

**ERROR ANALYSIS OF MODAL AUXILIARIES USED BY STUDENTS AT  
THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1  
KELUMBAYAN  
IN THE ACADEMIC YEAR OF 2019/2020**



**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1- Degree**

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## ABSTRACT

### AN ERROR ANALYSIS OF MODAL AUXILIARIES AT THE SECOND SEMESTER OF ELEVENTH GRADE AT SMAN 1 KELUMBAYAN BARAT IN THE ACADEMIC YEAR OF 2019/ 2020

By

**Mahfud Saefudin**

The objective of this research was to find out which type of error that the students made in using modal auxiliary and to find out the proportions (Frequency and Percentage) of error that the students make in using modal auxiliary based on surface strategy taxonomy.

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. The students faced difficulty in teaching and learning grammar especially in modal auxiliaries. There were some factors that they faced difficulty in learning modal auxiliaries. The objective of this research is to analyze the students' error of modal auxiliaries and to describe the students' problems in learning modal auxiliaries. The subject of this research was the students of eleventh grade at SMAN 1 Kelumbayan Barat.

This research was error analysis. The subject in this research were the eleventh grade students at SMA Negeri 1 Kelumbayan Barat. The writer took a class to conduct the research using purposive sampling technique. In this research, the writer takes one assignment in students' English task books. It was subjective test that consists of 25 questions. The questions related to modal auxiliaries. After getting the data, the writer analyzes the students' error and classify into surface strategy taxonomy.

Based on the result of the students' error in using Modal Auxiliary, it was found that the four types of error found in this research, they were addition, omission, misformation and misordering. There were 8 error of addition, 3 error of omission, 65 error of misformation, and there was not error of misordering. The total of error were 76 error. The dominant error of the research were misformation. The total were 65 error. It was assumed that the students faced difficulty to determine an appropriate modal auxiliaries in writing sentence. The students' problems in learning modal auxiliaries were the students face difficulty to difference using modal auxiliaries and the students have not understood the material.

**Keywords:** *Error Analysis, Grammar, Modal Auxiliaries*





## DECLARATION

Hereby, I state this thesis entitled “An Error Analysis of Modal Auxiliaries in the Second Semester of Eleventh Grade at SMAN 1 Kelumbayan Barat in the Academic year of 2018/2019” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ رَدًّا وَجَاءَتْ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Allah will exalt in degree those of you who believe and those who have been granted knowledge and Allah is well acquainted with what you do.

(Al-Mujadillah:11)



## DEDICATION

This thesis is dedicated who cares and love me. I would like to dedicated this thesis to:

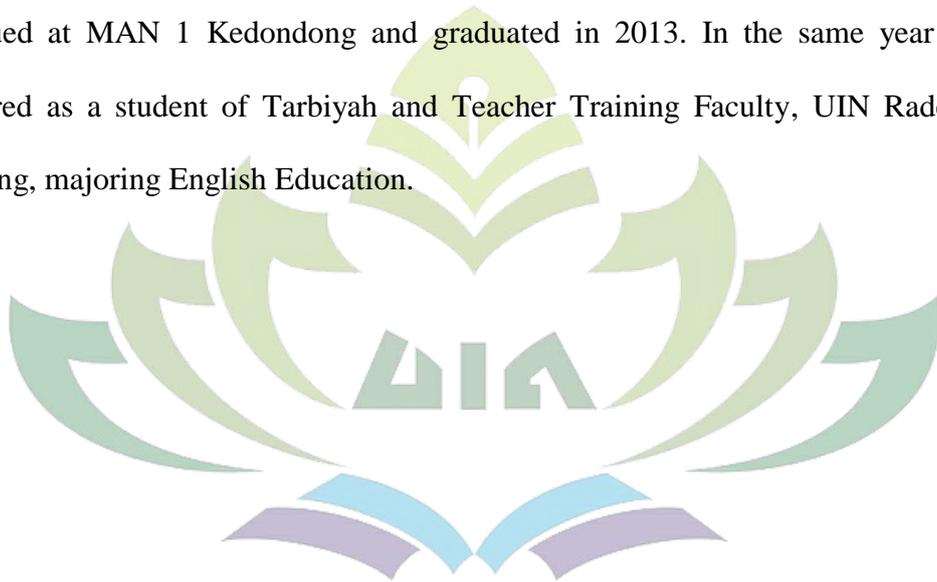
1. My beloved parents Mr. Amsori and Ms. Dartiyah who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved sister Siti Mubarakah, Who always motivate, support, and pray for me.
3. My beloved almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

The name of the researcher is Mahfud Saefudin. He was born in Kubulangka on July 28<sup>th</sup>, 1994. He is the first child from Mr. Amsori and Ms. Dartiyah. He has one youngest sister and her name is Siti Mubarakah.

He started his study at SDN 2 Banjar Negeri and graduated in 2007. After that, he continued to MTs Isyadul Muta Alimin Kubulangka and graduated in 2010. Then, he continued at MAN 1 Kedondong and graduated in 2013. In the same year he was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.



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First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

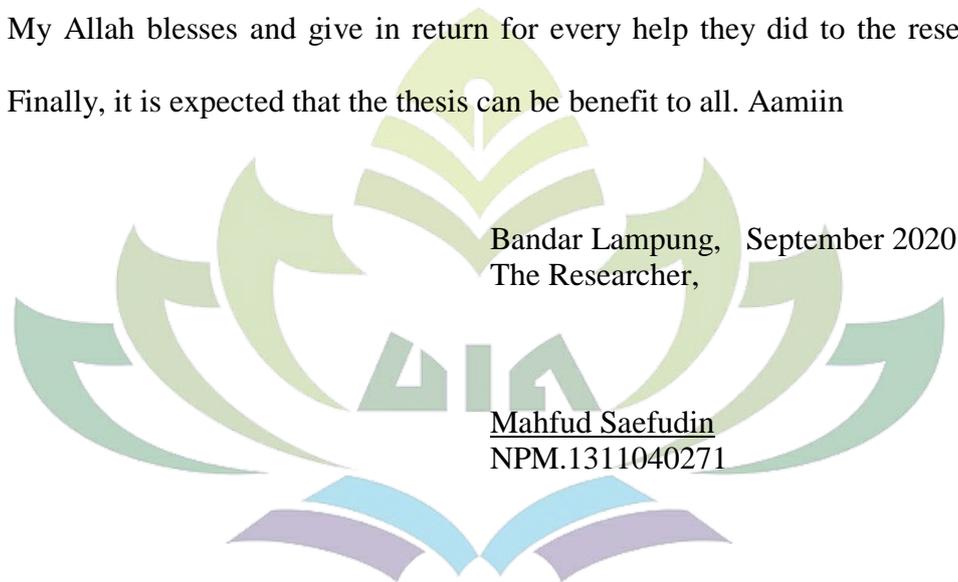
In accomplishing of this thesis, the researcher would like to express her gratitude to:

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My Allah blesses and give in return for every help they did to the researcher.

Finally, it is expected that the thesis can be benefit to all. Aamiin



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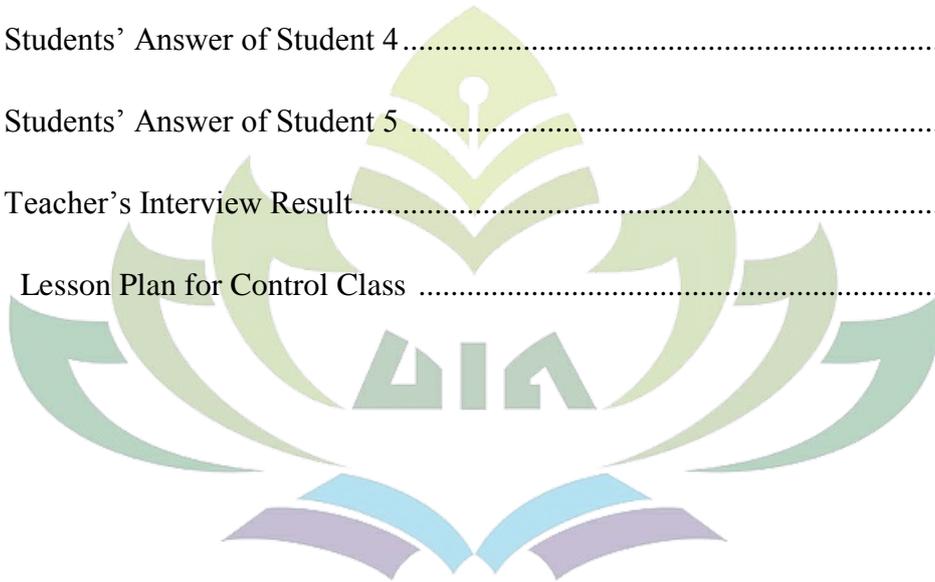


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# CHAPTER I INTRODUCTION

## A. Background of the Problem

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.<sup>1</sup>

Grammar is an important component of language. As stated by Richards and Rodgers that today, English is the world's most widely studied foreign language.<sup>2</sup> It can be concluded that English as the international language needs to be mastered by people in the world. English has an essential role for developing countries such as Indonesia. 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.

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.

On the other hand, errors are part of learning itself. Corder in Ishida supports the statement by stating, errors are evidence of the learner's strategies of acquiring the

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<sup>1</sup> Scott thombury, *How to Teach Grammar*, (England: Person Education Limited.1999), p.1

<sup>2</sup>Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.1

language rather than the signs of inhibition of interference from native language habits.<sup>3</sup> One of the errors is the use of modal auxiliary. Students usually do not realize when they make errors. It can happen because they often apply something without being reviewed first.

When students learn verbs, one of the categories of verb that they will learn is modal auxiliaries. Those are: can, could, will, would, shall, should, must, have to, may, might, had better, and ought to. These auxiliaries are added to the verb a special semantic component such as expressing ability, possibility, permission, advice, necessity, lack of necessity, prohibition, asking for assistance, making logical conclusion, giving instructions, making suggestion, and stating preferences.

Modal auxiliaries have special grammatical features such as no infinitive after verb, and have no after the third singular. Most modal verbs have not only a grammatical function, but also a dictionary meaning.

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 preliminary research conducted at SMAN 1 Kelumbayan Barat on July the 25<sup>th</sup> 2019, it was found that most of the students at the eleventh grade students of that school still found difficulties in mastering grammar as one of the English components

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<sup>3</sup> Masachika Ishida, "Error Analysis and its Significance in Second Language Teaching": A Brief Survey of the Theoretical Aspect of Error Analysis, 1982, p.3

especially in learning modal auxiliary. The students often face wrong when they use modal auxiliaries in their writing. Although they have learnt the function of each modal, they still face difficulties in making sentences with modal. In addition, the students had lack of practicing in using modal auxiliaries in the real context of the sentences.

The students made errors by using modal auxiliaries. For example: *They **must be** go to school* (wrong)      *~~They~~ **must** go to school* (true).<sup>4</sup> In the first sentence, the students made error because they use *be* after *must*. It should only use modal, it should not be added to be.

It can be seen from their score in practicing modal auxiliaries. The scores are as follows:

**Table 1.1**  
**Modal Auxiliary Score of the Eleventh Grade Students**  
**at SMAN 1 Kelumbayan Barat in Science Class XI**

No	Score	The number of student	Percentage
1	<70	22	18.52%
2	≥70	5	81,48%
<b>Total</b>		<b>27</b>	<b>100%</b>

*Document: The Eleventh Grade SMAN 1 Kelumbayan Barat in science class II*

From the table above, we could see that 22 students got under scores over the criterion of minimum mastery 70 (KKM) and 5 students (70) got good the criterion of minimum mastery. It could indicate that most of students still make errors in using modal auxiliary. It could indicate that most of students still make errors in using modal auxiliary.

---

<sup>4</sup> Alisa, Students of Eleventh Grade in Science Class, SMAN 1 Kelumbayan Barat

There are some previous research about modal auxiliary. The first previous research was done by Inni Nihayah. The title of her research is Error Analysis on Using Modal Auxiliaries 'Must' and 'have to' of the second grade students of junior high school at MTsN 1 pandeglang.<sup>5</sup> The collecting data is test and questionnaire sheet. The results shows that the students' error are misformation 78.83%, the second level of error is omission 15.76%, addition is 5.39%, and misordering 0%. The reasons why the students did errors in using must and have to are caused by context of learning, misleading explanation from the teacher, and faulty presentation of a structure or word in textbook.

The second previous research was done by Sudirman. The title is analysis on Students' difficulties in learning modal auxiliaries 'can' and 'could' at the second year of MTs Muhamadiyah 1 Ciputat.<sup>6</sup> The research is aimed to know the problem faced by second grade in learning modal auxiliaries. To collect dat, the researcher used observation, test, and interview. The results that the students' difficulties in learning modal auxiliaries came from the internal factor. The students do not attention to the teacher's explanation and then their motivation in learning English.

Considering the previous research above, it can be found that there were some differences among the previous researches with this research. The first previous research focuses on error analysis by using modal auxiliaries must and have to. The research used test and observation to get the data. The research focused on the surface strategy taxonomy (omission, misformation, addition, and misordering). In addition, the second previous research focused on the students' difficulties in modal auxiliaries can

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<sup>5</sup> Inni Nihayah, 2011. *Error Analysis on Using Modal Auxiliaries 'Must' and 'have to' of the Second Grade Students of Junior High Schoo at MTsN 1 Padeglang*. UIN Jakarta

<sup>6</sup> Sudirman. *An analysis on Students' difficulties in learning modal auxiliaries 'can' and 'could' at the second year of MTs Muhamadiyah 1 Ciputat*

and could. The research used observation, test, and interview to get the data. The students' difficulties are caused by the students' motivation and students' attention in learning English.

Moreover, the difference among with this research. In this research focuses on error analysis by using modal auxiliaries (can, could, will, would, may, might, must, have to, shall, and shoul). The research uses the test to get the data. The research uses surface strategy taxonomy (omission, misformation, addition, and misordering).

Referring to the statements above, the writer interest to conducting this research in entitled “ An Error Analysis of Modal Auxiliary at the Second Semester of Eleventh Grade at SMAN 1 Kelumbayan Barat in the Academic Year of 2019/2020”. The writer analyzed the students' errors based on surface strategy taxonomy to classify the types of errors. It helps the teachers to identify the students' strenghtness and weakness and provide feedback to them.

## **B. Identification of the Problem**

Based on the background above, the writer identified the problem as follows:

1. The students may face difficulty to use modal auxiliaries.
2. The students do not understand how to use modal auxiliaries.
3. The students do wrong when they write by using modal auxiliaries.
4. The students have lack of practicing in using modal auxiliaries in the real context of the sentences. They only relied onmemorizing modal auxiliaries in a short period of time then they would forget them later without recognizing the forms comprehensively.

### **C. Limitation of the Problem**

In order to avoid misunderstanding in interpreting the problem, this study limited and focused on the analysis in the use of modal auxiliary in a set of grammar test given to the students.

### **D. Formulation of the Problem**

Based on the statement above, the researcher formulated the problem as follows:

1. What are types of errors that the students make in using modal auxiliary based on Surface Strategy Taxonomy?
2. What are the proportions (frequency and percentage) of errors that the students make in using modal auxiliary based on Surface Strategy Taxonomy?

### **E. Objective of the Research**

The objectives of the research were:

1. To find out which types of errors that the students make in using modal auxiliary based on Surface Strategy Taxonomy.
2. To find out the proportions (frequency and percentage) of errors that the students make in using modal auxiliary based on Surface Strategy Taxonomy.

### **F. Use of the research**

The result of the research could be used as:

1. Information for English teachers. It can help them in teaching and learning activities and it also gives solution for them how to analyze students' errors in modal auxiliary in order to give good feedback for the students.

2. For the students. It is important for them to be more careful in the use of modal auxiliary because some of related material from the syllabus demands the students to have capability in using modal auxiliary.
3. For the researcher. It can be a crucial thing to be searched and to be found out as the solution, strategy or method for the students in order to decrease the errors.
4. For school. It gives more information about the students' background in their school why they did the errors then the school can follow up this problem.

### **G. Scopes of the research**

1. Subject of the Research

The subject of the research was the students of eleventh grade of SMAN 1 Kelumbayan Barat.

2. Object of the Research

Object of the research was the analysis in the use of modal auxiliary in a set of grammar test given to the students.

3. Place of the Research

The research was conducted in SMAN 1 Kelumbayan Barat..

4. Time of the Research

The time of the research was conducted in 2019/2020 academic years.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theory

##### 1. Concept of Error Analysis

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 do make 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.<sup>7</sup>

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 for the teacher to recognize the errors. Thus, students will not repeat or minimize in making an error.

Moreover, Dulay states that error analysis is a process or steps in the analysis of the flawed side of learner writing that deviate from some selected norm of mature language performance.<sup>8</sup> It means that error analysis is the process of analyzing and investigating students deviations of the language process in the second language.

Corder states that there are two functions of error analysis. The first is a theoretical one and the second a practical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. In order to find out the nature of these

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<sup>7</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2007), p. 218

<sup>8</sup> Heidi Dulay, et.al, *Language Two*, New York: Oxford University Press, 1982, p. 132.

psychological processes, and the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.<sup>9</sup> It means, there are two functions in error analysis. The first, theoretical aspects that investigate the process of language learning, and the second, the practical aspect that is function guiding in remedial action.

The result of error analysis give some benefits to the teachers as well as to the students. Firstly, errors tell the teacher how far their students have progressed to reach the goal. Secondly, errors provide evidences how language learnt by students and what strategies to master the language.

From the statements above, error analysis helps linguists realize that although errors sometimes obstruct communication, they can often facilitate second language learning, and they play a significant role in training teachers and helping them identify and classify learners' errors, as well as helping them construct correction techniques.

## 2. Concept of Error and Mistake

According to Corder error is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition.<sup>10</sup> Moreover, Dulay, Burt and Krashen define errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.<sup>11</sup>

In addition, Brown states that in order to analyze students' errors in a proper 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

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<sup>9</sup> S. P. Corder, *Error Analysis and Interlanguage*, Walton Street: Oxford University Press, 1981, p. 45.

<sup>10</sup> Scott Thornbury, *How to Teach Grammar*, (London: Longman, 1999), p. 1.

<sup>11</sup> S. P. Corder, *Error analysis and Interlanguage*. (Walton Street, Oxford: Oxford University Press, 1981), p. 1

utilize a known system correctly.<sup>12</sup> According to James, error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. A mistake is either intentionally or unintentionally deviant and self-correctible.<sup>13</sup> From the definition above, error and mistake are two different phenomena. Errors occur when the students cannot identify what is correct and incorrect. Mistake is the wrong use of language, but the students know the correct form of its rules. Mistake can be corrected by them himself, while error cannot be self-corrected because the students may not be aware that they make the error and need help from others to correct the error.

Based on the statement above, it can be distinguished between mistakes and errors. Mistake can happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspect of performance. Mistake can be self-corrected, whereas an error happens when the students are unsuccessful in determining a new language or second language.

### 3. Causes of Errors

There are three major causes of error, which labels 'transfer error' (mother tongue interference, 'analogical error' (over-generalization) and 'teaching induced error' (error encouraged by teaching material or method).<sup>14</sup> The explanation about them are as follows:

#### a. Mother tongue interference

The beginning stage of learning a second language is characterized by a good deal of mother tongue interference (from the native language), in this early stage, before the system of the second language is familiar, the native language is the only familiar language system. The sound system (phonology) and grammar of native language

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<sup>12</sup> H. Douglas Brown, *Principles of Language Learning and Teaching: fifth edition*, New York: Pearson Education, 2007, p. 226.

<sup>13</sup> Carl James, *Errors in Language Learning and Use*, England: Longman, 1998, p. 78.

<sup>14</sup> S Pit Corder and J.P.B. Allen, *Teaching in Applied Linguistics*, (Walton Street: Oxford University Press, 1974), p. 140

sometimes impose themselves on the new language and this leads to a faulty foreign pronunciation, faulty grammatical pattern and wrong choice of vocabulary.

Example: She is in my chair sitting is instead of She is sitting in my chair.

b. Over Generalization

It covers instance where the learner creates a deviant structure on the basis of her or his experience of other structure in the target language.

Example:

Basis sentence            I studied in my room last nigt.

Student's sentence      At eight clocks last night I studied

The correct sentence    At eight clocks last night I was studying in my room.

c. Error encourage by teaching material or method

Error can appear to be induced by teaching process it self and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded and presented with meticulous care, there should never be any error, the students will be easy to accept.

Example:

I'm go to school every day *instead of* I go to school every day.

According to Richard, there are four causes of errors. They are as follows:<sup>15</sup>

a. 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?

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<sup>15</sup> Jack C Richard, *Error Analysis: Perspective on Second Language Acquisition*, (England:Longman, 1974), p. 174-179

b. Ignorance of rule restriction

This type of errors is the result of the failure to observe the restrictions of existing structures, that is, the application rules 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

c. 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.

d. 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.*

#### 4. The 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. Some experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguishes three types of error according to their systematically:

1. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. They are random.

2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
3. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).<sup>16</sup>

According to Dulay, there are four most useful and commonly used bases for descriptive classification of errors :

#### 1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language component and the particular linguistic constituent that the error affects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).<sup>17</sup>

So in this category, errors are classified by language components that include phonology, syntax and morphology, semantics and lexicon and discourse. 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.<sup>18</sup> 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.

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<sup>16</sup> Rod Ellis and Gary Barkhuizen, *Op.Cit.*, p. 51.

<sup>17</sup> Heidi Dulay, et.al., *Op.Cit.*, p. 146.

<sup>18</sup> *Ibid*, p. 150.

a. Omission

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.<sup>19</sup> 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 well-formed utterance.<sup>20</sup> There are three types of addition errors, namely: double marking, regularization, and simple addition.

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.<sup>21</sup> Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in:<sup>22</sup>

Example:

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<sup>19</sup> *Ibid*, p. 154.

<sup>20</sup> *Ibid*, p. 156.

<sup>21</sup> *Ibid*.

<sup>22</sup> *Ibid*.

(Incorrect) We didn't *twent* there.

(Correct) We didn't *go* there.

## 2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.<sup>23</sup> Typically applies to a class of linguistic items such as the class of main verbs or the class of nouns. The noun *sheep* is also *sheep* in the plural, not *sheeps*.

Example:

(Incorrect) the *sheeps* usually eat the grass.

(Correct) the *sheep* usually eat the grass.

## 3) Simple Addition

If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors— the use of an item which should not appear in a wellformed utterance.<sup>24</sup>

Example:

(Incorrect) He can *sings* well.

(Correct) He can *sing* well.

## 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.<sup>25</sup>

For example:

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<sup>23</sup> *Ibid.*, p. 157.

<sup>24</sup> *Ibid.*, p. 158.

<sup>25</sup> *Ibid.*

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, archi-forms, and alternating forms. The explanation is elaboratedas follows:

### 1. Regularization Errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.<sup>26</sup>

Example:

Ana has two *goose*. (incorrect)

Ana has two *geese*. (correct)

### 2. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.<sup>27</sup>

For example:

This book is mine; This *books* is mine. (incorrect)

This book is mine. (correct)

### 3. Alternating Forms

As the learner’s vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.<sup>28</sup>

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<sup>26</sup> *Ibid.*

<sup>27</sup> *Ibid.*, p. 160.

For example:

This *books*; These *book* (incorrect)

This book; These books (correct)

d. Misordering

misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>29</sup> In this case, the learners makes sentence incorrect order.

For 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.<sup>30</sup> 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 don't. Errors that affect the overall organization

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<sup>28</sup> *Ibid.*, p. 161.

<sup>29</sup> *Ibid.*, p. 162.

<sup>30</sup> *Ibid.*, p. 163.

of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.<sup>31</sup>

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.

There are several types of errors according to some experts. The writer decides to use the types of error based on surface strategy taxonomy of errors to measure the error of students' writing in grammatical aspect.

### **5. Procedure of Error Analysis**

It needs some steps or stages of procedure in conducting Error Analysis. According to Ellis and Barkhuizen the procedure of Error Analysis includes the following steps:

1. Collecting a sample of learner language.

Collecting a sample of learner language provides the data for the Error Analysis. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

2. Identification of Errors.

The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context.

The basic produce is as follow:

- a. Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.

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<sup>31</sup>*ibid.*, p.189.

- b. Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be wellformed. Those utterances/sentences remaining contain errors.
- c. Identify which parts of each learner utterance/sentence differs from the reconstructed version.

### 3. Description of Errors.

The description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts.

### 4. Explanation of Errors.

Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA (second language acquisition) research this is the most important stage in an Error Analysis.

### 5. Error Evaluation.

It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.<sup>32</sup>

Based on the explanation above, it can conclude that actually in the procedure of error analysis has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the researcher describes the error based on the error classifications and the she/he explains the sources the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation.

## 6. Concept of Grammar

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<sup>32</sup> Rod Ellis and Gary Barkhuizen, *Op. Cit.*, pp. 56-67.

Studying English at this time has become an obligation for us so that in any condition we are required to master the language. Therefore, we must first know what is meant by grammar. As stated before, grammar is one of language components. Grammar is an important element to be learnt in learning a language. It is a very basic knowledge and an important tool for students to master English. As Ur states that grammar can be defined as words put together to make correct sentences.<sup>33</sup> It does not only affect how the units of words are combined in order to make correct sentence but also affects their meaning. In other words, grammar provides rules of making sentences structurally and semantically correct.

In addition, According to Thornbury, grammar is partly the study of what forms (or structures) are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.<sup>34</sup>

Based on the explanation above, it can be concluded that grammar is the study of what forms and description of the rules that govern how a language's sentences are formed. In addition, grammar is a structured rule pattern used in forming a sentence in any language. That is why, by mastering the English the students can speak or communicate with other people properly and can determine how to compose the sentences.

## 7. Concept of Modal Auxiliary

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.<sup>35</sup> These are the modal verb can, could, may, might, must, will, would, shall, should, ought, and need. They are different from the other

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<sup>33</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, (London: Cambridge University Press, 1996), p. 75

<sup>34</sup> Scott Thornbury, *How to Teach Grammar*, Longman, p.1.

<sup>35</sup> Micheal Swam, *Practical English Usage*, (Oxford, : Oxford University Press, 1980), p.90

three auxiliary verbs (do, be, and have) in two ways: first, they have special grammatical features (for instance, they have no infinitive and the third person singular has no s). Secondly, most modal verbs have not only a grammatical function, but also a dictionary meaning.<sup>36</sup>

Moreover, George states, 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.<sup>37</sup>

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.

### 8. Kinds of Modal Auxiliary

According to Cyscco, there are kinds of modal auxiliary. They are as follows:<sup>38</sup>

#### Using of "can"

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

a. Permission.

- You can stay here if you like.

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

- Can I phone you this evening?

c. Possibility.

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<sup>36</sup> Betty Schramfer Azhar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey:rentice Hall Regents, 1989), p.68

<sup>37</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing,1980), p. 231-236

<sup>38</sup> Dhanny R Cyscco, *English Grammar Practice for TOEFL*, (Jakarta: PuspaSwara, 2000), p. 235-

- They can occupy the house next week.
- d. Have an opportunity.
- While you are in France you can learn French

### Using of “could”

Could express:

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

- When I was young I could ran very fast.

- c. Past permissions.

- 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.

- Could I borrow your car tomorrow?

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

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

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

### Using of “may”

May expresses:

- a. Possibility.

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

- b. Permission.

May I smoke in your class?

- c. The compound or perfect form (may + have + a past participle). Bert may have been athletic once, but he is not anymore.

### Using of “might”

Might express:

a. Might expresses possibility which is considerably slighter or weaker than that expressed by may.

- I might accompany you, but it does not appear very likely.

b. Might expresses possibility in reported speech or in other direct object noun clauses when the verb in the main clause is in the past tense.

-The news paper says it may rain tomorrow.

- The news paper said it might rain tomorrow.

c. Ask permission.

- Might I be excused early?

d. "Might + have + past participle" is used to show a possibility in the past.

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

B = I suppose he may have gone to London.

### Using of “must/have to”

a. Necessity or unavoidable obligation. -

The time is up. We must go.

- You have to come in time every day.

b. Similarly, must is often replaced by have to in past tense sentences.

-He must work next week.

- He has to work last week.

c. Negative obligation, “must not” is used to express prohibition.

- You must not leave the office before I go back.

d. To express a logical deduction (must + have + past participle).

- I failed the examination. You must think I am stupid !

### Using of “will”

a. Used in the simple future construction.

- I will do it for you tomorrow.

b. To express agreement.

- I will do whatever you think best.

c. To express determination.

-I will pass this course .

d.The negative of will may express refusal.

- My uncle will not be there tonight.

### Using of “would”

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

- If I had time, I would go with you.

b. To express refusal.

-He would not answer the question.

c. To express the idea willingness.

-She says she will go if she can.

d. To express a habitual action in the past.

-When I was young, my grandfather would tell me stories.

### Using of “shall”

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

- Shall I answer the telephone for you?

b. To express a threat.

-If you speak like that again, you shall be punished.

c. To express a promise.

-You shall receive your diplomas in June.

### Using of “should”

a.To express the idea of avoidable obligation.

-He should study more.

b.To state an obvious conclusion or a logical deduction.

-He took dancing lesson for years. He should be an excellent dancer.

c. The combination of should + have + past participle.

-Bert should have studied more.

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.

## B. Relevance Study

The first previous research was done by Inni Nihayah. The title of her research is Error Analysis on Using Modal Auxiliaries 'Must' and 'have to' of the second grade students of junior high school at MTsN 1 pandeglang.<sup>39</sup> The collecting data is test and questionnaire sheet. The results shows that the students' error are misformation 78.83%, the second level of error is omission 15.76%, addition is 5.39%, and misordering 0%. The reasons why the students did errors in using must and have to are caused by context of learning, misleading explanation from the teacher, and faulty presentation of a structure or word in textbook.

The second previous research was done by Sudirman. The title is analysis on Students' difficulties in learning modal auxiliaries 'can' and 'could' at the second year of MTs Muhamadiyah 1 Ciputat.<sup>40</sup> The research is aimed to know the problem faced by second grade in learning modal auxiliaries. To collect data, the researcher used observation, test, and interview. The results that the students' difficulties in learning modal auxiliaries came from the internal factor. The students do not attention to the teacher's explanation and then their motivation in learning English.

Considering the previous research above, it can be found that there were some differences among the previous researches with this research. The first previous research focuses on error

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<sup>39</sup> Inni Nihayah, 2011. *Error Analysis on Using Modal Auxiliaries 'Must' and 'have to' of the Second Grade Students of Junior High School at MTsN 1 Padeglang*. UIN Jakarta

<sup>40</sup> Sudirman. *An analysis on Students' difficulties in learning modal auxiliaries 'can' and 'could' at the second year of MTs Muhamadiyah 1 Ciputat*

analysis by using modal auxiliaries must and have to. The research used test and observation to get the data. The research focused on the surface strategy taxonomy (omission, misformation, addition, and misordering). In addition, the second previous research focused on the students' difficulties in modal auxiliaries can and could. The research used observation, test, and interview to get the data. The students' difficulties are caused by the students' motivation and students' attention in learning English.

### **C. Conceptual Framework**

Effective communication is the result of learning a second language and learning the second language includes the use of four main skills including listening, speaking, reading, and writing. Furthermore, the students not only learn about those four basic skills, but also language components which support communication.

Grammar is one of language components. Grammar is an important element to be learnt in learning a language. It is a very basic knowledge and an important tool for students to master English.

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.

When students learn verbs, one of the categories of verb that they will learn is modal auxiliaries. Those are: can, could, will, would, shall, should, must, have to, may, might, had better, and ought to. These auxiliaries are added to the verb a special semantic component such as expressing ability, possibility, permission, advice, necessity, lack of necessity, prohibition, asking for assistance, making logical conclusion, giving instructions, making suggestion, and stating preferences.

Modal auxiliaries have special grammatical features such as no infinitive after verb, and have no after the third singular. Most modal verbs have not only a grammatical function, but also a dictionary meaning.



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