CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Everybody knows that in all activities people need to communicate each other. Language is a system of communication in speech and writing that is used by people of particular country. In short, language is a tool used to communicate ideas, feelings, beliefs, loves, knowledge, or culture among people. One of important things for prefaring in that communication is mastering the international language, english, whether it is in written form or in spoken form.

As an international language, English is spoken by most of the people all over the world. It is getting more important. Many countries use English to communicate and convey message or idea to other. One of the language which is taught in the school of our country is English language. English is one of the international language that have an important role in the world. It is widely studied and used as a tool of communication among people all over the world. English becomes one of the important subject matter taught at school.

In Indonesia, English is a compulsory subject that should be learnt by all students from junior high school to university. Some school even use English as the main language used in teaching activity. Teaching English as a foreign language is hard challenge to english teachers in Indonesia because students' difficulty in comprehending and receiving English lesson.

The students study English in the school, they expect to learn some skills such as skills to listen of English sounds, the skills to read and undersand English book, the skills

to speak English and to ability to write English. Beside the four skills, the students have to master language components. One of the language components is grammar. Grammar is also needed even in the communication because it can avoid misunderstanding. By mastering grammar, it is hoped that he/she can share the information and be more confident to express the idea when he/she do the communication with other people.

Grammar is the rules in using language for changing the form of word and joining they in order to deliver meaning of a message. It indicates that grammar provides a way to understand the relationship of the meaning and shape to function in the context. In learning english grammar becomes an important point to create an understanding because grammar derives meaning from consideration of a clause. Greenbaum and Gerald (2002:6) state that grammar is a thing that needs to be learned by the students to used language more effectively in producing words. As Huddleston and Pullum (2002:93) stated that grammar deals with the form of sentences and smaller units: clauses, phrases and words.

It is found that several phenomena that happen on the field related to students' written produt about modal auxiliaries. First, they did not understand about grammar which often make some errors. Last, the students did not know what kinds of modal auxialiaries. Some of them still ask the teacher to translate about the situations that has been given by the researcher. Therefore, it is important to reveal the problems that students face in using modal auxiliaries.

Students who learn a foreign language ancounter a number of problems, especially with the grammar of the language which are complicated and which making confusing. When the students learn english, they try to avoid the grammar because it is

confusing and difficult to understand. For some students who have a lack of knowledge in grammar, of course they will that confused how many different meaning of the verb " in spoken or in written", why the verb in sentence must change, etc.

A modal is a type of auxiliary (helping) verb that is used to express : ability, possibility, permission, or obligation. Modal has some form. According to Raimes (2004,23) state that there are some forms of modal auxiliaries. First, never add an-s ending to a modal auxiliary modal do not change form to show number or person. Second, modal auxiliary always used the based form of the main verb or auxiliary be after a modal auxiliary, whatever present or past. Last, modal auxiliary are used with the negative not which always follow the modal auxiliary even where there are other auxiliary be or have present.

There are some usages of modal that should be appropriate with the function. Modal auxiliaries can be used by the students base on their needs. The learning of modal also should appropriate with the function. In the other words, the learning of modal should appropriate to the content and context.

There are many aspects discussed in English grammar one of them is "modal auxiliaries" or "modal verb" are: can, could, will, would, shall, should etc (Carter and Mc Carthy (2006,638)). They have special grammatical features, have more than one meaning and also complex. Some modal change meaning in the negative must be expressed with other auxiliaries. Eventhough the modals are used only with the simple form of the verb. Here the students still have difficulties to make the sentence using auxiliaries and to decide the meaning of the modal.

In this case, the writer is interested to analyze the student's difficulty in learning some modal auxiliaries entitled " Analysis On The Difficulties In Learning Modal Auxiliaries". (The Eighth Grade Students of SMP Hosana Medan). It is because there are many students who still face difficulty in understanding the meaning, theorycal and the form of modal auxiliaries.

1.2 The Problem Of the Study

The writer identifies the problem of this study and formulates as follow :

" What are the difficulties in learning modal auxialiaries of the Eighth grade students of SMP Hosana Medan.

1.3 The Scope Of the Study

The study is focused on Analysis on the difficulties in learning modal auxiliaries of The Eighth Grade Students of SMP Hosana Medan. The Students consist of 24 students.

1.4 The Objective Of the Study

To find out the difficulties in learning modal auxiliaries of the Eighth Grade Students of SMP Hosana Medan.

1.5 The Significances Of the Study

The writer hopes that this research would have some benefits in English teaching learning process. There are two kinds of benefits in this research, theoretically and practically.

1. **Theoritically**

The research would be useful for improving model of the on analysis on students difficulties.

2. Practically

The findings of the study are expected to be useful for:

1) The Students get more understanding about can and could and it helps them the use of it when the students want to write a text.

2) The Teachers knows easier way to teach can and could in the classroom.

3) For the other researchers to provide reference in conducting similar research study about modal axiliaries.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Modal Auxiliaries

In other words, modal auxilairy verbs can help the other word to become a stronger explanation. Remember the auxiliariy verb always carries the sentences, even though with the most modal it is not visible.

2.1.1 Definition Of Modal Auxiliaries

Modal auxilary or called modal verbs may sound difficult but in fact theyare easy. They are invariable (no conjuntion). And the main verb is always the " bare infinitive" (without "to"). Modal auxiliaries generally express a speaker's attitudes, or "mood". For example, modal can express that a speakers feels something necessary, advisable, permissible, possible or probable. And in addition, they can convey the strength of these attitudes. These are the modal verb can, could, may,might, must, will,would, shall, should. They are diffrent form the other three axiliary verbs (do, be and have) in two ways. Firstly, they have special grammatical features (for intance, they have no infinitive and the third person singular has no s) and secondly, most modal verb have not only a grammatical function, but also a "dictionary meaning". For instance must can mean 'be obliged to'. (do, be and have do not really have ("meaning") of this kind when they are used as auxiliary verb).

Modal verb is technical one of these verb form : can, could, may, might, shall, should will, would etc. They are all used with other verb to change their meaning by expressing ideas such as possibility, permission or intension. According to Irma Rosita Gloria Barus, (2004,24) *:"modal auxiliaries adalah suatu bentuk atau kategori dalam tata bahasa inggris yang berungsi sebagai pembantu kata kerja (auxiliaries) yang salah satu fungsinya adalah untuk menunjukkan kebenaran, prakiraan atau kemungkinan".* (modal auxiliaries are kinds or categories in grammar which function as auxialiaries such as for showing the truth, prediction or possibility). According to Penston (2005 :65) modal auxuliaries verbs as conveying the mood or opinion of the speaker such as expressing ability, obligation, advice and possibility.

Modal verb is different from auxiliary verb (or 'helping') that verbs that are used together with other verbs to 'helps' them particular grammatical function or meanings (for instance, to make questions, or to form tenses). In English, a lot of important meanings are expressed by changes in the verbs, for example: questioning, negation, time, completion, continuation, repeatition, possibility and obligation. English verb do not have many different forms (e.g see, sees, seeing, saw, seen). So to express these meaning, a number of auxialiaries verbs are used such as do, be, and have.

In conclusion, modal auxiliaries are functional words that help verbs to express specific meaning such as ability, probability, possbility, obligatory, etc.

2.1.2 Kinds of Modal Auxiliary

In English, such verbs have largely replaced the subjunctive mood, and three kinds of modality can be distinguished for them: (1) epistemic modality, which expresses a judgment about the truth of a proposition (whether it is possible, probable or necessarily true): *Andi may be is his house* . (2) Deontic modality, which involves the giving of directives (in terms of such notions as permission and oligation): *you must   leave immediately*. (3) Dynamic modality, which describes such properties as ability and volition to the subject of the sentence: *i can come*. Often the same modal verb is used for more than one kind of modality : *may* for possibility (*It may rain today*) and permission (*you may smoke now)* ; *must* for necessity (*the plane must have landed by now)* an obligation *(I must eat)*

According to Betty Schramfer Azhar (1989,68) the types of modal auxiliaries can be divided into two kinds. *First*, modal auxiliaries with different meaning such as: can, could, had, better,may, might, must, shall, should, will, would. *Second,* modal auxiliaries

with similar expression such as: be able to, be going to, be supposed to, be to, have to, have got to, used to.

Modal and semi modals can be grouped into three major categories according to their main meaning (excluding used to, which relates to past time).

a. Permission/ Possibility/ ability : can, could, may, might.

b. Obligation/necessity: must,should,had, better, have (got) to, need to.

c. Volition/prediction : will, would, shall, be going to.

Modal auxiliaries are usually placed before the predicates of the sentence in positive sentence. In negative sentence, modal need "not" between modal and verb. In interrogative sentence modal auxiliaries are usually placed after subject.

2.1.3 Sentence Pattence of Modal

Sentence is a group of word that contains at least object and one verb. A sentence expresses a complete thought.

A. Positive Sentence

The pattern of modal auxiliaries in the positive sentence is:

> S + modal auxiliaries + V (infinitive without 'to' + O/C)

B. Negative Sentence

The pattern of modal auxiliaries in the negative sentence is :

> S + modal auxiliaries + not + V (infinitive without 'to' + O/C)

C. Introgative Sentence

The pattern of modal auxiliaries in the interrogative sentence is:

Modal Auxiliaries + S + V (infinitive without 'to' + O/C)

2.2 Modal Auxiliaries Verbs

According to Carter and Mc Carthy (2006,638) there are nine so-called core modals in total: can, could, may, might, should, must etc.

2.2.1 Can

Can is the most frequent of the modal verbs and is most often used to express permission and ability (Carter and Mc Carthy 2006,642). In addition to being used to give, seek or deny a permission and to indicate what someone is capable of, can may also be used to express general truths, in other words "statements about events and states which are true or which are usually the case:

1. Can you speak French? (ability)

2. You can stop work early today. (permission)

3. Can I help you? (offer)

4. I can read Italian, but I can't speak it.

5. These roses can grow anywhere.

6. Scotland can be very warm in September.

Swan (2005,98) remarks that can may be used to express what is possible or impossible for us to do owing to the surrounding circumstances:

1. We can go to Paris this weekend, because I don't have to work.

2. There are three possibilities: we can go to the police, we can talk to a lawyer, or we can forget all about it.

Can may also be used when discussing future actions possible due to present abilities, circumstances or decisions (Swan 2005,99):

1. I've bought the tent, so we can go camping next weekend if we want to.
2. She can win the race tomorrow if she really tries.

2.2.2 Could

Could is most frequently used for expressing that something is possible or probable and in suggestions (Carter and Mc Carthy 2006, 643):

1. I think that could be the answer to the problem
2. We could all be having holidays on the moon within thirty years
3. I could just cook dinner tonight and then you could cook it some other night and, you know, reciprocate.
4. It could rain this afternoon.

Another regular use for could is in requests and orders or in asking for a permission (Swan 2005,101):

1. Could you lend me five pounds until tomorrow?
2. Do you think you could help me for a few minutes?
3. Could I ask you something?

4. Could I talk to you for a moment?

In addition to asking for a permission, could can also be used when discussing "permission that has already been given or refused" as in the sentence "She said I could come as often as I liked" (Swan 2005, 101). Could is considered to be more polite and formal in this use than can. The two verbs are also connected in that could may be used as the past form of can, or as a more tentative alternative to can (Swan 2005, 97; 101):

1. When I was younger I could play tennis very well.

2. When I was a kid I couldn't swim at all. I only learnt when I was thirty.

3. We could hear that dog barking all through the night.

Combined with have + past participle form, *could* can be used to express ability or opportunities in the past that did not turn into reality. The same structure is also used when criticising people (Swan 2005, 99):

1. I could have married anybody I wanted to.

2. I could have won the race if I hadn't fallen.

3. You could have helped me – why did you just sit and watch?

2.2.3 May

The modal verb may can be used to grant, deny or ask for a permission much like can. May can also refer to weak probabilities, that something is not very likely to happen (Carter and McCarthy 2006, 644):

1. May I see that?

2. There's a bank holiday in between, so it may or may not get to you by the end of that week.

3. May I put the TV on?

4. Students may not use the staff car park.

While can generally refers to something the speaker believes to be true, or at least to be the case most of the time, when expressing probability, may is used to refer to possible events. In relation to general truths, may is used to refer to things that are likely to happen or normally do, and can as such be seen as the "formal equivalent of can" in this connection (Carter and McCarthy, 645):

1. Frog spawn may be found in river beds at that time of year.

2. We may go climbing in the Alps next summer.

3. I think Labour are going to win. ~ You may be right.

Other use for may is the usage in formal expressions of wishing something good to someone and in formal curses (Carter and McCarthy 2006, 645):

1. May you both have a long and happy married life together.

2. May you rot in hell!

3. May the New Year bring you all your heart desires.

2.2.4   Might

According to Carter and Mc Carthy (2006, 646) might could be described as the more "indirect and tentative" version of may. Swan (2005, 316) describes might as the "the less definite or more hesitant form of may, suggesting a smaller chance – it is used when people think something is possible but not very likely": Joe might come with me.

Most often might is used to express probability and possibility of something happening:

1. And I might buy a video camera as well.

2. Peter might phone. If he does, ask him to ring later.

Might may also be used to express permission – it is then considered rather formal and polite and mainly used in indirect structures (Swan 2005, 318):

1. I wonder if I might have a little more cheese.

2. Might I speak to Mrs Lutterworth?

Although might is not often used as the past form for may, it does replace may in indirect speech:

I may go to Scotland. ~What? ~I said I might go to Scotland.

The structure might as well is used, as noted by Swan (2005, 319), to "suggest that one should do something because there is nothing better, nothing more interesting or nothing more useful to do."

The same structure is also used with may:

1. There's nobody interesting to talk to. We may as well go home.

2. Shall we go and see Fred? ~OK, might as well. (Swan 2005, 319).

2.2.5   Should

In certain contexts should conveys the notion of necessity or obligation. It is usually subtituted for must to soften a demand or requirement but as with must, there is no choice involved. A part from the necessity and obligation should also has the other function in senntences. Should in English sentence also can be suggestion/ advice, probability and supposition. Supposition is thinking about something that predict will be done. According to Hill and Bradford (2000: 81) should is the English modal auxiliary most frequently used to express suppositions corcerning some state or action. It meants that should use to express the frequently about some states or action that probably will be happens.All

persons occcur in sentences expressing suposition, but apperently only the affirmative statement, negative statement, and content question structures are involved.

In addition, Marsudi and Darsono (2010: 77) satate that should is present as the other form of must but should be soften than both of them. Should has function as suggestion or advice in a sentence. It is similiar with obligation, but suggesstion or advice have polite way to order someone to do something, example : You should read the instruction before doing the excercise. The sentence means that the writer advice someone to read the instruction before doing the exercises. In the other hand, Mahanand (2013: 88) give explanation that should has function as probably and obligation. Should is used to express probability, in other word to convey a lesser or smaller chance of occurrence/ happening. It means that should shows the little probably something will be happened.

Carter and Mc Carthy (2006, 653) state as the most frequent uses for should the indication of what is

1. He should have been here at five and he's not here yet.

2. She should be wearing glasses.

3. I think the authorities should do it and there should be, you know, guidelines from a central place.

4. Everybody should wear car seat belts.

5. The applications should be sent before December 30th.

Should is also used to express that something is possible or probable, logically or due to it being normal in the circumstances (Swan 2005, 510)

1. She's away, but she should be back tomorrow.

2. Henry should get here soon – he left home at six.

3. We're spending the winter in Florida. ~That should be nice.

When an event is surprising or hard to believe, should is used (Carter and Mc Carthy 2006, 653):

1. I'm sorry that he should be so upset by what I said.

2. I'm amazed that he should have done something so stupid.

3. It's surprising that she should say that to you.

4. I was shocked that she shouldn't have invited Phyllis.

5. I'm sorry you should think I did it on purpose.

Should can appear with if in conditional clauses in formal contexts (Carter and McCarthy 2006, 654). The same type of meaning can be expressed with should + in case or so that (Swan 2005, 510):

1. If you should see Caroline, tell her I've got the tickets.

2. I'll get a chicken out of the freezer in case Aunt Mary should come.

3. He turned the radio down so that he shouldn't disturb the old lady.

2.2.6 Must

The expression of conjecture and probability in English in confined to affirmative and negative statement. According to Hill and Bradford (2000: 77) The modal used in the expression of conjecture or probability is must. It means that must has fucntion as probability in a sentence. In addition, must is also has function as obligation in a sentence. Penston (2005: 70) says that must expresses internal obligation. Internal obligation refers to something imposed by speakers themselves. A command can be seen as and and appeal for some sort of internal obligationon the listeners' part. The power relationship of speaker to listener is important. The opinion in line with DeCapua (2008: 221) explains that must considered as stronger obligation. It means that

must can be act as an obligation to make the sentence more clear. A part from that Marsudi and Darsono (2010: 76) state that must also have other function that is conclusion/ inference. It means that must can give conclusion in a sentence, with must the reader will get the conclusion from the sentence without give long explanation, for the example : Mr. Bambang has a very big house. He must be rich. The underline sentence is the conclusion, it because Mr. Bambang has big house so must in the next sentence give inference that Mr.Bambang is rich person.

Morever, Mahanand (2013: 89) determines the other function of must in modal auxilliary that are certainty agreement and necessity. Ceratainty agreement is the sentence that give certainty about something there is no doubt it is only optimism. Necessity is the sentence that explain about something needed that have to fullfil. To make clear the explanation there are some examples: In concluding, must one of modal auxiliaries that also has fuction in grammatical and explain the condition of the "verb" in sentence. There are five fuctions of must in modal auxiliary that are for probability, obligation, conclusion/ inference, certainty and necessity.Each of them express different kind of meanings. Must will have different meaning in each sentence, it depends on the function of must itself.

> Must is often used when expressing "different strengths of obligation", whether it be a polite invitation or a strict order (Carter and McCarthy 2006, 654):
>
> 1. You must get those done by tomorrow.
>
> 2. I told her she must keep her door locked at all times.
>
> 3. All passengers must present valid photo identification at check-in for all flights.
>
> 4. Plants must get enough light and water if they are to grow properly.
>
> 5. You must be here before eight o'clock.

Swan (2005, 335) adds to this the emphatic invitations, such as "You really must come and see us soon."

Other frequent use for must is in connection of deduction or to express reproach (Carter and McCarthy 2006, 654-655):

1. I'm twenty-eight, so she must be twenty-seven.

2. Must you have that music so loud?

3. I'm in love. ~ You must be very happy.

4. There's the doorbell. It must be Roger.

5. You must be Anna's sister – you look just like her.

Carter and McCarthy (2006, 655) note that must does not have a past form, so in expressing past time it has to be replaced by had to. It is also often recommendable to use have to instead of must when referring to future obligations . for example:

1. If he turns up after midnight, then he'll have to eat whatever he can find in the fridge.

2. When you leave school you'll have to find a job.

3. I had to cycle three miles to school when I was a child.

2.3 Student's difficulties in using modal auxiliaries

Modal auxiliaries are among the more difficult structure ESL and english teacher have to deal with. One of the reasons for this is the form of the modals. In English, modal are derrived from verb that did carry tense and take agreement markers during a much earlier stages of the language. It is thus important to emphasize to learners that English no longer inflects modals for tense and number.

The students, who have been told tome to time again that present tense verb with third person singular subjects require an-s ending, overgeneralize this rule to modal this rule to modals.

Many of the students will treat modals like ordinary verbs and produce error by using a superfluous infinitive to: Jack must to Study Harder.

The biggest problem of ESL students face with modals is their meaning. Each modal can have more than one meaning and each meaning is a member of an inter-related system. When a speaker chooses to use one modal, she/he is deciding not to use any of the other modals, there by indicating the degree of emphasis."The problem lies not in the surface positioning of modals or in their wide range of meanings, but in associating the right modal with the right meaning." The difficulties, in interpreting an already complex system, have often been compounded by teaching methods that present modals as a list. Students memorize the modals with their accompanying meanings, but they may have no idea of the subtle social and cultural information each choice conveys. Modals can also appear in the perfect aspect with a have + -en construction. This can also be a difficult area for students. The problems students experience with the perfect modal construction can be attributed to the fact that they often believe the addition of the perfect construction adds "perfectiveness" to the meaning. Beside that, the difficulties in learning modal auxiliaries were caused by internal factor; the factor comes from inside of the students, such as: interest, motivation, mental health and talent. As Muhibin Syah (2002,30) said "The internal factor is divided into aspects; physiological aspect and psychological aspect".

1. Physiological Aspect

This aspect is about the conditions of the students" body from every part of the body. For instance, when the students got headache, they could not study well. The condition of the body can influence students" intensity and spirits in studying. So, if their bodies are healthy, they can study well; can receive the information about what they are learning and can get a good achievement. However, if they are not, it will influence too. The students become lazy and no spirit to study.

2. Psychological Aspect

This factor emphasize on the inside conditions of the students. It consists of the students" intelligence, talent, interest, motivation, mental health and special types of learner.

a. Intelligence

The level of intelligence which the students have, give the influence in their learning. If the students have to resolve their problems which are over than their competences or their potentials, they will face the difficulties, especially in their learning. The higher IQ that students have, the higher achievement they will get.

b. Talent

Talent is the basic potential or basic competence which is gotten from born. Everyone has different talent. Someone will be easy learning something that is not suitable with their talent will get bored, give up and unhappy.

c. Interest

Interest is a tendency and high spirit or desire to something. The students" interest can be seen by the way students follow the learning process, complete or incomplete their note and pay attention to the italic word in those learning. Without interesting to the learning process, they will get learning difficulties. So, for those who have high interest in learning process, they will study hard to get what they want happily. Nevertheless, for those who have less interest in learning

process, they will study just as long as they want.

d. Motivation

Motivation is as inner factor that functions for making, basing and pointing to the learning. Students" motivation can determine good or bad in their learning achievement. The higher motivation they have, the higher learning success they will get. Furthermore, there are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is a motivation that comes from the inside students that can force them to study. Extrinsic motivation is motivation comes from outside students that give energy to study. It means the extrinsic motivation is the verse of intrinsic motivation.

e. Mental Health

In learning process, there is not only about intelligence but also about their mental health and their emotion. The quite emotion and the mental health will make the good result in learning process. In addition, if the students get successful in their learning, they will have self-esteem. The appearance of someone"s self-esteem is the factor of mental health.

f. Special types of learner

As the researcher know, there are three types of learning styles, those are: visual, motorist, and visual-motorist. If the learning process is suitable with their learning style, they will study happily. Besides the internal factor, there is external factor that causes learning difficulties. In this case, the students did not concentrate to the material given because their friends disturbed them, or there is the parent did not support them to study. It is meant, the difficulties were caused by the external factors. The external factor includes social environment and non social environment.

1. Social Environment

   The social environment here is the human environment outside students who have contact directly with them such as family, in their school, neighbors and mass media. Family is the first center of education. But it can be the cause of learning difficulties if the families give less attention to their children. Social environment in school such as teachers, staff administration and classmates can influence the students. The teacher can be a cause for learning difficulties when:

   a.Unqualified teacher

   b.Bad relationship between the teacher and the student.

   c.The high learning standard from the teacher

   d.Has no skill in diagnosing the students learning difficulties, and

   e.The unsuitable method.

   Moreover, the neighbors or people surrounding them can also influence in their learning activities.

2. Non-social Environment

    The factors which include the nonsocial environment are :

    the location of student"s house, the school"s building, learning instruments, curriculum, and school timing. All these factors are thought could be the influence for the students" achievement.

 The following chart of modal auxiliaries outlines the special meanings that auxiliaries have, and the present, past, future time they express.
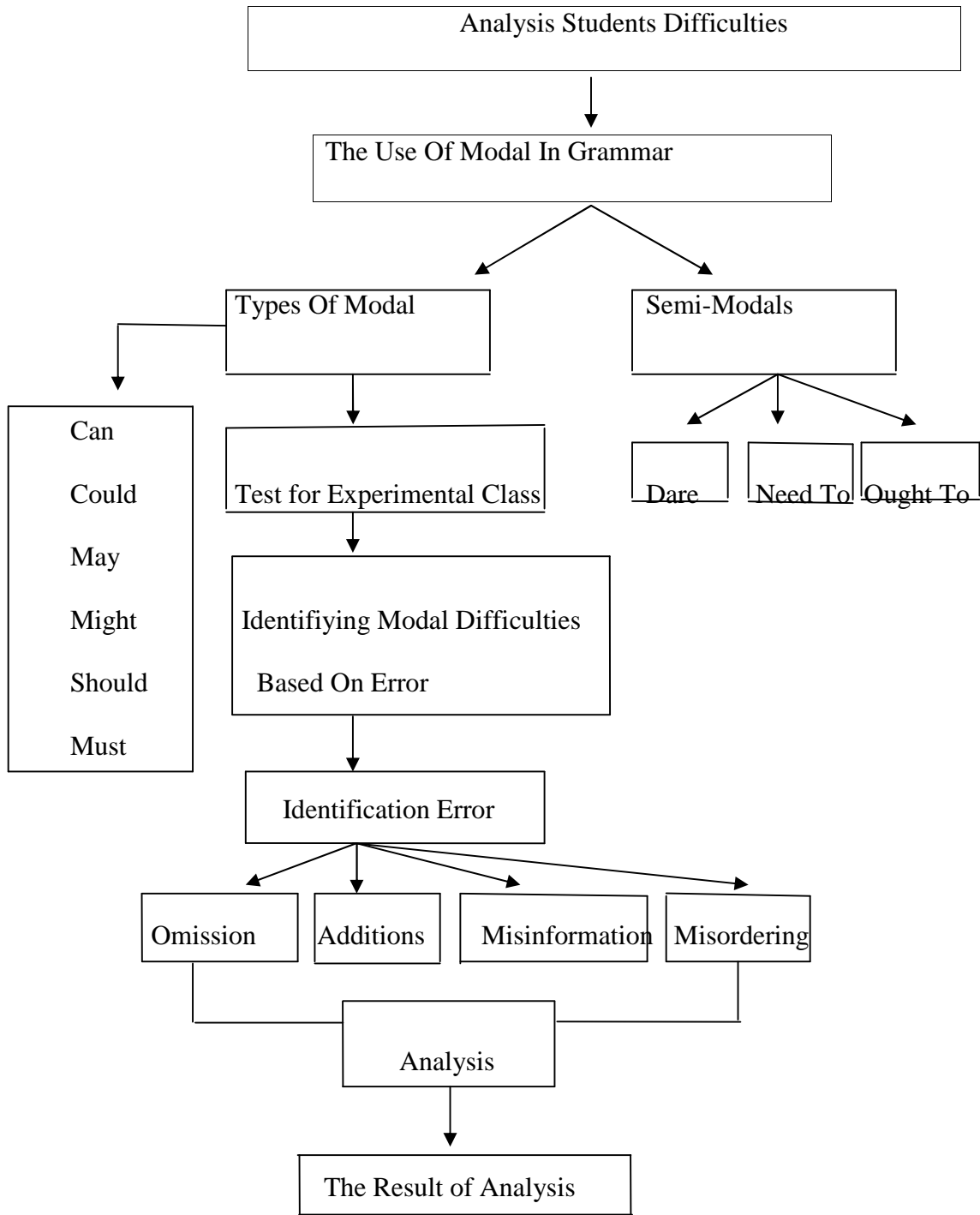
2.4 Previous Research

 The writer took the review of relaated literature from other graduating paper as the principles of comparison with the research.

 The writer took the data from Sudirman English Departement Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University Jakarta (2010) entitled Analysis on Students' difficulties in Learning Modal Auxiliaries 'Can' and 'Could'. To collect data, the writer observes the students of Mts Muhammadiyah 1 Ciputat by giving the test and interview the students who got low score. The writer uses a descriptive analysis technique with visiting the school to do research, the writer gives them the test about Modal Auxiliary in meaning, function and form. the differences between the writer's research and Sudirman is the writer give essay test and questionnare to the students and then the students answer by their answers and then the writer underlining the data and classifiying the data.

2.5 Conceptual Framework

Grammar is a thing that needs to be learned by the students to used language more effectively in producing words. It indicates that grammar provides a way to understand the relationship of the meaning and shape to function in context.

Modal auxuliaries verbs as conveying the mood or opinion of the speaker such as expressing ability, obligation, advice and possibility. In other words, modal auxilairy verbs can help the other word to become a stronger explanation. Remember the auxiliariy verb always carries the sentences, even though with the most modal it is not visible.

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                    ┌─────────────────────────────────────┐
                    │   Analysis Students Difficulties     │
                    └─────────────────────────────────────┘
                                     │
                                     ▼
                    ┌─────────────────────────────────────┐
                    │   The Use Of Modal In Grammar        │
                    └─────────────────────────────────────┘
```

| Types Of Modal | | Semi-Modals |

| Can | Test for Experimental Class | Dare | Need To | Ought To |

| Could |

| May |

| Might | Identifiying Modal Difficulties Based On Error |

| Should |

| Must | Identification Error |

| Omission | Additions | Misinformation | Misordering |

| Analysis |

| The Result of Analysis |

Figure 2.1 Conceptual Framework of Analysis On The Difficulties In   Learning Modal Auxiliaries Of The Eighth Grade Students Of SMP Hosana Medan (AGUSTIN LITASARI SIMBOLON: 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Instrument of Collecting Data

The writer come the school to do research. Next, the writer gave the essay test to the students which consisted of 10 items to the students and then the students answer by their answers and then the writer give questionnare which consisted 10 items to students and then the students answer by their experience.

3.2 Research Design

In doing this research, the writer will used descriptive qualitative design to describe the types of using student' difficulties in learning modal auxiliaries. According to John W Creswell (2009: 172) qualitative inquiry employs different philosophical assumptions, strategies of inquiry; and methods of data collection, analysis and interpretation. From explanation above, the writer concludes that qualitative research is also used to uncover trends in thought and opinions.

3.3 Subject of the Research

The subject of the study would be the students of grade eighth in the academic year 2018/2019 of SMP Hosana Medan. The writer would give the students essay questions to students and then the students answer by their answers and then the writer would give questionnaire to the students and the students answer by theirs experience.

3.4 Techniques of Collecting Data.

In technique of data collection the writer did some steps:

1. Giving Essay Questions

2. Giving questionnaire

3. Collecting the Paper

4. Underlining the data

3.5 Techniques of Analyzing Data

Technique of data Analysis the writer analyze the data with the following Steps:

1. Classifiying the errors modal auxiliaries

2. Identifing the errors data modal auxiliaries

3. Solving the difficulties problem modal auxiliaries

4. Making a conclusion