "He would buy your car lastweek, but he had no money". Student made two items of error by misordering of modal auxiliary "shall", and "would".

Eleventh was found in S's answer, "The box looks heavy, shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?". "So weathe is the hot can I on turn the fan?" it should be "The weather is so hot, can I turn on the fan?". "He would not buy car lastweek but he has money" it should be "He would buy your car lastweek, but he had not money". "I could speak arabic well 10 years ago" it should be "10 years ago, I could speak arabic well". Student made four items of error by misordering of modal auxiliary "shall", "can", "would", and "could".

Twelfth was found in IW's answer, "She will the bring you to place best in this city" it should be "She will bring you to the best place in this city". "The box looks heavy, shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?".. Student made two items of error by misordering of modal auxiliary "will", and "shall".

Thirteenth was found in FA's answer, "She will bring you to the best place in this city" it should be "She will bring you to the best

place in this city". "The box looks heavy, shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?". "Would he buy your car lastweek, but he has not money" it should be "He would buy your car lastweek, but he had not money". "I will the rice cook . do you not if mind" it should be "I will cook the rice, if you do not mind". "May I set fire for tonight the camp?" it should be "May I set the camp fire for tonight?". "Can I on turn the fan. the weather so hot is?" it should be "The weather is so hot, can I turn on the fan?". "When he was young, he always would do his homework" it should be "When he was young, he would always do his homework". "Could I speak arabic well 10 years ago?" it should be "10 years ago, I could speak arabic well". Student made eight items of error by misordering of modal auxiliary "will", "shall", "would", "will", "may", "can", "would" and "could".

Fourteenth was found in PK's answer, "The box heavy looks, shall I help you it carry?" it should be "The box looks heavy, shall I help you carry it?". "When he was young, he always would do his homework" it should be "When he was young, he would always do his homework". "So weather is the hot, can I on turn the fun?" it should be "The weather is so hot, can I turn on the fan?". Student made three items of error by misordering of modal auxiliary "shall", "would", and "can".

Fifteen was found in LP's answer, "Box the looks heavy, you shall help I carry it" it should be "The box looks heavy, shall I help you carry it?". " Do not worry. I will help you buy present for the her" it should be " Do not worry. I will help you buy the present for her". "I will cook the rice, do you mind if not" it should be "I will cook the rice, if you do not mind". Student made four items of error by misordering of modal auxiliary "shall", "will", and "will".

Sixteenth was found from DYS's answer, "Shall I help you carry the box heavy looks it" it should be "The box looks heavy. Shall I help you carry it?". "He always would do his homework when he was young" it should be "When he was young, he would always do his homework". "Do you will not worry I help her for buy the present?" It should be "Do not worry. I will help you buy the present for her". "If I do not cook rice you will the mind?" it should be "I will cook the rice. If you do not mind". "I could speak arabic well 10 years ago" it should be "10 years ago, I could speak arabic well". Student made five items of error by misordering of modal auxiliary "shall", "would", "will", "will" and "could".

Seventeenth was found from DA's answer, "Could I speak arabic well 10 years ago?" it should be "10 years ago, I could speak arabic well". "Do not worry. I will buy the her present for help you" It should be "Do not worry. I will help you buy the present for her". "May I mopping the floor help you?" it should be "May I help you

mopping the floor?". "If you do not cook the rice I will mind" it should be "I will cook the rice. If you do not mind". "May I fire the camp set for tonight?" it should be "May I set the camp fire for tonight?". Student made five items of error by misordering of modal auxiliary "could", "will", "may", "will", and "may".

Eighteenth was found from HW's answer, "She bring you to the city in this will best place" it should be "She will bring you to the best place in this city". "Would he buy your car lastweek, but he has not money" it should be "When he was young, he would always do his homework". "Do not worry, I will help her buy the present for you" it should be "Do not worry. I will help you buy the present for her". "May I fire the set camp for tonoght?' it should be "May I set the camp fire for tonight?". "Could you joining mind us?" it should be "Could you mind joining us?". Student made five items of error by misordering of modal auxiliary "will", "would", "will", "may", "could".

Nineteenth was found from AFS's answer, "She will you bring to the best city in this place" it should be "She will bring you to the best place in this city". "May I set fire for the camp tonight?" it should be "May I set the camp fire for tonight?". "When he was young, he always would do his homework" it should be "When he was young, he would always do his homework". Student made three

items of error by misordering of modal auxiliary "will", "may" and "would".

Twentieth was found from SNH's answer, "He would always do his homework, when he was young" it should be "When he was young, he would always do his homework". "I could speak arabic well 10 years ago" it should be "10 years ago, I could speak arabic well" Student made two items of error by misordering of modal auxiliary "would" and "could".

Twenty one wasfound from YLS's answer, "Do not worry. I whelp you will for buy the her present" it should be "Do not worry. I will help you buy the present for her". "He was young when he always would do his homework" it should be "When he was young, he would always do his homework". Student made two items of error by misordering of modal auxiliary "will" and "would".

Twenty second was found from SR's answer, "Help you looks box, I shall it carry the heavy" it should be "The box looks heavy. Shall I help you carry it?", "Do not worry, I will help her for you buy the present" it should be "Do not worry, I will help you buy the present for her", "I will the cook rice. If you do not mind" it should be "I will cook the rice. If you do not mind". Student made three items of error by misordering of modal auxiliary "shall", "will" and "will".

So, there were 78 items of error caused by misordering error, 10 items of error caused by misordering of modal auxiliary could. 22 items in modal auxiliary will. 17 items in modal auxiliary would. 7 items in modal auxiliary may. Students' made error 7 items in modal auxiliary can. Students made error 15 items in modal auxiliary shall. (See appendix V).

Table 4.1

Classification of Students' Error

No	Modal Auxiliaries	Surface Strategy Taxonomy			
		Omission	Addition	Misformation	Misordering
1	Can	4	1	2	7
2	Could	1	-	-	10
3	Will	11	7	-	22
4	Would	3	-	1	17
5	May	5	3	8	7
6	Shall	1	2	2	15
	Total	25	13	13	78
	Percentage	19.84%	10.31%	10.31%	61.90%

Based on table above, researcher found students made error in using modal auxiliaries in omission 25 errors, in addition 13 errors, in misformation 13 errors, in misordering 78 error, so researcher found the dominant error in using modal auxiliaries that students made error of putting the words in utterance in the wrong order or misordering.

a. Omission

After analyzed the data researcher found the total of omission error made by students were 25 items error with the total percentage

19.84%. This error occured because of the students omitted an item that must emerge in utterance or writing.

b. Addition

Researcher found the total of addition error made by students were 13 items error with percentage 10.31%. This error occurred because students add word that should not emerge in utterance or writing.

c. Misformation

In misformation researcher found the total of misformation error made by students were 13 items error with total percentage 10.31%. This error occurred because students using incorrect of the wrong form of the structure.

d. Misordering

The last was misordering researcher found error made by students were 78 items error with total percentage 61.90%. This error occurred beause the studets done wrong placement in their answer.

From explation above researcher concluded misordering error was the dominant error in using English Teses in modal auxiliaries made by students at grade XI-2 IPA SMA IT Al-Husnayain Panyabungan.

Table 4.2

Recapitulation of Dominant Error made by Students

NO	Surface Strategy Taxonomi	Total of Error	Percentage
1	Omission	25	19.84%
2	Addition	13	10.31%
3	Misformation	13	10.31%
4	Misordering	78	61.90%
Total		129	100%

Based on table 3 above, researcher was found the total of students' error in omission was 25 or 19.84%. In addition error was 13 or 10.31%. Misformation was 13 or 10.31%. And in misordering was 78 or 61.90%. The total all of error were 129 or 100%. Researcher counted the data with formula:

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

Where: P = Percentage

F = Frequency of type error

N = Sum of all type error

Omission = 25/126 × 100 = 19.84%

Addition = 13/126 × 100 = 10.31%

Misformation = 13/126 × 100 = 10.31%

Misordering = 78/126× 100 = 61.90%

By teh result, it is know that teh students of SMA IT of Al-Husnayain did more error in missordering. It is seen from tthe percentage of error; 61, 90%.

2. The Efforts of the English Teacher to Overcome the Students' Error in Using English Tenses in Modal Auxiliaries

This research conducted interview to English teacher to get the data needed in this research, based on the data from the indicator of students error researcher have known the students difficulties or students error in using modal auxiliaries. From the students' error above there were some ways or solution of the English teacher to overcome students' error in using modal auxiliaries.

From the result of interview,[25] the researcher concluded that there were three English teacher's efforts to overcome students error in using modal auxiliaries:

a. The teacher ask students what are students difficulties in using modal auxiliaries, after teacher know the difficulties than teacher reexplain the material and make an example from the students' daily activity to make the material understandable and to make sure that students have understood well about the material teacher will give an exercises about modal auxiliaries.

b. Teacher ask students to memorize the modal auxiliaries and directly ask students make the example of modal auxiliaries, than ask students to write the example in front of the class.

c. Using media as internet for helping students to get more information or material and example.

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[25]Private Interview with Mrs. NM English Teacher at The Grade Eleventh in SMA IT Al-Husnayain Panyabungan on January, 19-2022

So, from the explanation above researcher take conclution that students must focus when they are leraning at class, and pay more attention when teacher explain the material so students aesy to understand and to make the materail in sentences, while students make the sentences as example of modal auxiliaries they have to be careful with the structure of the sentences because after students answer the test that researcher gave to them misordering error was the dominant error in using English Tenses in modal auxiliaries made by students at grade XI-2 IPA SMA IT Al-Husnayain Panyabungan.

B. Discussion

The result of this research showed there were four kinds of error. They were: omission, addition, misformation, and misordering that made by students using English Tenses in modal auxiliaries. Researcher found the total all of error were 129 items errors. Where, The number of omission error were 25 items. The number of addition error 13 items. The number misformation error were 13 items and the number of misordering error was 78 items.

What was the research found in this research was different from previous research. The researcher wrote the conclusion of the others studies that researcher came from Dian Putri Pertiwi who found that this study aim to describe the type of modal auxiliary used which is not in line with the usage or semantic meaning and illustrates the errors on the use of modal auxiliary that is often done by English Education Students at Muhammadiyah University of. This study examined 4 types of errors that occurred, namely

'misformation' with the highest number (48.2%), followed by 'addition' (26.5%), and 'omission' (25.2%), while the type was 'misordering' not used in this study.[26]

Second, Maulani Agustin who found that there are five types of grammatical errors of auxiliary verbs found in students" consecutive interpretation, they are misordering of primary auxiliary verb, misformation of primary auxiliary verbs, omission of primary auxiliary verbs, addition of primary auxiliary verbs, and addition of modal auxiliary verbs. The frequency of each type of grammatical errors of auxiliary verbs found in students' consecutive interpretation were 1 item on misordering of primary auxiliary verbs,12 items on misformation of primary auxiliary verbs, 14 items on omission of primary auxiliary verbs, 3 items on addition of primary auxiliary verbs, and also 2 items on addition of modal auxiliary verbs.[27]

Third, Wuwuh Yunhadi who found that this study used qualitative design focusing on the errors made by the students of SMK N 1 Tenggarong. The variable of this study was errors on Auxiliary Verbs. The typical errors present on Auxiliary Verbs are classified into four kinds of typical errors: (1) to do, including: errors in adding "do", "does" and "did", misuse in using "do", "does" and "did". (2) to have including: errors in adding "have" and

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[26] Dian Putri Pertiwi, "An Error Analysis on the Use of Modal Auxiliary Made By English Education Students At Muhammadiyah University of Surakarta" (Muhammadiyah Universitas of Surakarta,2019), http://eprints.ums.ac.id/71461/11/1.%20PUBLICATION%20ARTICLE%20rev.pdf.

[27]Maulani Agustin, "An Error Analysis of Modal Auxiliary Verbs Found on Students' Consecutive Interpretation "(IAIN Batusangkar, 2018), https://repo.iainbatusangkar.ac.id/xmlui/bitstream/handle/123456789/10559/1527641968594_AN%20ERROR%20ANALYSIS%20OF%20AUXILIARY%20VERBS%20FOUND%20ON%20STUDENTS.pdf?sequence=-1&isAllowed=y.

"has", double in marking auxiliary verbs, in this case to be and to have, (3) modal Auxiliary including: false in choosing the right modal auxiliary.[28]

Fourth, M Lizaipi who found that aim of this research is to know kind of grammatical errors are made by the students in using modal auxiliary can and could writing based on surface strategy taxonomy. The dominant error of the research were misformation. It was assumed that the students' face difficulty to determine an appropriate modal auxiliary can and could in writing sentences. The students' problem in learning modal auxiliary can and could were the students confuse how to use modal can and could and the students have not understood the material. Keywords: Error Analysis, Grammar, Modal auxiliary Can and Could.[29]

C. Checking Data Trustworthiness

To determine the data trustworthiness, the researcher used the point four that is checking with friends, the researcher was checking the students answer sheet with Mrs. Nur Mainnah as an English teacher. So, in this research checking with friends it is mean checking with Mrs. Nur Mainnah as an English teacher of SMA IT Al-Husnayain Panyabungan English teacher. So the results of checking the students answer sheets with Mrs. Nur Mainnah was researcher got the valid data.

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[28] Wuwuh Yunhadi, "Error Analysis on the Auxiliary Verbs Made By Vocational High School Students" (Universitas Kutai Kartanegara, 2017), http://www.intelegensia.org/index.php/intelegensia/article/view/34.

[29] M Lizaipi, "An Error Analysis of Students' Grammatical Error in Using Modal Auxiliary Can and Could" (UIN Raden Intan Lampung, 2021), http://repository.radenintan.ac.id/14266/.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research as follow:

1. The error made by students at grade XI-2 IPA SMA IT Al-Husnayain Panyabungan in using English Tenses in modal auxiliaries based on Surface Strategy Taxonomy. There are four items error. They were: omission, addition, misformation and misordering. The researcher found the number of omission error was 25 items error or 19.84%. The number of addition error was 13 items error or 10.31%. The number of misformation error was 13 items error or 10.31%. The number of misordering error was 78 items error or 61.90%.

2. From the result of interview, there were three English teacher's efforts to overcome students error in using English Tenses in modal auxiliaries.

   a. Teacher reexplain the material and make an example from the students' daily activity.

   b. Teacher ask students to memorize the modal auxiliaries

   c. Using media as internet for helping students

B. Suggestion

Based on suggestion above, the researcher want to give some suggestion related to this result of research to became advice and motivation for:

1. On this occasion, the researcher hopes that other researcher will conduct a research related to the topic study, especially to find out other students error by using modal auxiliaries.

2. The English teacher, motivate the students to improve their ability in using and understanding modal auxiliaries and pay more attention in the structure in the sentences or text.

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APPENDIX I

Modal Auxiliaries Test

Name :

Class :

Instruction

Rearrange sentences below into the correct order.

1. you – to – city – place – Will – best – this – in – she – bring – the.

2. heavy – box – looks – The. you - Shall – I – it – carry – help?

3. Would – your – buy- he- last week – car. he – But – had – money – not.

4. not – worry – Do. buy – for – help – the – her – present – you – will – I.

5. mopping – May – help – floor – I – the – you?

6. young – he – was – When. always – his – He - would – do - homework.

7. rice – cook – will – the – I. mind – you – not – Do – if.

8. set – camp – tonight – fire – May – the - I –for?

9. ago – years – 10. could – speak – I – arabic – well.

10. I – was – kid – a – When. I – not – would – into – go – by – water – the – myself.

Validator Test

Zainuddin, S.S., M.Hum

NIP. 19760610 200801 1 016

APPENDIX II

List of Interview for English Teacher

Date   :

Informant :

Question

1. What are your efforts to overcome students' error in using English

   tenses in modal auxiliaries?

Validator Test

Zainuddin, S.S., M.Hum

NIP. 19760610 200801 1 016

APPENDIX III

LIST OF STUDENTS NAME

No	Name	Initial Name
1	Ricka Sepriana	RS
2	Putri Khodijah	PK
3	Ido Zannuba Lubis	IZL
4	Nur Amelya Rizqi	NAR
5	Riska Mulyana Lubis	RML
6	Nur Ainun Dalimunthe	NAD
7	Khoirunnisa	K
8	Riska Aisyah Sari	RAS
9	Zahra Salsabila Sakhi	ZSS
10	Arini Aminarti	AA
11	Suci Lubis	SL
12	Laila Pulungan	LP
13	Sadiah	S
14	Indah Wati	IW
15	Fitri Azizah	FA
16	Siska Rahmawati	SR
17	Siti Nur Haliza	SNH
18	Asma Fadhilah Siregar	AFS
19	Yusra Lailan Sanosir	YLS
20	Dini Azzahra	DA
21	Dhea Yukainda	DY
22	Husni Wardah	HW

APPENDIX IV

Documentation

1. The researcher meet with english teacher to permission to do the research in XI-2

   IPA.

2. The researcher explain the test to students.

3. The researcher gave the test to students.

4. The researcher did an interview with English teacher.

5. The researcher checking students' answer sheet with English teacher.

The Analysis of Students' Error

Initial Students' Name	Analyzing Students' Error	Original Writing	Reconstruction	
PK	Misordering in modal auxiliary shall	The box heavy looks, shall I help you it carry?	The box looks heavy, shall I help you carry it?	
	Misordering in modal auxiliary would	When he was young, he always would do his homework	When he was young, he would always do his homework	
	Misordering in modal auxiliary can	So weather is the hot, can I on turn the fun?	The weather is so hot, can I turn on the fan?	
	Classification of Error			
	Omission	Addition	Misformation	Misordering
	-	-	-	3
RS	Omission in modal auxiliary can	So weather is the hot can on turn the fan	The weather is so hot, can I turn on the fan?	
	Misformation in modal auxiliary shall	The box look heavy shall I help you it carry?	The box looks heavy, shall I help you carry it?	
	Misformation in modal auxiliary may	My I help you mopping the floor	May I help you mopping the floor?	
	Misordering in modal auxiliary will	She will bring you to best place in the this city	She will bring you to the best place in this city	
	Misordering in modal auxiliary would	Would he buy your car lastweek, but he has not money	He would buy your car lastweek, but he had no money	
	Classification of Error			
	Omission	Addition	Misformation	Misordering
	1	-	2	2
IW	Addition in modal auxiliary will	Do ot worry, I will help with that some lesson	Do not worry. I will help you buy the present for her	
	Misformation in modal auxiliary may	My I help you mopping the floor?	May I help you mopping the floor?	
	Misordering in modal auxiliary will	She will the bring you to place best in this city	She will bring you to the best place in this city.	
	Misordering in modal auxiliary shall	The box looks heavy, shall I help you it carry?	The box looks heavy, shall I help you carry it?	

	Misformation in modal auxiliary would	When her was young, he would always do his homework	When he was young, he woud always do his homework
	Classification of error		
	Omission	Addition	Misformation	Misordering
	-	1	2	2
IZL	Omission in modal auxiliary will	She will you to the	She will bring you to the
	Misordering in modal auxiliary would	Would he buy your car lastweek, but he has not money	He would buy your car lastweek, but he had not money
	Misordering in modal auxiliary shall	Shall I help you it carry. The box looks heavy	The box looks heavy. Shall I help you carry it?
	Misordering in modal auxiliary will	I will the cook rice. Do you not if mind?	I will cook the rise. If you do not mind
	Misordering in modal auxiliary may	May I set fire for tonight the camp	May I set thecamp fire for tonight?
	Misordering in modal auxiliary could	Could I speak arabic weel 10 years ago?	10 years ago, I could speak arabic well
	Misordering in modal auxiliary would	When he was young, would he always do his homework	When he was young, he would always do his homework
	Classification of Error		
	Omission	Addition	Misformation	Misordering
	1	-	-	6
RML	Omission in modal auxiliary will	She will bring you to the best plance this city	She will bring you to the best place in this city
	Misformation in modal auxiliary can	So weather is the not can I no trun the fan?	The weather is so hot, can I turn on the fan?
	Misordering in modal auxiliary shall	The box looks heavy. Shall I help you it carry?	The box looks heavy.shall I help you carry it?
	Classification of Error		
	Omission	Addition	Misformation	Misordering
	1	-	1	1
LP	Omission in modal auxiliary will	She will bring you to pleace this in the city	She will bring you to the best place in thus city
	Misformation in modal auxiliary may	My I set the fire for camp tonight?	May I set the camp fire for tonight?

	Misordering in modal auxiliary shall	Box the looks heavy, you shall help I carry it	The box looks heavy, shall I help you carry it?
	Misordering in modal auxiliary will	Do not worry. I will help you buy present for the her	Do not worry. I will help you buy the present for her
	Misordering in modal auxiliary will	I will cook the rice, do you mind if not	I will cook the rice, if you do not mind

Classification of Error			
Omission	Addition	Misformation	Misordering
1	-	1	3

ZSS

	Misformation in modal auxiliary may	My I help you mopping the floor?	May I help you mopping the floor?
	Misordering in modal auxiliary shall	The box looks heavy, shall I help you it carry?	The box looks heavy, shall I help you carry it?
	Misordering in modal auxiliary would	He always would do his homework when he was young	When he was young, he would always do his homework
	Misordering in modal auxiliary could	I could speak arabic well 10 years ago	10 years ago, I could speak arabic well
	Misordering in modal auxiliary can	So weather is the hot, can I on turn the fan?	The weather is so hot, can I turn on the fan?

Classification of Error			
Omission	Addition	Misformation	Misordering
-	-	1	4

SL

	Addition in modal auxiliary will	She will bring you to best to place the this city	She will bring you to the best place in this city
	Misformation in modal auxiliary may	My I help mopping the floor?	May I help you mopping the floor?
	Misformation in modal auxiliary can	So weathe is the hot can I on turn the kan?	The weather is so hot, can I turn on the fan?T
	Misordering in modal auxiliary would	Would he buy your car lastweek, but he has not money	He would buy your car lastweek, but he had no money
	Misordering in modal auxiliary shall	The box looks heavy, shall I help you it carry?	he box looks heavy, shall I help you carry it?

Classification of Error			
Omission	Addition	Misformation	Misordering

	-	1		2	2
NAR	Omission in modal auxiliary will	I will do not worry for help the her present		Do not worry. I will help you buy the present for her	
	Omission in modal auxiliary may	May I help mopping the floor?		May I help you mopping the floor?	
	Omission in modal auxiliary will	If you do not I will the cook rise		I will cook the rice. If you do not mind	
	Omission in modal auxiliary can	Can I turn the weather so is the hot		The weather is so hot. Can I turn on the fan?	
	Addition in modal auxiliary may	May I the set the camp for fire tonight		May I set the camp fire for tonight?	
	Misordering in modal auxiliary would	He always would do his homework when he was young		When he was young, he would always do his homework	
	Misordering in modal auxiliary shall	Shall I hep you heavy the box it carry looks		The box looks heavy. Shall I help you carry it?	
	Misordering in modal auxiliary could	I could speak arabic well 10 years ago		10 years ago, I could speak arabic well	
	Classification of Error				
	Omission	Addition		Misformation	Misordering
	4	1		-	4
NAD	Addition in modal auxiliary will	She will bring you to pleace the best in this city?		She will bring you to the best place in this city	
	Addition in modal auxiliary would	The what her is so hot can I trun the fan on?		The weather is so hot, can I turn on the fan?	
	Misformation in modal auxiliary may	My I help you mopping the floor?		May I help you mopping the floor?	
	Misformation in modal auxiliary can	The what her is so hot can I turn the fan on		The weather is so hot. Can I turn on the fan?	
	Misordering in modal auxiliary shall	box the looks heavy.you shall help Icarry it		The box looks heavy. Shall I help you carry it?	
	Misordering in modal auxiliary will	Do not worry, I will help you buy present for the her		Do not worry, I will help you buy the present for her	
	Misordering in modal auxiliary will	I willcook the rice, Do you mind if not		I will cook the rice. If you do not mind	
	Classification of Error				
	Omission	Addition		Misformation	Misordering
	-	2		2	3
K	Misordering in modal auxiliary will	She will bring you to the place best in this city		She will bring you to the best place in this city	

	Misordering in modal auxiliary shall	Shall I help you it carry?	Shall I help you carry it?
	Misordering in modal auxiliary would	When he was young, he always would do his homework	When he was young, he would always do his homework
	Misordering in modal auxiliary will	I will The rice cook. Do you not if mind?	I will cook the rice, if you do not mind
	Misordering in modal auxiliary may	May I set fire for tonight the camp	May I set the camp fire for tonight?
	Misordering in modal auxiliary can	Can I on turn the fan. The weather is so hot	The weather is so hot. Can I turn on the fan?
	Omission in modal auxiliary could	Years ago, I could speak arabic well	10 years ago, I could speak arabic well
	Classification of Error		

Omission	Addition	Misformation	Misordering
1	-	-	6

RAS	Omission in modal auxiliary will	She will you to the place best in this city	She will bring you to the best place in this city
	Omission in modal auxiliary shall	Shall I help you carry?	Shall I help you carry it?
	Misordering in modal auxiliary could	I could peak arabic well 10 years ago	10 years ago, I could peak arabic well
	Misordering in modal auxiliary would	When he was young, he always would do his homework	When he was young, he would always do his homework
	Misordering in modal auxiliary will	I will the cook rice, do you not if mid?	I will cook the rice, if you do not mind
	Misordering in modal auxiliary may	May I set fre for to night the camp?	May I set the camp fire for tonight?
	Misordering in modal auxiliary can	Can I turn the on fan?	Can I turn on the fan?
	Classification of Error		

Omission	Addition	Misformation	Misordering
2	-	-	5

FA	Misordering in modal auxiliary will	She will bring you to the best place in this city	She will bring you to the best place in this city
	Misordering in modal auxiliary shall	The box looks heavy, shall I help you it carry?	The box looks heavy, shall I help you carry it?

	Misordering in modal auxiliary would	Would he buy your car lastweek, but he has not money	He would buy your car lastweek, but he had not money
	Misordering in modal auxiliary will	I will the rice cook . do you not if mind	I will cook the rice, if you do not mind
	Misordering in modal auxiliary may	May I set fire for tonight the camp?	May I set the camp fire for tonight?
	Misordering in modal auxiliary can	Can I on turn the fan. the weather so hot is?	The weather is so hot, can I turn on the fan?
	Misordering in modal auxiliary would	When he was young, he always would do his homework	When he was young, he would always do his homework
	Misordering in modal auxiliary could	Could I speak arabic well 10 years ago?	10 years ago, I could speak arabic well

Classification of Error			
Omission	Addition	Misformation	Misordering
-	-	-	8

AA	Omission in modal auxiliary may	May I set fire for camp tonight	May I set the fire camp for tonight?
	Addition in modal auxiliary will	I will help with that some lesson	I will help you buy the present for her
	Misformation in modal auxiliary may	my I help you mopping the floor?	May I help you mopping the floor?
	Misordering in modal auxiliary shall	The box looks heavy, shall I help you it carry?	The box looks heavy, shall I help you carry it?
	Omission in modal auxiliary would	He would buy car lastweek, but he has not money	He eould buy your car lastweek, but he had not money
	Misordering in modal auxiliary can	So is weather the hot, can I on turn the fan?	The weather is so hot, can I turn on the fan?
	Misordering in modal auxiliary would	When he was young. He always would do his homework	When he was young, he would always do his homework
	Misordering in modal auxiliary could	10 years ago. Could I speak arabic well?	10 years ago, I could speak arabic well

Classification of Error			
Omission	Addition	Misformation	Misordering
2	1	1	4

S	Addition in modal auxiliary will	She will bring you to best to place the this city	She will bring you to the best place in this city

	Misformation in modal auxiliary may	My I help mopping the floor?	May I help you mopping the floor?
	Misordering in modal auxiliary shall	The box looks heavy, shall I help you it carry?	The box looks heavy, shall I help you carry it?
	Misordering in modal auxiliary would	He would not buy car lastweek but he has money	He would buy your car lastweek, but he had not money
	Misordering in modal auxiliary can	So weathe is the hot can I on turn the fan?	The weather is so hot, can I turn on the fan?
	Misordering in modal auxiliary could	I could speak arabic well 10 years ago	10 years ago, I could speak arabic well

Classification of Error			
Omission	Addition	Misformation	Misordering
-	1	1	4

HW	Misformation in modal auxiliary shall	The box look heavy, shall I help you carry it?	The box looks heavy. Shall I help you carry it?
	Misordering in modal auxiliary will	She bring you to the city in this will best place	She will bring you to the best place in this city
	Misordering in modal auxiliary would	Would he buy your car lastweek, but he has not money	He would buy your car lastweek, but he had not money
	Misordering in modal auxiliary will	Do not worry, I will help her buy the present for you	Do not worry. I will help you buy the present for her
	Misordering in modal auxiliary may	May I fire the set camp for tonight?	May I set the fire camp for tonight?
	Omission in modal auxiliary would	When he was young, he would do his homework	When he was young, he would always do his homework

Classification of Error			
Omission	Addition	Misformation	Misordering
1	-	1	4

DYS	Misordering in modal auxiliary shall	Shall I help you carry the box heavy looks it?	The box looks heavy. Shall I help you carry it?
	Misordering in modal auxiliary would	He always would do his homework when he was young	When he was young, he would always do his homework
	Misordering in modal auxiliary will	Do you will not worry I help her for buy the present	Do not worry. I will help you buy the present for her

	Misordering in modal auxiliary will	If I do not cook rice you will the mind	I will cook the rice. If you do not mind	
	Misordering in modal auxiliary could	I could speak arabic well 10 years ago	10 years ago, I could speak arabic well	
	Classification of Error			
	Omission	Addition	Misformation	Misordering
	-	-	-	5
DA	Omission in modal auxiliary will	She will bring you to place best in this city	She will bring you to the best place in this city	
	Omission in modal auxiliary can	The weather is so hot can I turn on the?	The weather is so hot. Can I turn on the fan?	
	Addition in modal auxiliary shall	I heavy it the book looks like the box shall help you	The box looks heavy. Shall I help you carry it?	
	Misordering in modal auxiliary could	Could I speak arabic well 10 years ago?	10 years ago, I could speak arabic well	
	Misordering in modal auxiliary will	Do not worry. I will buy the her present for help you	Do not worry. I will help you buy the present for her	
	Misordering in modal auxiliary may	May I mopping the floor help you	May I help you mopping the floor?	
	Misordering in modal auxiliary will	If you do not cook the rice I will mind	I will cook the rice. If you do not mind	
	Misordering in modal auxiliary may	May I fire the camp set for tonight?	May I set the camp fire for tonight?	
	Classification of Error			
	Omission	Addition	Misformation	Misordering
	2	1	-	5
YLS	Misordering in modal auxiliary will	Do not worry. I help you will for buy the her present	Do not worry. I will help you buy the present for her	
	Misordering in modal auxiliary would	He was young when he always would do his homework	When he was young, he would always do his homework	
	Classification of Error			
	Omisssion	Addition	Misformation	Misordering
	-	-	-	2
AFS	Addition in modal auxiliaries shall	Shall I help you looks it carry the heavy books	The box looks heavy. Shall I help you carry it?	

	Addition in modal auxiliaries will	Do not worry for her I will help with you buy the present	Do not worry. I will help you buy the present for her
	Misordering in modal auxiliaries will	She will you bring to the best city in this place	She will bring you to the best place in this city
	Misordering in modal auxiliaries may	May I set fire for the camp tonight?	May I set the camp fire for tonight?
	Misordering in modal auxiliaries would	When he was young, he always would do his homework	When he was young, he would always do his homework
	Classification of Error		
	Omission	Addition	Misformation	Misordering
	-	2	-	3

SNH	Omission in modal auxiliaries will	Do not worry, I will help you buy present for her	Do not worry, I will help you buy the present for her
	Misordering in modal auxiliary would	He would always do his homework, when he was young	When he was young, he would always do his homework
	Misordering in modal auxiliary could	I could speak arabic well 10 years ago	10 years ago, I could speak arabic well
	Classification of Error		
	Omission	Addition	Misformation	Misordering
	1	-	-	2

SR	Addition in modal auxiliary may	May I camp to set fire for tonight?	May I set the camp fire for tonight?
	Misordering in modal auxiliaries shall	Help you looks box, I shall it carry the heavy	The box looks heavy. Shall I help you carry it?
	Misordering in modal auxiliaries will	Do not worry, I will help her for you buy the present	Do not worry. I will help you buy the present for her.
	Misordering in modal auxiliaries will	I will the cook rice. If you do not mind	I will cook the rice. If you do not mind
	Classification of Error		
	Omission	Addition	Misformation	Misordering
	-	1	-	3

Validator of Data Analysis

Nur Mainnah

CURRICULUM VITAE

A. Identity

Name	: Alfi Rahma Safitri
Reg. Num	: 1720300127
Place/ Date of Birthday	: Mondan, 2nd July 1999
Gender	: Female
Religion	: Islam
Address	: Desa Mondan, Kec. Hutabargot, Kab. Mandailing Natal.
Phone number	: 0852 6153 6545
Email	: alfirahmasafitri57@gmail.com

B. Parents

Father's Name	: Ahmad Nur
Job	: Seller
Mother's Name	: Nur Asiyah
Job	: Seller

C. Educational Background

1. SD Negeri 146281 Sayur Maincat   2005-2011
2. SMP IT Al-Husnayain   2011-2014
3. SMA IT Al-Husnayain   2014-2017
4. Institut Agama Islam Negeri Padangsidimpuan   2017-2022

Nomor : B - 52   /In.14/E/TL.00/01/2022   7 Januari 2021
Hal   : Izin Penelitian
            Penyelesaian Skripsi

Yth. Kepala SMA IT Al-Husnayain Panyabungan
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Alfi Rahma Safitri

NIM   : 1720300127

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"An Error Analysis of Modal Auxiliaries Use at the XI Grade of SMA IT Al-Husnayain Panyabungan"**.

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

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

SURAT KETERANGAN
Nomor : 558/ E-S.Ket/ SMA-IT/II/ 2022

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Islam Terpadu Alhusnayain, dengan ini menerangkan :

Nama	:	**ALFI RAHMA SAFITRI**
NIM	:	1720300127
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

MENERANGKAN

Bahwa nama tersebut adalah benar telah melakukan penelitian di SMA Islam Terpadu Alhusnayain Panyabungan untuk penulisan skripsi dengan judul:

" **An Error Analysis of Modal Auxiliaries Use at the XI Grade of SMA IT Alhusnayain Panyabungan** "

Demikianlah Surat keterangan ini dibuat agar dapat dipergunakan sesuai dengan keperluannya.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

Panyabungan, 16 Februari 2021
Kepala Sekolah

DESI YANTI, ST